



FAQ LEVEL 3 DIPLOMA IN
ADULT CARE

FULL SPECIFICATION

Qualification Numbers: **603/2798/4**

Qualification Reference: **L3DAC**



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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 3 Diploma in Adult 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:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

E-mail: qualifications@futurequals.com

Website: <https://www.futurequals.com/>

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The **FAQ Level 3 Diploma in Adult Care** provides learners with the knowledge, understanding and skills required to work as a Lead Adult Care Worker.

Lead Adult Care Workers make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. They are expected to exercise judgement and take appropriate action to support individuals to maintain their independence, dignity and control. By providing leadership, guidance and direction at the frontline of care delivery, they are instrumental in improving the health and wellbeing of those receiving care and support.

The content of this specification has been specified by the sector skills council responsible for the adult care workforce, Skills for Care, working in partnership with employers, regulators and those who use services. This qualification has been approved for use by Skills for Care.



The Level 3 Diploma in Adult Care is the mandatory qualification required for the Lead Adult Care Worker Apprenticeship.

The Total Qualification Time (TQT) for this qualification is: 580 hours

Guided Learning (GL) for this qualification is: 342 hours

Minimum credits required to achieve the qualification: 58

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/>.

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/>

Alternativley , 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 3 Diploma in Adult Care can support progression on to the Level 4 Diploma in Adult Care.

2.4 Assessment Principles

The FAQ Level 3 Diploma in Adult Care must be assessed according to the Skills for Care and Development Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ Level 3 Diploma in Adult Care, learners must achieve a minimum of 580 hours TQT which is equivalent to 58 credits. Learners must achieve 28 credits from the mandatory components and a minimum of 30 credits from the optional components.

A minimum of 43 credits must be achieved at Level 3 or above.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	D/615/7919	Promote Communication in Care Settings	3	3
2	J/615/9079	Promote Effective Handling of Information in Care Settings	2	3
3	R/615/7917	Promote Personal Development in Care Settings	3	3
4	T/615/7957	Promote Person-Centred Approaches in Care Settings	6	3
5	Y/615/7921	Promote Equality and Inclusion in Care Settings	2	3
6	Y/615/7918	Promote Health, Safety and Wellbeing in Care Settings	6	3
7	A/615/7748	Responsibilities of a Care Worker	2	2
8	R/615/7920	Duty of Care in Care Settings	1	3
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	T/616/7887	Support Individuals who are Substance Users	7	3
11	A/616/7888	Support Individuals with Multiple Conditions and/or Disabilities	4	3
12	F/616/7889	Support Person-Centred Thinking and Planning	5	3
13	J/615/7963	Support Individuals who are Bereaved	4	3
14	Y/615/7966	Prepare for and Carry Out Extended Feeding Techniques	4	3
15	D/615/7970	Provide Support to Individuals to Continue Recommended Therapies	3	3
16	T/616/7890	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	5	4
17	A/616/7891	Enable Rights and Choices of Individuals with Dementia whilst Minimising Risks	4	3
18	D/616/7589	Understand and Enable Interaction and Communication with Individuals with Dementia	3	2
19	J/616/7893	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	4	3
20	R/616/7895	Carry Out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	5	3
21	D/616/7897	Support the Promotion of Awareness of Sensory Loss	3	3
22	H/616/7898	Promote Active Support	5	3
23	R/615/7996	Support Individuals to Manage their Finances	3	3
24	Y/615/7997	Obtain Venous Blood Samples	3	3
25	D/615/7998	Implement Therapeutic Group Activities	4	3
26	K/616/7899	Assist in the Implementation of Programmes to Increase Mobility,	4	3

		Movement and Functional Independence		
27	R/616/7900	Understand Models of Disability	3	3
28	Y/615/8034	Promote Positive Behaviour	6	3
29	K/616/7594	Support use of Medication in Social Care Settings	5	3
30	Y/616/7901	Equality, Diversity and Inclusion in Dementia Care Practice	4	3
31	D/615/8035	Support Individuals to Access and Use Services and Facilities	4	3
32	H/616/7903	Work with Families, Carers and Individuals during Times of Crisis	5	4
33	T/616/7906	Support Young People with a Disability to Make the Transition into Adulthood	5	3
34	H/615/7789	Understand Mental Wellbeing and Mental Health Promotion	3	3
35	H/615/7792	Causes and Spread of Infection	2	2
36	M/616/7595	Principles of Supporting and Individual to Maintain Personal Hygiene	1	2
37	F/615/8061	Support Individuals to Access and Manage Direct Payments	4	4
38	F/616/7908	Facilitate Person-Centred Assessment, Planning, Implementation and Review	6	3
39	Y/615/8082	Work in Partnership with Families to Support Individuals	3	3
40	J/616/7909	Service Improvement in the Care Sector	3	3
41	J/615/8451	Understand the Process and Experience of Dementia	3	3
42	F/616/7911	Support Individuals in the Use of Assistive Technology	4	4
43	J/616/7912	Understand Physical Disability	3	3
44	L/616/7913	Understand Positive Risk Taking for Individuals with Disabilities	3	3
45	L/615/7804	Move and Position Individuals in Accordance with their Care Plan	4	2
46	Y/616/7915	Support Individuals with Self-Directed Support	5	3
47	Y/615/7823	Understand Mental Health Problems	3	3

48	D/615/8455	Understand the Legal, Policy and Service Framework in Mental Health	5	3
49	H/616/7917	Administer Oral Nutritional Products to Individuals	4	3
50	K/616/7918	Support Individuals through Detoxification Programmes	3	3
51	T/615/8476	Supporting Individuals with Loss and Grief Before Death	2	3
52	M/616/7919	Promote Effective Communication with Individuals with Sensory Loss	4	3
53	F/615/9033	Understand the Context of Supporting Individuals with Learning Disabilities	4	3
54	H/616/7920	Work with Other Professionals and Agencies to Support Individuals with a Physical Disability	3	3
55	D/615/7838	Provide Support to Manage Pain and Discomfort	2	2
56	T/616/7601	Understand the Administration of Medication to Individuals with Dementia using a Person-Centred Approach	2	3
57	A/616/7602	Introduction to Personalisation in Social Care	3	3
58	F/616/7603	Support individuals to Maintain Personal Hygiene	2	2
59	T/615/7876	The Principles of Infection Prevention and Control	3	2
60	Y/615/8728	Awareness of the Mental Capacity Act 2005	3	3
61	J/616/7604	Contribute to the Effectiveness of Teams	3	2
62	L/616/7605	Understand the Role of Communication and Interactions with Individuals who have Dementia	3	3
63	R/615/8730	Provide Support to Maintain and Develop Skills for Everyday Life	4	3
64	Y/615/8731	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	5	3
65	D/615/8732	Enable Individuals to Develop Strategies to Manage their Behaviour	8	3
66	H/615/8733	Support Positive Risk Taking for Individuals	4	3

67	Y/616/7607	Purpose and Principles of Independent Advocacy	4	3
68	L/615/8743	Support the Spiritual Wellbeing of Individuals	3	3
69	R/615/8744	Managing Symptoms in End of Life Care	4	3
70	Y/615/8745	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	4	3
71	M/616/7922	Principles of Self-Directed Support	3	3
72	T/616/7923	Principles of Supporting Young People with a Disability to make the Transition into Adulthood	3	3
73	A/616/7924	Support the Development of Community Partnerships	5	4
74	Y/616/7929	Prepare to Support Individuals Within a Shared Lives Arrangement	4	3
75	A/615/8754	Deliver Training through Demonstration and Instruction	3	3
76	F/615/8755	Support Individuals During Emergency Situations	3	3
77	Y/615/7904	Cleaning, Decontamination and Waste Management	2	2
78	J/615/8756	Enable Individuals with Mental Health Problems to Develop Alternative Coping Strategies	4	4
79	R/616/7931	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	4	3
80	Y/615/9037	Care for the Elderly	2	2
81	D/616/7933	Enable Individuals to Negotiate Familiar and Unfamiliar Environments	5	3
82	H/616/7609	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2
83	K/616/7935	Support Individuals in their Relationships	4	3
84	K/615/7910	Undertake Physiological Measurements	3	3
85	M/616/7936	Prepare Environments and Resources for Use During Healthcare	3	2
86	T/616/7937	End of Life and Dementia Care	2	3

87	A/616/7938	Understand how to Support Individuals with Autistic Spectrum Conditions	3	3
88	D/615/8777	Support Individuals to Prepare for and Settle in to New Home Environments	3	3
89	H/615/8778	Support Individuals with Specific Communication Needs	5	3
90	T/615/7912	Undertake Agreed Pressure Area Care	4	2
91	F/616/7939	Contribute to Raising Awareness of Health Issues	4	3
92	D/616/7611	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3
93	D/615/8780	Support Individuals at the End of Life	6	3
94	T/616/7940	Implement the Positive Behavioural Support Model	8	4
95	D/615/8813	Administer Medication to Individuals and Monitor the Effects	5	3
96	M/616/7614	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	3	3
97	T/616/7615	Understand and Enable Interaction and Communication with Individuals who have Dementia	4	3
98	A/616/7941	Understand the Impact of Acquired Brain Injury on Individuals	3	3
99	A/616/7616	Provide Active Support	3	2
100	K/615/8815	Support Individuals to Live at Home	4	3
101	J/615/9065	Interact with and Support Individuals Using Telecommunications	5	3
102	M/615/8816	Undertake Tissue Viability Risk Assessments	3	3
103	T/615/8851	Provide Support for Individuals with Communication and Interaction Difficulties	5	3
104	D/615/8861	Assist in Implementing Treatment Programmes for Individuals with Severely Reduced Movement/Mobility	5	3
105	F/615/8982	Understand Long Term Conditions and Frailty	3	3
106	M/615/9030	Assist in the Administration of Oxygen	5	3

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.

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.

Skills for Care and Development Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).

1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations

1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.

1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:
<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>

1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.

1.6 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.

1.7 Assessors should ensure that the voices and choices of people who use services 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 who use care and support, 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 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 should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 2.8 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.
- 2.9 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.
- 2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 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

2.12 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.

2.13 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 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 (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)

3.3 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.

3.4 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. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.

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 Skills for Care and Development partnership website links

- <http://www.ccwales.org.uk>
- <http://www.niscc.info>
- <http://www.skillsforcare.org.uk>
- <http://www.sssc.uk.com>
- <http://www.skillsforcareanddevelopment.org.uk>

Appendix B Codes and Standards of Conduct

- <http://www.ccwales.org.uk/code-of-professional-practice/>
- http://www.niscc.info/files/Standards%20of%20Conduct%20and%20Practice/WEB_OPTIMISED_91739_NISCC_Social_Care_Workers_Book_NAVY_PINK.pdf
- <http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/Code-ofConduct.aspx>
- <http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-ofpractice>

Appendix C Guidance on Occupational Competence Qualifications

Wales:

- Qualification Framework for the Social Care Sector in Wales
<http://www.ccwales.org.uk/qualification-framework/>
- List of the Required Qualifications for the Early Years and Childcare Sector in Wales
<http://www.ccwales.org.uk/early-years-and-childcare-worker/>

N Ireland:

- http://www.niscc.info/files/Publications/WorkforceDevelopmentDocumentFinal_27_04_2015.pdf

England:

- <http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-socialcare-qualifications/Adult-social-care-vocational-qualifications.aspx>

Scotland:

- <http://www.sssc.uk.com/workforce-development/qualification-information-forproviders/scottish-vocational-qualifications>

Appendix C: Joint awarding body quality group – assessor qualifications

D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates'

Performance through Observation

Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)

Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)

Level 3 Certificate in Assessing Vocational Achievement

Qualified Teacher Status

Certificate in Education in Post Compulsory Education (PCE)

Social Work Post Qualifying Award in Practice Teaching

Certificate in Teaching in the Lifelong Learning Sector (CTLTS)

Diploma in Teaching in the Lifelong Learning sector (DTLLS)

Mentorship and Assessment in Health and Social Care Settings

Mentorship in Clinical/Health Care Practice

L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

L&D9D - Assessing workplace competence using Direct methods (Scotland)

NOCN – Tutor/Assessor Award

Level 3 Awards and Certificate in Assessing the Quality of Assessment

Level 4 Awards and Certificates in Assuring the Quality of Assessment

Level 3 Award in Education and Training JABQG Sept 2014 - Version 5

Level 4 Certificate in Education and Training

Level 5 Diploma in Educations and Training



3.2 Component Specifications

Component 1: Promote Communication in Care Settings

Component Reference Number: D/615/7919

Level: 3

Credit: 3

GL: 25

Component Summary

This component is aimed at those who work in care settings or with children or young people in a wide range of settings. The component is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC0031 Promote effective communication

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate
	1.2 Explain how communication affects relationships in the work setting
	1.3 Explain ways to manage challenging situations
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of the interaction
	2.2 Describe the factors to consider when promoting effective communication
	2.3 Demonstrate a range of communication methods and styles to meet individual needs
	2.4 Demonstrate how to respond to an individual's reactions when communicating
3. Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways
	3.2 Identify barriers to effective communication
	3.3 Demonstrate ways to overcome barriers to communication
	3.4 Demonstrate how to use strategies that can be used to clarify misunderstandings
	3.5 Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours

	3.6 Explain how to access extra support or services to enable individuals to communicate effectively
	3.7 Explain the purposes and principles of independent advocacy
	3.8 Explain when to involve an advocate and how to access advocacy services
4. Be able to apply principles and practices relating to confidentiality	4.1 Explain the meaning of the term confidentiality
	4.2 Demonstrate ways to maintain and promote confidentiality in day-to-day communication
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

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

Preferences may be based on:

- beliefs
- values
- culture

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

Communication methods may include:

- non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
 - sign language
 - braille
 - pictorial information
- verbal communication
 - vocabulary
 - linguistic tone
 - pitch
- technological aids

Services may include:

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

Component 2: Promote Effective Handling of Information in Care Settings

Component Reference Number: J/615/9079

Level: 3

Credit: 2

GL: 16

Component Summary

This component is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC31

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand requirements for handling information in care settings	1.1 Identify legislation and codes of practice that relate to handling information in care settings
	1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings
2. Be able to implement good practice in handling information	2.1 Describe features of manual and electronic information storage systems that help ensure security
	2.2 Demonstrate practices that ensure security when storing and accessing information
	2.3 Maintain records that are up to date, complete, accurate and legible
	2.4 Support audit processes in line with own role and responsibilities
3. Be able to support others to handle information	3.1 Support others to understand the need for secure handling of information
	3.2 Support others to understand and contribute to records

Additional Information

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

Others may include:

- Team members
- Colleagues
- Individuals accessing or commissioning care or support
- Families, carers or advocates

Component 3: Promote Personal Development in Care Settings

Component Reference Number: R/615/7917

Level: 3

Credit: 3

GL: 10

Component Summary

This component covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC0033 Develop your practice through reflection and learning

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

GEN13 Synthesise new knowledge into the development of your own practice

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 work role
	1.2 Explain expectations about own work role as expressed in relevant standards
	1.3 Describe how to work effectively with others
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided
	2.2 Reflect on practice to improve the quality of the service provided
	2.3 Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards
	3.2 Use feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development
	4.2 Work with others to review and prioritise own learning needs, professional interests and development opportunities
	4.3 Work with others to agree own personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice
	5.2 Explain how reflective practice has led to improved ways of working
	5.3 Explain why continuing professional development is important
	5.4 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 practice
- Regulations
- Minimum standards
- National occupational standards

Others may include:

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

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.

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.

Component 4: Promote Person-Centred Approaches in Care Settings

Component Reference Number: T/615/7957

Level: 3

Credit: 6

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 implement and promote person-centred approaches.

Assessment Guidance

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

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

Relationship to Occupational Standards

SCDHSC0035 Promote the safeguarding of individuals

SCDHSC0332 Promote individuals' positive self-esteem and sense of identity

SCDHSC0350 Support the spiritual wellbeing of individuals

SCDHSC0034 Promote the safeguarding of children and young people

SCDHSC3111 Promote the rights and diversity 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 how to promote the application of person-centred approaches in care settings	1.1 Explain how and why person-centred values must influence all aspects of health and adult care work
	1.2 Evaluate the use of care plans in applying person-centred values
	1.3 Explain how to collate and analyse feedback to support the delivery of person centred care in line with roles and responsibilities
2. Be able to work in a person-centred way	2.1 Work with an individual and others to find out the individual's history, preferences , wishes and needs
	2.2 Demonstrate ways to put person centred values into practice in a complex or sensitive situation
	2.3 Adapt actions and approaches in response to an individual's changing needs or preferences
3. Be able to establish consent when providing care or support	3.1 Analyse factors that influence the capacity of an individual to express consent
	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 implement and promote active participation	4.1 Describe different ways of applying active participation to meet individual needs
	4.2 Work with an individual and others to agree how active participation will be implemented
	4.3 Demonstrate how active participation can address the holistic needs of an individual
	4.4 Demonstrate ways to promote understanding and use of 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 own role and authority to support the individual's right to make choices
	5.3 Manage risk in a way that maintains the individual's right to make 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 promote individuals' wellbeing	6.1 Explain the links between identity, self-image and self-esteem
	6.2 Analyse factors that contribute to the wellbeing of individuals
	6.3 Support an individual in a way that promotes their sense of identity, self-image and self-esteem
	6.4 Demonstrate ways to contribute to an environment that promotes wellbeing
7. Understand the role of risk-assessment in enabling a person-centred approach	7.1 Compare different uses of risk-assessment in care settings
	7.2 Explain how risk-taking and risk-assessment relate to rights and responsibilities
	7.3 Explain why risk-assessments need to be regularly revised

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
- Partnership
- Care

- Compassion
- Courage
- Communication
- Competence

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** 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
- Individuals who require care or support
- Families, friends, advocates or others who are important to individuals

Preferences may be based on:

- beliefs
- values
- culture

Complex or sensitive situations may include those that are:

- Distressing or traumatic
- Threatening or frightening
- Likely to have serious implications or consequences
- Of a personal nature
- Involving complex communication or cognitive needs

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

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; individual is regarded as an active partner in their own care or support, rather than a passive recipient

Wellbeing may include aspects that are:

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

Component 5: Promote Equality and Inclusion in Care Settings

Component Reference Number: Y/615/7921

Level: 3

Credit: 2

GL: 18

Component Summary

This component is aimed at those who work in a wide range of care settings. The component covers the concepts of equality, diversity and inclusion which are fundamental to such roles.

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC3111 Promote the rights and diversity of individuals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none">• diversity• equality• inclusion• discrimination
	1.2 Describe the effects of discrimination
	1.3 Explain how inclusive practice promotes equality and supports diversity
2. Be able to work in an inclusive way	2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role
	2.2 Work with individuals in a way that respects their beliefs, culture, values and preferences
3. Be able to promote diversity, equality and inclusion	3.1 Model inclusive practice
	3.2 Support others to promote equality and rights
	3.3 Describe how to challenge discrimination in a way that promotes change

Additional Information

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

Effects may include effects on:

- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society

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

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

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

Component 6: Promote Health, Safety and Wellbeing in Care Settings

Component Reference Number: Y/615/7918

Level: 3

Credit: 6

GL: 45

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 promote and implement health, safety and wellbeing in their work setting.

Assessment Guidance

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

Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

Relationship to Occupational Standards

SCDHSC0032 Promote health, safety and security in the work setting

Infection Prevention and Control NOS: IPC2, IPC4, IPC6

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a care setting
	1.2 Explain the main points of health and safety policies and procedures agreed with the employer
	1.3 Analyse 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 specific tasks in the work setting that should not be carried out without special training
2. Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety
	2.2 Support others' understanding of health and safety and follow agreed safe practices
	2.3 Monitor potential health and safety risks
	2.4 Use risk assessment in relation to health and safety
	2.5 Minimise potential risks and hazards
	2.6 Access additional support or information relating to health and safety

3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting
	3.2 Explain 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 role in supporting others to follow practices that reduce the spread of infection
	4.2 Describe the causes and spread of infection
	4.3 Demonstrate the use of Personal Protective Equipment (PPE)
	4.4 Wash hands using the recommended method
	4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work
5. Be able to move and handle equipment and other objects safely	5.1 Explain the main points of legislation that relate to moving and handling
	5.2 Explain the principles for safe moving and handling
	5.3 Move and handle equipment and other objects safely
6. Be able to handle hazardous substances and materials	6.1 Describe types of hazardous substances that may be found in the work setting
	6.2 Use safe practices when: <ul style="list-style-type: none"> • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances and materials
7. Be able 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 Demonstrate measures that prevent fires from starting
	7.3 Explain emergency procedures to be followed in the event of a fire in the work setting
	7.4 Ensure clear evacuation routes are maintained at all times
8. Be able to implement security measures in the work setting	8.1 Follow agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> • Premises • Information
	8.2 Use 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 stress	9.1 Describe common signs and indicators of stress in self and others
	9.2 Analyse factors that can trigger stress
	9.3 Compare strategies for managing stress in self and others
	9.4 Explain how to access sources of support

Additional Information

Care settings may include health, adult care or children and young people’s settings

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

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.

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 Skills for Care and Development 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 in Care Settings

Component Reference Number: R/615/7920

Level: 3
Credit: 1
GL: 8

Component Summary

This component is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC0023 Develop your own knowledge and practice

SCDHSC0024 Support the safeguarding of individuals

SCDHSC0227 Contribute to working in partnership with carers

SCDHSC0034 Promote the safeguarding of children and young people

SCDHSC0035 Promote the safeguarding of individuals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role
	1.2 Explain how duty of care relates to duty of candour
	1.3 Explain how duty of care contributes to the safeguarding or protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
	2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints
	3.2 Explain policies and procedures relating to the handling of complaints

Additional Information

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

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

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

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 Skills for Care and Development 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 • 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 wellbeing 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

Wellbeing may include aspects that are:

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



3.4 Optional Component Specifications

Component 10: Support Individuals who are Substance Users

Component Reference Number: T/616/7887

Level: 3

Credit: 7

GL: 42

Component Summary

This component is for those who support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogenics, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.

Assessment Guidance

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

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

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand about different substances, their effects and how they might be used	1.1 Explain legislation, policies and guidelines on the use and storage of substances
	1.2 Identify the different substances which individuals might use, how they are used and their likely effects
	1.3 Identify the risks involved with substance use both in the short and the long term
2. Be able to enable individuals to adopt safe practices associated with substance use	2.1 Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use
	2.2 Support individuals to discuss their circumstances and history of substance use
	2.3 Communicate with individuals in a manner that maximises the individuals understanding
	2.4 Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely
	2.5 Support individuals to dispose of hazardous materials and equipment safely
	2.6 Describe harm reduction strategies and how and why these may differ from individual to individual

	2.7 Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them
3. Support individuals when they have used substances	3.1 Explain relevant policies and procedures for the support of individuals who have used substances
	3.2 Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual
	3.3 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety
	3.4 Support individuals to meet their own needs and requirements after the effects of the substance have worn off
	3.5 Show when and how to request further support and assistance
	3.6 Report information about episodes of substance use to an appropriate person and record it in the required format
4. Support individuals in reducing substance use	4.1 Identify the specialist agencies and support networks involved in supporting substance users
	4.2 Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so
	4.3 Offer support to individuals which respects their individual rights, and is appropriate to their needs
	4.4 Assist individuals to review their progress in reducing substance use
	4.5 Describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided

Additional Information

Short and long term e.g. overdose, dependence, associated health risks etc

Component 11: Support Individuals with Multiple Conditions and/or Disabilities

Component Reference Number: A/616/7888

Level: 3

Credit: 4

GL: 31

Component Summary

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

Assessment Guidance

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

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

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 Describe possible multiple conditions and/or disabilities that individuals may have
	1.2 Explain how multiple conditions and/or disabilities may have an additional impact on the individual's wellbeing and quality of life
	1.3 Explain how multiple conditions and/or disabilities may impact on an individual's opportunities to participate in a range of activities
2. Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1 Describe own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities
	2.2 Explain the steps to take when actions may be outside of the scope of own role and responsibilities
3. Understand the support available for individuals with multiple conditions and/or disabilities	3.1 Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in local area
	3.2 Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.3 Explain the range of resources that are available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.4 Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities

4. Be able to assist individuals with multiple conditions and/or disabilities	4.1 Support an individual to identify needs and preferences
	4.2 Identify resources or specialist equipment that may be required to support an individual with multiple conditions and/or disabilities to engage in activities
	4.3 Support an individual with multiple conditions and/or disabilities to engage in activities that meet their needs and preferences
5. Be able to evaluate the support provided to an individual to engage in activities	5.1 Review with the individual and/or others , how well the activities have met their identified needs and preferences
	5.2 Reflect on own support to an individual with multiple conditions and/or disabilities to engage in activities
	5.3 Explain where additional advice, guidance or support can be accessed to improve own practice
	5.4 Adapt own practice to support the needs of the individual

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

Wellbeing, e.g.

- emotional
- psychological
- physical

Activities could include:

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

Informal networks could include:

- family
- friends
- neighbours
- special interest groups

Others could include:

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

Component 12: Support Person-Centred Thinking and Planning

Component Reference Number: F/616/7889

Level: 3

Credit: 5

GL: 41

Component Summary

This component is aimed at those who work in a range of health or social care settings. This component enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

Assessment Guidance

This component must be assessed in line with the Skills for Care and Development 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 Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
	1.2 Explain the benefits of using person-centred thinking with individuals
	1.3 Explain the beliefs and values on which person-centred thinking and planning is based
	1.4 Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning
	1.5 Explain how person-centred thinking tools can form the basis of a person-centred plan
	1.6 Describe the key features of different styles of person-centred planning and the contexts in which they are most useful
	1.7 Describe examples of person-centred thinking tools, their purpose and how and when each one might be used
	1.8 Explain the different ways that one-page profiles are used

2. Understand the context within which person-centred thinking and planning takes place	2.1 Explain current policy, legislation and guidance underpinning person-centred thinking and planning
	2.2 Analyse the relationship between person-centred planning and the commissioning and delivery of services
	2.3 Describe how person-centred planning and person-centred reviews influence strategic commissioning
	2.4 Explain what a person-centred team is
	2.5 Explain how person-centred thinking can be used within a team
	2.6 Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation
	2.7 Describe the role of the manager in implementing person-centred thinking and planning
3. Understand own role in person-centred planning	3.1 Explain the range of ways to use person-centred thinking, planning and reviews in own role: <ul style="list-style-type: none"> • with individuals • as a team member • as part of an organisation
	3.2 Explain the different person-centred thinking skills required to support individuals
	3.3 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
	3.4 Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome
4. Be able to apply person-centred planning in relation to own life	4.1 Describe what person-centred thinking tools would be useful in own life
	4.2 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
	4.3 Evaluate which person-centred thinking tools could be used to think more about own community connections
	4.4 Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations
5. Be able to implement person-centred thinking, planning and reviews	5.1 Use information from a person-centred review to start a person-centred plan
	5.2 Demonstrate how person-centred thinking tools can be used to develop a person-centred plan

	5.3 Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their goals
	5.4 Show that the plan and process are owned by the individual
	5.5 Use person-centred thinking to enable individuals to choose those who support them
	5.6 Support the individual and others involved to understand their responsibilities in achieving actions agreed
	5.7 Demonstrate a successful person-centred review

Additional Information

N/A

Component 13: Support Individuals who are Bereaved

Component Reference Number: J/615/7963

Level: 3
Credit: 4
GL: 30

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 who are bereaved.

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC0384

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the effects of bereavement on individuals	1.1 Describe how an individual may feel immediately following the death of a loved one
	1.2 Analyse how the bereavement journey may be different for different individuals across the lifespan
2. Understand principles for supporting individuals who are bereaved	2.1 Compare theories of bereavement
	2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement
	2.3 Explain importance of empathy in supporting a bereaved individual
3. Be able to support individuals to express their response to loss	3.1 Create an environment where the individual has privacy to express their emotions
	3.2 Use active listening skills to support the individual to express their thoughts, feelings and distress
4. Be able to support individuals who are bereaved	4.1 Assess the individual's level of distress and their capacity for resilience
	4.2 Agree a programme of support with the individual and others
	4.3 Carry out own role within the support programme
	4.4 Support the individual to identify any changes they may need to make as a result of their loss
	4.5 Explain the importance of working at the individual's pace during the bereavement journey

	4.6 Support the individual to manage conflicting emotions, indecision or fear of the future
5. Understand the role of specialist agencies in supporting individuals who are bereaved	5.1 Compare the roles of specialist agencies in supporting individuals who are bereaved
	5.2 Describe how to assess whether a bereaved individual requires specialist support
	5.3 Explain the importance of establishing agreement with the individual for a referral to a specialist agency
6. Be able to manage own feelings when providing support for individuals who are bereaved	6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved
	6.2 Use support systems to help manage own feelings

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

Support systems refers to a network of people who provide an individual with practical or emotional support

Component 14: Prepare for and Carry Out Extended Feeding Techniques

Component Reference Number: Y/615/7966

Level: 3

Credit: 4

GL: 27

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 for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake.

Assessment Guidance

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

Relationship to Occupational Standards

CHS17

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand legislation and agreed ways of working when using extended feeding techniques	1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding
	1.2 Explain the importance of following procedures exactly as specified
2. Understand anatomy and physiology in relation to extended feeding	2.1 Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
	2.2 Explain the importance of fluid and nutritional balance to the health of individuals
	2.3 Describe conditions where feeding may be undertaken by extended methods
3. Understand extended feeding techniques	3.1 Explain techniques for extended feeding
	3.2 Describe equipment and materials that may be used for extended feeding
	3.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences
	3.4 Describe how to recognise and deal with adverse reactions which may occur: <ul style="list-style-type: none"> • During procedures • Following procedures
4. Be able to manage risks relating to extended feeding	4.1 Identify potential risks associated with extended feeding
	4.2 Describe the potential sources and consequences of contamination related to extended feeding

	4.3 Explain why it is important to: <ul style="list-style-type: none"> • Maintain the correct level of cleanliness • Pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
	4.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
	4.5 Dispose of: <ul style="list-style-type: none"> • Used equipment, materials and feeds • Body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working
5. Be able to prepare for extended feeding	5.1 Ensure that adequate and relevant fluids, feeds and equipment are available
	5.2 Confirm the identity of the individual prior to carrying out the activity
	5.3 Obtain valid consent from the individual prior to carrying out the planned activity
	5.4 Confirm equipment and materials are: <ul style="list-style-type: none"> • appropriate to the procedure • fit for purpose
	5.5 Position the individual to ensure safety and comfort and to facilitate the method of extended feeding
6. Be able to carry out and complete extended feeding techniques	6.1 Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
	6.2 Carry out extended feeding safely and according to the individual's plan of care
	6.3 Observe the individual throughout the activity and respond to any adverse reactions
	6.4 Ensure the comfort of the individual following extended feeding
7. Be able to maintain records and report on extended feeding	7.1 Complete required records
	7.2 Identify others who may be involved in reviewing the nutritional and fluid intake of an individual
	7.3 Report any findings about the process and the individual which may have an impact on the care plan

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

Component 15: Provide Support to Individuals to Continue Recommended Therapies

Component Reference Number: D/615/7970

Level: 3
Credit: 3
GL: 20

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 to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC0352

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of supporting individuals to continue recommended therapies	1.1 Analyse benefits of recommended therapies to an individual's health and wellbeing
	1.2 Describe barriers that prevent individuals from continuing recommended therapies
	1.3 Discuss consequences of individuals discontinuing recommended therapies
2. Be able to encourage individuals to continue recommended therapies	2.1 Agree individual's needs, wishes and preferences in relation to continuing a recommended therapy
	2.2 Enable individuals to access information in relation to benefits of continuing the recommended therapy
	2.3 Describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy
	2.4 Explain how to motivate the individual to continue the recommended therapy
3. Be able to support individuals to continue recommended therapy	3.1 Clarify information required prior to providing support
	3.2 Promote active participation during therapy
	3.3 Manage concerns encountered during therapy
	3.4 Provide constructive feedback and encouragement to the individual during therapy

4. Be able to monitor, record and report on observations during recommended therapy	4.1 Establish with the individual and others the observations to be made during therapy sessions
	4.2 Carry out agreed observations within scope of own role
	4.3 Record agreed observations within scope of own role
	4.4 Report on the findings of observations to individuals and others
5. Be able to contribute to evaluation and review of recommended therapies	5.1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
	5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
	5.3 Agree changes to therapy sessions or the support provided with others
	5.4 Record agreed actions

Additional Information

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

Needs, wishes and preferences can include:

- importance of recognising individual needs
- age and stage of development of child or young person
- home language
- preferred method
- additional learning needs
- physical disabilities
- cognitive and communication difficulties
- alternative methods of communication e.g. language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication

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

Others may include:

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

Component 16: Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions

Component Reference Number: T/616/7890

Level: 4

Credit: 5

GL: 35

Component Summary

This component applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining courses of action to promote their physical health.

Assessment Guidance

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

Learning outcomes 2, 3, 4, 5 and 6 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 to assess the physical health needs of individuals with mental health needs	1.1 Describe legislation, policies and procedures that apply to the process of assessment of the physical health of individuals
	1.2 Analyse how physical and mental health needs may be linked and may impact on one another
	1.3 Describe needs led assessment and person-centred planning
2. Be able to carry out assessments of the physical health needs of individuals with mental health needs	2.1 Obtain valid consent to carry out an assessment of the physical health needs of an individual
	2.2 Carry out an assessment of an individuals' physical health needs in line with agreed ways of working
	2.3 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
	2.4 Explain why it is important to consider all information gathered during the assessment process as a whole
	2.5 Identify where the outcomes of the assessment require further advice, investigation or referral

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

Additional Information

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

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

Component 17: Enable Rights and Choices of Individuals with Dementia whilst Minimising Risks

Component Reference Number: A/616/7891

Level: 3

Credit: 4

GL: 26

Component Summary

This component is about developing the learner's knowledge, understanding of and skills in enabling the rights and choices of the individual with dementia whilst minimising risks.

Assessment Guidance

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

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 support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1 Explain the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
	1.2 Evaluate agreed ways of working that relate to rights and choices of an individual with dementia
	1.3 Explain how and when personal information may be shared with carers and others , taking into account legislative frameworks and agreed ways of working
2. Be able to maximise the rights and choices of individuals with dementia	2.1 Explain why it is important not to assume that an individual with dementia cannot make their own decisions
	2.2 Describe how the ability of an individual with dementia to make decisions may fluctuate
	2.3 Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support
	2.4 Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests

3. Be able to involve carers and others in supporting individuals with dementia	3.1 Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm
	3.2 Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk
	3.3 Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution
4. Understand how to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices	4.1 Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia
	4.2 Explain how key physical aspects of the environment enable care workers to show respect and dignity for an individual with dementia
	4.3 Explain how key social aspects of the environment enable care workers to show respect and dignity for an individual with dementia

Additional Information

Key legislation

- Human Rights Act 1998
- Mental Capacity Act 2005
- Adults with Incapacity (Scotland) Act 2000
- Mental Health Act 2007
- The Disability Discrimination Act 1995
- Safeguarding Vulnerable Groups Act 2006
- Carers (Equal Opportunities) Act 2004

Agreed ways of working

Include policies and procedures where these exist; they may be less formally documented with micro-employers.

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

Carers and others may be

- care worker
- family
- advocate
- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech and language therapist

- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- independent mental capacity advocate
- independent mental health advocate
- advocate
- dementia care adviser
- support groups

Best interests

This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.

Key physical aspects

- signage
- colour
- furniture
- flooring
- technology
- room layout
- storage
- space for personal belongings

Key social aspects

- communication skills
- positive approach
- relationship-centred approach
- professional boundaries
- abilities focus
- whole team approach

Component 18: 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 Skills for Care and Development 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 19: Identify and Act Upon Immediate Risk of Danger to Substance Misusers

Component Reference Number: J/616/7893

Level: 3
Credit: 4
GL: 24

Component Summary

This component is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how to identify immediate risk of danger to substance misusers	1.1 Explain the relevant policies and procedures for dealing with risk of danger to individuals and others
	1.2 Describe the range of different substances subject to misuse and their effects
	1.3 Describe any signs of immediate risk of danger which may include risk of <ul style="list-style-type: none"> • overdose • individuals causing injury or harm to themselves or others
2. Be able to act upon immediate risk of danger to substance misusers	2.1 Describe how to make the individual aware that they are available and willing to help
	2.2 Obtain personal details from the individual or any person near the individual
	2.3 Obtain information on the substance used from the individual or any person near the individual
	2.4 Show how to interact with the individual in a manner which recognises their needs and rights
	2.5 Encourage the individual to describe any pain or discomfort they may be experiencing
	2.6 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety

	2.7 Take actions which are appropriate to the substance used and the effect it has had on the individual
	2.8 Demonstrate when and how to request any first aid treatment/support
	2.9 Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance
	2.10 Record all information and report to appropriate person in the required format

Additional Information

Substances e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents

Actions e.g. calming the individual, reviving the individual etc

Component 20: Carry Out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers

Component Reference Number: R/616/7895

Level: 3

Credit: 5

GL: 30

Component Summary

This component is for those who need to refer individuals with less complex needs directly to less structured drug, alcohol or substance misuse services (such as drop-in advice services) and identify when an individual has more complex needs which require referral to a comprehensive substance misuse assessment.

Assessment Guidance

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

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the range of difference substances and their effects	1.1 Identify the range of different substances and their effects
	1.2 Identify different indications of substance misuse
	1.3 Explain ways of keeping knowledge about substances and indications of substance misuse up to date
	1.4 Explain the jargon used by substance misusers in the locality
2. Be able to evaluate individuals' substance misuse and understanding of substance misuse services	2.1 Explain why the assessment of individuals should be carried out promptly
	2.2 Obtain information from the individual and if applicable, from the referring agency, in line with protocols
	2.3 Carry out the assessment in line with locally agreed criteria and using standardised documentation
	2.4 Assess the individual's understanding of services available and readiness to engage in a treatment programme
	2.5 Manage challenging, abusive, aggressive or chaotic behaviour
	2.6 Assess the risks to the individual which may result from substance misuse and/or co-existent problems

	2.7 Identify appropriate persons who can provide support when there are any problems with the assessment
	2.8 Demonstrate how to involve adults with parental responsibility in the assessment and referral of children and young people
	2.9 Demonstrate how to take account of a child or young person's age and maturity when involving them in assessment
3. Be able to assess individuals' needs and appropriate interventions	3.1 Present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them
	3.2 Demonstrate how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care
	3.3 Agree an appropriate course of action with the individual according to the type of intervention required
	3.4 Justify the choice of intervention according to locally agreed criteria
	3.5 Describe how to ensure consistency of approach with other members of the substance misuse team
4. Be able to make referrals to substance misuse services	4.1 Explain the importance of referring individuals to the appropriate service with the required degree of urgency
	4.2 Plan arrangements for the referral with the individual and facilitate their contact with the service
	4.3 Make referrals and share information with services in line with local protocols
	4.4 Obtain feedback from the service to evaluate and refine referral practices
	4.5 Record details of the assessment and resulting actions taken

Additional Information

N/A

Component 21: Support the Promotion of Awareness of Sensory Loss

Component Reference Number: D/616/7897

Level: 3

Credit: 3

GL: 23

Component Summary

The purpose of this component is to provide the learner with the knowledge, understanding and skills required to promote awareness of sensory loss. This component would be useful for those who undertake specialist roles.

Assessment Guidance

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

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of promoting awareness of sensory loss	1.1 Explain why it is important to promote awareness of sensory loss for: <ul style="list-style-type: none"> • Individuals • Service provision • Societal perceptions and attitudes
2. Understand the role played by self and others in promoting awareness of sensory loss	2.1 Outline own role in promoting awareness of sensory loss
	2.2 Outline the roles of others who may play a part in promoting the awareness of sensory loss
	2.3 Establish the role that individuals play in promoting awareness of sensory loss
3. Be able to provide information that promotes awareness of sensory loss	3.1 Describe the range of information and resources available in relation to sensory loss
	3.2 Research evidence based best practice in relation to sensory loss
	3.3 Provide others with information on evidence based best practice relevant to own service area
4. Be able to use information to promote awareness of sensory loss	4.1 Use information, resources or evidence based best practice to improve support provided, by self and others, to individuals with sensory loss
	4.2 Establish the extent of changes that result from providing information and intelligence about evidence based practice resources

Additional Information

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness

Others could include:

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

Component 22: Promote Active Support

Component Reference Number: H/616/7898

Level: 3

Credit: 5

GL: 36

Component Summary

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

Assessment Guidance

This component must be assessed in line with the Skills for Care and Development 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 Compare the characteristics associated with active support and the hotel model in relation to an individual's support
	1.2 Identify practical changes that could be made within a service setting to: <ul style="list-style-type: none">• promote an individual's independence• support informed choices• improve quality of life
2. Be able to interact positively with individuals to promote participation	2.1 Assess the levels of help an individual would need to participate in a range of new activities
	2.2 Use task analysis to break a range of new activities into manageable steps for an individual
	2.3 Evaluate different ways of positively reinforcing an individual's participation in a range of new activities
	2.4 Interact positively with an individual to promote successful participation in a range of new activities

3. Be able to develop and implement person-centred daily plans to promote participation	3.1 Develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement
	3.2 Support the implementation of daily plans that promote an individual's participation in a range of activities
	3.3 Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation
4. Be able to use person-centred records to evaluate an individual's participation in activities	4.1 Develop a person-centred record to monitor an individual's participation in activities
	4.2 Review an individual's participation in activities to assess changes over time
	4.3 Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle
	4.4 Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life

Additional Information

N/A

Component 23: Support Individuals to Manage their Finances

Component Reference Number: R/615/7996

Level: 3

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 manage and review their financial affairs, in accordance with their needs and preferences.

Assessment Guidance

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

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

Relationship to Occupational Standards

SCDHSC0345

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know how to access information and advice about financial affairs	1.1 Identify sources of information and advice about methods and services for managing personal finances
	1.2 Identify sources of information and advice about benefits and allowances
	1.3 Describe the role of others who may be involved in supporting individuals to manage their own finances
	1.4 Describe how and when to access specialist expertise in relation to managing financial affairs
	1.5 Explain how to access advice on safeguarding against financial abuse
2. Be able to provide support for individuals to manage their finances	2.1 Identify legislation, codes of practice and agreed ways of working in relation to providing support to manage finances
	2.2 Work with the individual to identify the skills they have for managing their own finances
	2.3 Identify an individual's preferred methods and services for managing their finances
	2.4 Provide support for managing finances in a way that promotes active participation and safeguards the individual
	2.5 Contribute to records and reports in relation to finances in line with agreed ways of working

3. Be able to contribute to applying for financial assistance	3.1 Provide support for an individual to check the benefits and allowances they are entitled to
	3.2 Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation
4. Be able to contribute to reviewing support for managing finances	4.1 Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
	4.2 Work with the individual to evaluate methods, services and support for managing finances
	4.3 Agree with the individual any changes to methods, services and support for managing finances
	4.4 Provide feedback to an organisation or agency about the effectiveness of financial information or support
	4.5 Explain the importance of providing feedback to organisations or agencies in relation to their financial services or support

Additional Information

Others may include:

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

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 24: Obtain Venous Blood Samples

Component Reference Number: Y/615/7997

Level: 3

Credit: 3

GL: 24

Component Summary

This component is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.

Assessment Guidance

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

Relationship to Occupational Standards

CHS132.2012

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples
2. Understand the anatomy and physiology relating to obtaining venous blood samples	2.1 Describe the structure of venous blood vessels
	2.2 Explain blood clotting processes and the factors that influence blood clotting
	2.3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures
3. Be able to prepare to obtain venous blood samples	3.1 Confirm the individual's identity and obtain valid consent
	3.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> • is appropriate to their communication needs and abilities • provides relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and preferences
	3.3 Select and prepare appropriate equipment for obtaining the venous blood sample
	3.4 Select and prepare an appropriate site taking into account the individual's age, needs and preferences

4. Be able to obtain venous blood samples	4.1 Apply health and safety measures relevant to the procedure and environment
	4.2 Apply standard precautions for infection control
	4.3 Obtain the venous blood sample, to include: <ul style="list-style-type: none"> • utilisation of blood collection equipment • utilisation of containers • required volume of blood • correct sequence when obtaining multiple samples • application and use of tourniquets at appropriate stages • stimulation of blood flow or selection of alternative site where necessary • utilisation of anti-coagulant with sample when necessary
	4.4 Respond to indications of adverse reactions or complications during the procedure
	4.5 Explain the procedure to manage an arterial puncture
	4.6 Terminate the blood collection procedure to include: <ul style="list-style-type: none"> • removal of blood collection equipment • stopping blood flow • stopping bleeding • application of suitable dressing • personal care advice to the individual
5. Be able to prepare venous blood samples for transportation	5.1 Label, package, transport and store blood samples

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 25: Implement Therapeutic Group Activities

Component Reference Number: D/615/7998

Level: 3

Credit: 4

GL: 25

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 plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC393

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the principles of therapeutic group activities	1.1 Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and wellbeing
	1.2 Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances
	1.3 Compare theories in relation to group dynamics
2. Be able to plan and prepare for therapeutic group activities	2.1 Work with individuals and others to agree: <ul style="list-style-type: none"> • the nature and purpose of a therapeutic group • specific activities to fit the purpose of the group • the monitoring or observations required as part of the group activity • own role in relation to planning and preparing for the group activity
	2.2 Address any risks that may be associated with the planned activities
	2.3 Prepare the environment for a therapeutic group activity
	2.4 Prepare equipment or resources needed for the activity
3. Be able to support individuals during therapeutic group activities	3.1 Support group members to understand the purpose and proposed activity of the group

	3.2 Support group members during the activity in ways that encourage effective communication, active participation and co-operation
	3.3 Support group members according to their own level of ability and need
	3.4 Give direction, praise, reassurance and constructive feedback during the activity
	3.5 Support the group to bring the activity to a safe and timely end
4. Be able to contribute to the evaluation of therapeutic group activities	4.1 Encourage and support individuals to give feedback during and after group activities
	4.2 Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities
	4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions
	4.4 Record and report on outcomes and any revisions in line with agreed ways of working

Additional Information

Therapeutic group activities may include:

- reminiscence therapy
- relaxation and anxiety management
- remedial games
- health-related group activities
- art or music therapy

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
- Families, carers and advocates

Risks may include those associated with:

- the health, safety and wellbeing of those in the group
- unintentional exclusion of some group members
- others involved with the group's activities
- the environment
- equipment and resources used

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 26: Assist in the Implementation of Programmes to Increase Mobility, Movement and Functional Independence

Component Reference Number: K/616/7899

Level: 3

Credit: 4

GL: 28

Component Summary

This component aims to develop the learner's ability to apply knowledge and understanding of health topics and treatment programmes to implementing programmes to restore mobility, movement and functional independence. The learner supports the practitioner.

Assessment Guidance

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

Relationship to Occupational Standards

CHS138

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role and accountability when assisting in programmes to restore mobility, movement and functional independence
2. Understand health topics related to restoring movement and functional independence	2.1 Describe the physical and psychological benefits of functional exercise
	2.2 Identify and describe the functions of the main muscle groups and joints in the body
	2.3 Describe a range of psychological effects of physical disability on individuals
	2.4 Describe the conditions which can cause difficulties in movement and mobility, in relation to those encountered in own role
3. Understand treatment programmes related to restoring movement and functional independence	3.1 Describe the treatment programmes for individuals with restricted movement and mobility encountered in own role
	3.2 Explain the functions of equipment and materials used in own role
	3.3 Identify and explain the hazards associated with using the equipment and materials
	3.4 Describe potential signs of adverse reactions to mobility and movement programmes

4. Be able to assist in implementing programmes to restore mobility, movement and functional independence	4.1 Obtain valid consent from the individual for the therapeutic activities
	4.2 Position the individual for the therapeutic activities
	4.3 Support and encourage the individual to practise existing and newly developed skills during the treatment programme
	4.4 Encourage the individual to practise skills developed during treatment in their daily life
	4.5 Monitor the individual during and after treatment in line with the treatment plan
	4.6 Describe monitoring processes used and their importance in treatment programmes
5. Be able to make records and provide information to the practitioner	5.1 Feedback information to the practitioner to inform future treatment in line with local policy and protocol
	5.2 Make records of treatment activities and the individual's condition in line with national/local policy and protocol
	5.3 Explain the importance of seeking advice and guidance when the treatment activity is beyond own competence
	5.4 Explain the importance of reporting adverse reactions
	5.5 Explain the potential consequences of poor practice

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 27: Understand Models of Disability

Component Reference Number: R/616/7900

Level: 3

Credit: 3

GL: 26

Component Summary

The purpose of this component is to provide the learner with knowledge and understanding of models of disability.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the difference between models of disability	1.1 Outline the history and development of the medical, social and psycho-social models of disability
	1.2 Compare and contrast the medical, social and psycho-social models of disability
2. Understand how the adoption of models of disability can shape an individual's identity and experience	2.1 Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience
3. Understand how the adoption of models of disability can shape service delivery	3.1 Analyse how the medical, social and psycho-social models of disability can shape service delivery
	3.2 Evaluate how own practice promotes the wellbeing and quality of life of individuals

Additional Information

N/A

Component 28: 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 Skills for Care and Development 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 wellbeing

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

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 29: 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 Skills for Care and Development 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 wellbeing 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 30: Equality, Diversity and Inclusion in Dementia Care Practice

Component Reference Number: Y/616/7901

Level: 3

Credit: 4

GL: 31

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, which are fundamental to person-centred approach.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand that each individual's experience of dementia is unique	1.1 Explain why it is important to recognise and respect an individual's heritage
	1.2 Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
	1.3 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 • who are at the end of life
	1.4 Describe how the experience of an individual's dementia may impact on carers
2. Understand the importance of diversity, equality and inclusion in dementia care and support	2.1 Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
	2.2 Describe the ways in which an individual with dementia may be subjected to discrimination and oppression
	2.3 Explain the potential impact of discrimination on an individual with dementia
	2.4 Analyse how diversity, equality and inclusion are addressed in dementia care and support

3. Be able to work in a person-centred manner to ensure inclusivity of an individual with dementia	3.1 Identify an individual's uniqueness
	3.2 Use life experiences and circumstances of an individual who has dementia to ensure their inclusion
	3.3 Demonstrate practical ways of helping an individual with dementia to maintain their dignity
	3.4 Show how to engage and include an individual with dementia in daily life
4. Be able to work with others to encourage support for diversity and equality	4.1 Work with others to promote diversity and equality for individuals with dementia
	4.2 Share the individual's preferences and interests with others
	4.3 Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia

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, 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

Component 31: Support Individuals to Access and Use Services and Facilities

Component Reference Number: D/615/8035

Level: 3

Credit: 4

GL: 25

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 review services and facilities.

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC0226

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand factors that influence individuals' access to services and facilities	1.1 Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing
	1.2 Identify barriers that individuals may encounter in accessing services and facilities
	1.3 Describe ways of overcoming barriers to accessing services and facilities
	1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2. Be able to support individuals to select services and facilities	2.1 Work with individuals to identify services and facilities likely to meet their assessed needs
	2.2 Agree with individuals their preferred options for accessing services and facilities
	2.3 Work with individuals to select services or facilities that meet their assessed needs and preferences
3. Be able to support individuals to access and use services and facilities	3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities
	3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities
	3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities

4. Be able to support individuals to review their access to and use of services and facilities	4.1 Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences
	4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities
	4.3 Work with individuals and others to evaluate the support provided for accessing and using services or facilities within scope of own role
	4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role

Additional Information

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

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

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

Component 32: Work with Families, Carers and Individuals during Times of Crisis

Component Reference Number: H/616/7903

Level: 4

Credit: 5

GL: 35

Component Summary

This component is aimed at health and social care workers working with individuals and their carers and families in times of crisis, to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.

Assessment Guidance

This component must be assessed in line with the Skills for Care and Development 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 relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1 Describe current legislation relevant to risk assessment and risk management
	1.2 Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider
	1.3 Explain the different types of support and intervention available to individuals, carer and families in times of crisis
	1.4 Explain the factors that influence the support offered
2. Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	2.1 Assess the risk of crisis situations occurring
	2.2 Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
	2.3 Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
	2.4 Formulate a risk management strategy using risk assessments
	2.5 Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
	2.6 Complete documentation in line with agreed ways of working

3. Be able to respond during times of crisis	3.1 Evaluate the seriousness and urgency of a request for action
	3.2 Work with families, carers and individuals to agree the response to a crisis situation
	3.3 Record and communicate the agreed actions
	3.4 Implement agreed actions promptly in line with agreed ways of working
4. Be able to review the outcomes of requests for action during times of crisis	4.1 Explain how to conduct a valid, reliable and comprehensive review
	4.2 Review outcomes of actions taken and decisions made
	4.3 Analyse the results of the review to inform future risk management strategies and actions to be taken

Additional Information

Factors include:

- economic and social factors
- any illnesses which the individual may have
- risk-assessment
- restrictions which may apply under legislation

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

Component 33: Support Young People with a Disability to Make the Transition into Adulthood

Component Reference Number: T/616/7906

Level: 3

Credit: 5

GL: 40

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 required to support young people with a disability to move from childhood into adulthood.

Assessment Guidance

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

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the steps and stages of moving from childhood into adulthood	1.1 Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
	1.2 Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities
	1.3 Explain how culture may impact on the process of moving from childhood into adulthood
	1.4 Explain theories about change and how this can affect a young person with a disability
2. Understand how having a disability may affect the process of moving from childhood into adulthood	2.1 Describe the legislation that affects the right of a young person with a disability to make decisions about their life
	2.2 Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families
	2.3 Identify challenges young people with a disability might have in understanding and coping with change
	2.4 Outline the methods that can be used to support a young person with a disability to cope with changes

	2.5 Explain how legislation and local and national practice guidelines affect a young person with a disability with the planning of the transition from childhood into adulthood
3. Understand the options for supporting a young person who has a disability to make the transition into adulthood	3.1 Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
	3.2 Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
	3.3 Explain how personal budgets can be used with young people in transition
4. Be able to support a young person with a disability through transition into adulthood	4.1 Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
	4.2 Support a young person to explore options for their future
	4.3 Use person-centred thinking to identify with the young person their needs and aspirations
	4.4 Use person-centred thinking to develop a plan to support the young person through transition
	4.5 Involve families in the transition process according to the wishes of the young person
	4.6 Identify ways to provide resources to meet needs
	4.7 Explain the role of key agencies and professionals likely to be involved in the transition process
	4.8 Outline possible areas of tension and conflict that may arise during the transition into adulthood
5. Be able to support a young person to reflect on the transition	5.1 Use person-centred approaches with the young person to review their transition plan and ensure it reflects their needs
	5.2 Support a young person to record the transition and what has happened in their life in order to plan for the future

Additional Information

Families may also include others significant to the young person such as guardians, carers, friends, partners etc

Legislation and local and national practice guidelines – current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood

Options – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc

Person-centred thinking is a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them

Resources may include personal budgets, conventional services, support of family and friends

Key agencies and professionals – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists, Citizens Advice etc

Person-centred approaches – in England this will include person-centred transition plans

Component 34: Understand Mental Wellbeing 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 wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing 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 Skills for Care and Development 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 wellbeing 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 wellbeing and mental health
	1.2 Explain the range of factors that may influence mental wellbeing 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 wellbeing and mental health
2. Know how to implement an effective strategy for promoting mental wellbeing and mental health with individuals and groups	2.1 Explain the steps that an individual may take to promote their mental wellbeing and mental health
	2.2 Explain how to support an individual in promoting their mental wellbeing and mental health
	2.3 Evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health
	2.4 Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community

	2.5 Evaluate a local, national or international strategy to promote mental wellbeing 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 wellbeing as adults and the potential impact of levels of wellbeing in later life. This is in order to promote a holistic and whole-person approach to understanding wellbeing 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 35: 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 Skills for Care and Development 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 36: 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 Skills for Care and Development 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 wellbeing
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

Additional Information

N/A

Component 37: Support Individuals to Access and Manage Direct Payments

Component Reference Number: F/615/8061

Level: 4

Credit: 4

GL: 20

Component Summary

This component covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This component can apply to a number of care settings.

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC0346

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the role of direct payments	1.1 Explain the purpose of direct payments
	1.2 Explain legislation and policies relating to direct payments for providing care and support
	1.3 Identify the range of services for which direct payments may be used
	1.4 Explain the term personalisation in relation to direct payments
2. Be able to support individuals to decide whether to use direct payments	2.1 Identify sources of information and advice about using direct payments
	2.2 Identify the conditions that need to be met for the individual to be eligible for direct payments
	2.3 Provide information and advice about direct payments in a way that is accessible to an individual and others
	2.4 Access specialist guidance about using direct payments
	2.5 Work with the individual and others to assess: <ul style="list-style-type: none"> • whether a direct payment would be beneficial in meeting the individual's needs • the level and type of support needed to manage the direct payment

3. Be able to provide support to select services to be purchased with direct payments	3.1 Provide accessible information about services that are likely to meet the individual's needs
	3.2 Work with the individual and others to select support that meets their needs within resources available
	3.3 Support the individual to check and understand documents produced by service providers selected
4. Be able to provide support for completing paperwork associated with direct payments	4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation
	4.2 Support the individual to make payments for services purchased, in a way that promotes active participation
	4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation
5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments	5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
	5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments
	5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts
6. Be able to contribute to reviewing the support provided through direct payments	6.1 Agree with the individual any support needs and the required support to be purchased
	6.2 Work with the individual and others to evaluate the support they have purchased
	6.3 Agree and record any changes needed to the support purchased
	6.4 Provide feedback to organisations about the support purchased
7. Be able to contribute to reviewing the management of direct payments	7.1 Work with the individual and others to review the management of the direct payment
	7.2 Agree and record any changes to the type and level of support needed for managing a direct payment
	7.3 Provide feedback to people and organisations about the management of the individual's direct payment

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 38: Facilitate Person-Centred Assessment, Planning, Implementation and Review

Component Reference Number: F/616/7908

Level: 3

Credit: 6

GL: 45

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 facilitate person-centred assessment, planning, implementation and review.

Assessment Guidance

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

Learning outcomes 2, 3, 4, 5 and 6 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 principles of person-centred assessment and care planning	1.1 Explain the importance of a holistic approach to assessment and planning of care or support
	1.2 Describe ways of supporting the individual to lead the assessment and planning process
	1.3 Describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it
2. Be able to facilitate person-centred assessment	2.1 Establish with the individual a partnership approach to the assessment process
	2.2 Establish with the individual how the process should be carried out and who else should be involved in the process
	2.3 Agree with the individual and others the intended outcomes of the assessment process and care plan
	2.4 Work with the individual and others to identify support requirements and preferences
	2.5 Check that assessment takes account of the individual's strengths and aspirations as well as needs

3. Be able to contribute to the planning of care or support	3.1 Take account of factors that may influence the type and level of care or support to be provided
	3.2 Work with the individual and others to explore options and resources for delivery of the plan
	3.3 Contribute to the agreement of how component parts of a plan will be delivered and by whom
	3.4 Record the plan in a suitable format
4. Be able to support the implementation of care plans	4.1 Carry out assigned aspects of a care plan
	4.2 Support others to carry out aspects of a care plan for which they are responsible
	4.3 Adjust the plan in response to changing needs or circumstances
5. Be able to monitor a care plan	5.1 Agree methods for monitoring the way a care plan is delivered
	5.2 Collate monitoring information from agreed sources
	5.3 Record changes that affect the delivery of the care plan
6. Be able to facilitate a review of care plans and their implementation	6.1 Seek agreement with the individual and others about: <ul style="list-style-type: none"> • who should be involved in the review process • criteria to judge effectiveness of the care plan
	6.2 Seek feedback from the individual and others about how the plan is working
	6.3 Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
	6.4 Work with the individual and others to agree any revisions to the plan
	6.5 Document the review process and revisions as required

Additional Information

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

A **care plan** may also be known by other names, such as a support plan, individual plan or care-delivery plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

Others may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing

Factors may include:

- feasibility of aspirations
- beliefs, values and preferences of the individual
- risks associated with achieving outcomes
- availability of services and other support options

Options and resources should consider:

- informal support
- formal support
- care or support services
- community facilities
- financial resources
- individual's personal networks

Revisions may include:

- closing the plan if all objectives have been met
- reducing the level of support to reflect increased independence
- increasing the level of support to address unmet needs
- changing the type of support
- changing the method of delivering support

Component 39: 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 Skills for Care and Development 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 40: Service Improvement in the Care Sector

Component Reference Number: J/616/7909

Level: 3

Credit: 3

GL: 20

Component Summary

This component aims to develop the ability to contribute to service improvement in the care sector. The component looks at how to identify, discuss and implement service improvements. Learners will consider how to implement change and how to support others in making changes.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to evaluate own work and that of others to identify improvements	1.1 Show how to benchmark own work and that of others
	1.2 Explain how feedback can be obtained and used to identify potential service improvements
	1.3 Review the policies and strategies for service improvements
2. Understand how to make constructive suggestions about how services can be improved	2.1 Explain key issues related to potential improvements
	2.2 Explain why service improvements are required
	2.3 Explain how service improvements could be implemented
3. Understand how to discuss and agree improvements with others	3.1 Explain the importance of agreeing changes with others
	3.2 Explain how working with others can support service improvements
4. Understand how to make agreed improvements to own work and how to support others to make changes	4.1 Evaluate strategies for making changes effective within own work role
	4.2 Explain how to support others in implementing changes

Additional Information

N/A

Component 41: Understand the Process and Experience of Dementia

Component Reference Number: J/615/8451

Level: 3

Credit: 3

GL: 22

Component Summary

This component provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the neurology of dementia	1.1 Describe a range of causes of dementia syndrome
	1.2 Describe the types of memory impairment commonly experienced by individuals with dementia
	1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
	1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
	1.5 Explain why the abilities and needs of an individual with dementia may fluctuate
2. Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis
	2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
	2.3 Explain the process of reporting possible signs of dementia within agreed ways of working
	2.4 Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none">• the individual• their family and friends

3. Understand how dementia care must be underpinned by a person-centred approach	3.1 Compare a person centred and a non-person-centred approach to dementia care
	3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
	3.3 Describe how myths and stereotypes related to dementia may affect the individual and their carers
	3.4 Describe ways in which individuals and carers can be supported to overcome their fears

Additional Information

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

Component 42: Support Individuals in the Use of Assistive Technology

Component Reference Number: F/616/7911

Level: 4

Credit: 4

GL: 32

Component Summary

The purpose of this component is to provide the learner with the knowledge, understanding and skills required to support the use of assistive technology.

Assessment Guidance

This component must be assessed in line with the Skills for Care and Development 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 the range, purpose and effectiveness of assistive technology available to support individuals	1.1 Analyse the range and purpose of assistive technology that is available to support individuals in own area of work
	1.2 Describe the effectiveness of the most commonly used assistive technology in own area of work
	1.3 Explain how assistive technology can have a positive impact on the wellbeing and quality of life of individuals
2. Be able to support the selection of assistive technology with individuals	2.1 Explain own role and the roles of others in the provision of assistive technology for individuals
	2.2 Support an individual to access specialist information and support about assistive technology
	2.3 Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
	2.4 Support an individual to select assistive technology to meet their needs and preferences

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

Additional Information

Wellbeing, e.g.

- emotional
- psychological
- physical

Others could include:

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

Component 43: Understand Physical Disability

Component Reference Number: J/616/7912

Level: 3

Credit: 3

GL: 22

Component Summary

This component covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The component promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of differentiating between the individual and the disability	1.1 Explain the importance of recognising the centrality of the individual rather than the disability
	1.2 Explain the importance of an assessment being person centred
	1.3 Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only
2. Understand the concept of physical disability	2.1 Define the term physical disability
	2.2 Describe the following terminology used in relation to physical disability: <ul style="list-style-type: none"> • congenital • acquired • neurological
	2.3 Compare a congenital disability with a neurological disability, including causes
	2.4 Explain the emotional impact of a progressive disability on the individual
	2.5 Compare the different impacts that congenital and progressive disabilities can have on individuals
3. Understand the impact of living with a physical disability within society	3.1 Explain how attitudes either promote a positive or negative perception of disability
	3.2 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability
	3.3 Explain the effects of physical disability on an individual's life choices

	3.4 Analyse the socio-economic effects of physical disability on an individual
	3.5 Explain the changes that have occurred in society as a result of Disability legislation
	3.6 Analyse the improvements for the individual as a result of Disability legislation
4. Understand the importance of promoting inclusion and independence	4.1 Explain the importance of independence and inclusion for individuals with physical disabilities
	4.2 Analyse ways that inclusion and independence can be promoted
	4.3 Explain the importance of the individual having control of choices and decisions
	4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities
	4.5 Explain how to encourage the individual to take positive risks while maintaining safety
	4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

Additional Information

The **individual** is the person requiring care or support.

Congenital can include:

- cerebral palsy
- cystic fibrosis
- spina bifida
- congenital heart conditions
- muscular dystrophy
- congenital hip disorder

Acquired disabilities can include:

- Arthritis
- Rheumatism
- cardiac conditions
- pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis

Neurological conditions can include:

- multiple sclerosis
- Parkinson's disease
- stroke

Progressive can also include neurological and some congenital conditions: motor neurone disease.

Life choices:

- physical health
- education
- housing
- employment
- access to cultural/leisure activities
- mobility
- sexuality

Component 44: Understand Positive Risk Taking for Individuals with Disabilities

Component Reference Number: L/616/7913

Level: 3
Credit: 3
GL: 25

Component Summary

This component promotes a positive, person-centred approach to risk-taking for individuals with disabilities and emphasises the importance of working in partnership to support individuals to take risks. It provides the opportunity to reflect on difficulties and dilemmas commonly encountered when addressing issues of risk, in the context of the legal and policy frameworks.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks	1.1 Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
2. Understand that individuals with disabilities have the same right as everyone else to take risks	2.1 Explain ways in which risk is an integral part of everyday life
	2.2 Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks
	2.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion
3. Understand the importance of considering the risks associated with the choices an individual with disabilities makes	3.1 Analyse why individuals with disabilities may be at risk of different forms of abuse , exploitation and harm in different areas of their lives
	3.2 Explain how to support individuals to recognise and manage potential risk in different areas of their lives
	3.3 Explain the importance of balancing the choices of the individual with their own and others' health and safety
	3.4 Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks
	3.5 Explain the importance of recording all discussions and decisions made

4. Understand the importance of a positive, person-centred approach to risk assessment	4.1 Explain the process of developing a positive person-centred approach to risk assessment
	4.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the risk assessment process
	4.3 Explain how a service focused approach to risk assessment would differ from a person-centred approach
	4.4 Identify the consequences for the individual of a service focused approach to risk-assessment
5. Understand the importance of a partnership approach to risk taking	5.1 Explain the importance of a person-centred partnership approach
	5.2 Describe ways of handling conflict when discussing and making decisions about risk

Additional Information

Individual is someone requiring care or support.

Abuse may include the following types:

- physical abuse
- sexual abuse
- emotional/psychological abuse
- financial abuse
- institutional abuse
- self-neglect
- neglect by others

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

Others may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public

Component 45: 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 Skills for Care and Development 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 46: Support Individuals with Self-Directed Support

Component Reference Number: Y/616/7915

Level: 3

Credit: 5

GL: 35

Component Summary

This component is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this component.

Assessment Guidance

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

Learning outcomes 4, 5 and 6 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 self-directed support	1.1 Explain the principles underpinning self-directed support and how this differs from traditional support
	1.2 Explain how legislation, policy or guidance underpin self-directed support
	1.3 Explain the benefits of an individual having self-directed support
	1.4 Explain what the following terms mean: <ul style="list-style-type: none"> • indicative allocation • supported self assessment • support plan • outcome focused review
	1.5 Outline the possible barriers to self-directed support
2. Understand how to support individuals to direct their own support and develop their support plan	2.1 Explain how individuals can direct their own support if they do not have a personal budget
	2.2 Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
	2.3 Explain how person-centred planning can be used to inform a support plan
	2.4 Explain the roles of others who can assist individuals in developing their support plan
	2.5 Describe different ways that individuals can develop a support plan

	2.6 Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget
	2.7 Describe what might be included in the costings for a support plan
3. Understand the different ways that individuals can use their personal budget	3.1 Explain the different ways that individuals can use their personal budget to buy support
	3.2 Research ways that individuals can spend their personal budget other than buying social care services
	3.3 Explain what restrictions may be imposed on personal budgets
	3.4 Describe the criteria that are used to sign off a support plan
	3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4. Be able to support individuals to direct their support	4.1 Support an individual to express what is important to them in how they want to be supported in the future
	4.2 Use person-centred thinking tools to support an individual to have maximum choice and control in their life
	4.3 Use person-centred thinking tools to support an individual to develop their support plan
	4.4 Support an individual to identify any others who could work with them to develop their support plan
5. Be able to support individuals to use their personal budget in different ways	5.1 Support an individual to understand the different ways they could develop their support plan
	5.2 Support an individual to understand what restrictions may be imposed on their personal budget
	5.3 Support an individual to think about different options for spending their personal budget
	5.4 Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget
6. Be able to support individuals with an outcome-focused review	6.1 Explain the process of an outcome-focused review
	6.2 Support an individual to prepare for an outcome-focused review
	6.3 Support an individual to be at the centre of the review process

Additional Information

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

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

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

Person-centred thinking is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them

Others may include:

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

Person-centred thinking tools include:

- important to/for (recorded as a one-page profile)
- working/not working
- the doughnut
- matching staff
- relationship circle
- communication charts
- plus 1 questions
- citizenship tool
- decision-making agreement
- presence to contribution
- dreaming
- community-connecting related tools
 - Who am I? my gifts and capacities
 - hopes and fears
 - mapping our network
 - passion audit
 - capacity mapping
 - Who am I – my places

Component 47: 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 wellbeing.

Assessment Guidance

This component must be assessed in line with the Skills for Care and Development 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 wellbeing

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 48: Understand the Legal, Policy and Service Framework in Mental Health

Component Reference Number: D/615/8455

Level: 3

Credit: 5

GL: 16

Component Summary

This component is about understanding the legal, policy and service framework requirements for those working in mental health services. It covers promoting the rights of individuals with mental health problems, as well as the rights and responsibilities of those working in mental health services.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know the legal and current policy framework for mental health	1.1 Explain the key points of mental health legislation
	1.2 Explain the relevance of other important legislation when supporting individuals with mental ill health
	1.3 Describe two current national policy initiatives that are relevant to mental health
	1.4 Explain how current national policy initiatives that are relevant to mental health are intended to change or improve service provision
	1.5 Identify the key points of legislation relating to carers of individuals with mental health problems
2. Know the service framework for mental health	2.1 Describe the framework of national mental health service provision
	2.2 Describe the role and responsibilities of the key statutory, voluntary or private agencies involved in mental health care
	2.3 Describe the role and responsibilities of the main professionals and workers within mental health care
	2.4 Explain why and how carers/ others should be involved in service delivery
3. Understand the rights and responsibilities of individuals using services and of others	3.1 Describe the rights and responsibilities of individuals with mental health problems
	3.2 Explain why workers should promote the rights of and challenge discrimination against individuals with mental health problems

	3.3 Explain how to promote the rights of individuals with mental health problems within their own area of practice
	3.4 Explain how to challenge discrimination against individuals with mental health problems within their own area of practice
	3.5 Explain the role of independent advocacy in promoting the rights of individuals with mental health problems
	3.6 Explain the role of independent advocacy in promoting the rights of carers and others

Additional Information

Other important legislation:

- Mental capacity – Mental Capacity Act - DoLS
- Mental Health – Mental Health Act CAMHS
- Disability rights
- Human rights
- Eligibility for services
- Safeguarding vulnerable adults
- Health and safety
- Data protection

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 49: Administer Oral Nutritional Products to Individuals

Component Reference Number: H/616/7917

Level: 3

Credit: 4

GL: 23

Component Summary

This component is aimed at those working in a range of care settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals who are otherwise incapable of doing so. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare nutritional products and to administer them to individuals, including ensuring stock levels are maintained.

Assessment Guidance

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

Relationship to Occupational Standards

CHS147

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products
	1.2 Explain how to take information from medication administration charts to inform the administration of oral nutritional products
	1.3 Explain how to prepare oral nutritional products
	1.4 Explain how to ensure the dignity, safety and privacy of an individual during the procedure
	1.5 Explain how to check if the individual has taken the oral nutritional product
2. Understand common nutritional products and their uses	2.1 Describe common nutritional products and their uses
	2.2 Explain how common nutritional products should be stored
	2.3 Describe the effects of common nutritional products, relevant to the individual's condition
	2.4 Explain the importance of information labelling of nutritional products

3. Understand how to manage possible reactions to the use of nutritional products	3.1 Describe common adverse reactions to nutritional products and how to recognise them
	3.2 Explain how to deal with adverse reactions
	3.3 Explain how to deal with non-compliance when attempting to administer nutritional products
	3.4 Identify support staff to help manage reactions to the use of nutritional products
	3.5 Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products
4. Be able to prepare for oral administration of nutritional products	4.1 Apply standard precautions for infection control
	4.2 Apply health and safety measures relevant to the procedure and environment
	4.3 Confirm the individual's identity and gain valid consent prior to administering nutritional products
	4.4 Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action
	4.5 Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences
	4.6 Prepare an individual to receive oral administration of nutritional products
	4.7 Prepare nutritional products according to the administration record and standard hygiene precautions
	4.8 Select materials, equipment and aids which can be used for the oral administration of nutritional products
5. Be able to administer oral nutritional products to individuals	5.1 Administer oral nutritional products to an individual according to the administration record and in a way which minimises pain, discomfort and trauma for the individual
	5.2 Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately
	5.3 Dispose of waste products in line with local policy and protocol
	5.4 Update records 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

Preferences may be based on:

- beliefs
- values
- culture

Component 50: Support Individuals through Detoxification Programmes

Component Reference Number: K/616/7918

Level: 3
Credit: 3
GL: 18

Component Summary

This component is about working with individuals to achieve stabilisation or withdrawal from alcohol, drug and substance misuse through a planned programme of treatment and care. This will involve inducting individuals to detoxification programmes, developing and reviewing these programmes, and managing the closure of the programme and next steps.

Assessment Guidance

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

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how assessments should be undertaken	1.1 Explain how requests for assessment should be prioritised in line with an organisation's criteria
	1.2 Describe how to arrange for a comprehensive substance review and risk assessment
	1.3 Describe how individuals may be involved in the assessment of their needs
	1.4 Explain how individual motivation and readiness to engage in a treatment programme are assessed
	1.5 Explain how information obtained during an assessment should be passed to another organisation in line with local protocols
	1.6 Explain why it is important to assess and review risk to individuals and others from substance misuse on a regular basis
	1.7 Describe the evidence base for the likely outcomes of detoxification programmes
2. Be able to introduce individuals to detoxification programmes	2.1 Explain what should be taken into account to establish the correct level of urgency for admission to a detoxification programme
	2.2 Implement the locally agreed criteria for admission of individuals to a detoxification programme

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

Additional Information

N/A

Component 51: Supporting Individuals with Loss and Grief Before Death

Component Reference Number: T/615/8476

Level: 3

Credit: 2

GL: 5

Component Summary

The purpose of this component is to provide the learner with the knowledge, understanding and skills required to support individuals and others through their experience of loss and grief before death.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the impact of loss and grief on individuals approaching end of life and others	1.1 Describe what is meant by loss and grief before reaching end of life
	1.2 Explain how the experience of loss and grief is unique to individuals and others
	1.3 Describe models of loss and grief
	1.4 Describe stages of loss and grief commonly experienced by people with a life-limiting illness
	1.5 Describe the effects of loss and grief on the individual and others
2. Be able to support individuals and others through the experience of loss and grief	2.1 Support individuals and others to identify the losses and feelings they may experience
	2.2 According to their preferences and wishes support individuals and others to communicate the losses and feelings they may experience
	2.3 Support the individual and others through the stages of grief they are experiencing
	2.4 Support individuals and others experiencing loss and grief to access support services
3. Be able to manage own feelings in relation to loss and grief	3.1 Describe how own feelings about loss and grief can impact on the support provided
	3.2 Use support systems to manage own feelings brought on by loss and grief

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

Preferences may be based on:

- beliefs
- values
- culture

Component 52: Promote Effective Communication with Individuals with Sensory Loss

Component Reference Number: M/616/7919

Level: 3

Credit: 4

GL: 30

Component Summary

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

Assessment Guidance

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

Learning outcomes 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 the importance of effective two-way communication	1.1 Identify the features of two-way communication
	1.2 Explain why two-way communication is important for individuals with sensory loss
	1.3 Explain how own role can impact on the dynamics of two-way communication with individuals with sensory loss
2. Understand different methods that can support communication with individuals with sensory loss	2.1 Research the different methods that are used to support communication with individuals with sensory loss
	2.2 Identify the characteristics of communication that is not based on formal language systems
3. Be able to support the individual with communication	3.1 Agree with an individual and/or others preferred methods of communication
	3.2 Prepare the environment to facilitate effective communication
	3.3 Use agreed methods of communication with an individual
	3.4 Check the effectiveness of communication with the individual throughout the interaction
	3.5 Adapt own practice to meet the needs of the individual
4. Be able to evaluate the effectiveness of methods of communication used to support an individual with sensory loss	4.1 Evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others
	4.2 Contribute to the identification of further support needed to support the continued development of communication skills

	4.3 Make suggestions to improve the use of agreed methods of communication to individuals and/or others
	4.4 Reflect on own practice on the use of agreed methods of communication

Additional Information

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness

Component 53: Understand the Context of Supporting Individuals with Learning Disabilities

Component Reference Number: F/615/9033

Level: 3
Credit: 4
GL: 35

Component Summary

This 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 Skills for Care and Development 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 54: Work with Other Professionals and Agencies to Support Individuals with a Physical Disability

Component Reference Number: H/616/7920

Level: 3

Credit: 3

GL: 23

Component Summary

This component is aimed at those who provide care or support to individuals with disabilities in a wide range of settings. It involves working with the individual to identify the support required and working with professionals and/or other agencies where the support sits outside own role.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities	1.1 Describe circumstances when it would be important to involve other professionals when supporting individuals with physical disabilities
	1.2 Describe the values and skills which underpin joint working with other professionals and agencies
	1.3 Explain the different referral processes to gain the support of other professionals
	1.4 Describe provision from across specialist agencies
	1.5 Analyse the impact specialist agencies have on providing a wider range of services for the individual
2. Be able to assess the needs of individuals with physical disabilities for inclusive social care provision	2.1 Assess when an individual's needs require input from other agencies and professionals
	2.2 Give the individual information about provision options so that informed choices can be made
	2.3 Agree with the individual what they hope to achieve through referral to another agency and/or professional
3. Be able to demonstrate partnership working	3.1 Make a referral to other professionals and/or agencies in line with agreed ways of working
	3.2 Use verbal and written communication skills in making the individual's needs and wishes known

	3.3 Work in partnership with other agencies and or professionals to support them to meet the needs of the individual
	3.4 Evaluate the outcomes for the individual of partnership working
	3.5 Document the work carried out with other professionals and or agencies

Additional Information

Individual – the individual with the physical disability.

Professionals:

- physiotherapist
- occupational therapist
- nurse
- GP
- social worker
- dietician
- speech and language therapist

Agencies - this can include:

Agencies specific to individual conditions e.g. MS, spina bifida, etc with the aim of educating, advocating and lobbying. They can also include more generic agencies which provide services i.e. supported living in the community, personal care, support with direct payments, advice re: benefits etc.

Component 55: 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 Skills for Care and Development 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 wellbeing 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 56: 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 Skills for Care and Development 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 57: 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 Skills for Care and Development 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 58: Support individuals to Maintain Personal Hygiene

Component Reference Number: F/616/7603

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 Skills for Care and Development 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 wellbeing
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 59: 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 Skills for Care and Development 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 60: Awareness of the Mental Capacity Act 2005

Component Reference Number: Y/615/8728

Level: 3

Credit: 3

GL: 28

Component Summary

This component provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins the Mental Capacity Act 2005.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of the Mental Capacity Act 2005	1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves
	1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves
	1.3 Explain how the Mental Capacity Act 2005: <ul style="list-style-type: none"> • empowers people to make decisions for themselves • protects people who lack capacity by placing them at the heart of the decision making process
	1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves
2. Understand the key elements of the Mental Capacity Act 2005	2.1 Define the five statutory principles included in the Mental Capacity Act 2005
	2.2 Describe when a worker must comply with the Mental Capacity Act 2005
	2.3 Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity
	2.4 Explain 'capacity' as defined in the Mental Capacity Act 2005
	2.5 Explain ' best interests ' as defined in the Mental Capacity Act 2005

	2.6 Explain what actions needs to be taken to ensure a worker acts in an individual's 'best interests'
	2.7 Identify whose responsibility it is to assess 'capacity' and 'best interests'
	2.8 Identify the type of 'day to day' decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves
	2.9 Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed
	2.10 Explain how the Mental Capacity Act 2005 can assist a person to 'plan ahead' for a time when they may not have capacity to make certain decisions
3. Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005	3.1 Identify the range of actions that amount to restraint
	3.2 Identify the factors which make restraint lawful under the Mental Capacity Act 2005
	3.3 Describe the circumstances where the restrictions or restraint being used amount to a person being ' deprived of their liberty '
	3.4 Describe the actions that are necessary to ensure that a person is lawfully 'deprived of their liberty'
	3.5 Explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being 'deprived of their liberty'
4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity	4.1 Explain the legal status of the Mental Capacity Act 2005, Code of Practice
	4.2 Explain the purpose of the Mental Capacity Act 2005, Code of Practice
	4.3 Explain how the Mental Capacity Act 2005 Code of Practice effects the day to day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves

Additional Information

Best interests - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. Mental Capacity Act Code of Practice (Chapter 5)

Deprived of their liberty - Mental Capacity Act Code of Practice (Chapter 6)

Component 61: 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 Skills for Care and Development 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

Additional Information

N/A

Component 62: 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 Skills for Care and Development 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 wellbeing
	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 63: Provide Support to Maintain and Develop Skills for Everyday Life

Component Reference Number: R/615/8730

Level: 3

Credit: 4

GL: 28

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 required to work with individuals to retain, regain and develop skills for everyday life.

Assessment Guidance

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

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

Relationship to Occupational Standards

SCDHSC0344

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the context of supporting skills for everyday life	1.1 Compare methods for developing and maintaining skills for everyday life
	1.2 Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life
	1.3 Explain how maintaining, regaining or developing skills for everyday life can benefit individuals
2. Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1 Work with an individual and others to identify skills for everyday life that need to be supported
	2.2 Agree a plan with the individual for developing or maintaining the skills identified
	2.3 Analyse possible sources of conflict that may arise when planning
	2.4 Evaluate ways to resolve any possible sources of conflict
	2.5 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3. Be able to support individuals to retain, regain or develop skills for everyday life	3.1 Provide agreed support to develop or maintain skills, in a way that promotes active participation
	3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills

	3.3 Describe actions to take if an individual becomes distressed or unable to continue
4. Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support
	4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
	4.3 Agree revisions to the plan
	4.4 Record and report in line with agreed ways of working

Additional Information

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

Others may include:

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

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

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

Component 64: Facilitate Learning and Development Activities to Meet Individual Needs and Preferences

Component Reference Number: Y/615/8731

Level: 3

Credit: 5

GL: 35

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 plan, take part in and evaluate learning or development activities.

Assessment Guidance

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

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

Relationship to Occupational Standards

HSC0351

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the role of learning and development activities in meeting individual needs	1.1 Describe the benefits to individuals of engaging in learning and development activities
	1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate
	1.3 Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered
2. Be able to identify learning and development activities to meet individual needs and preferences	2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities
	2.2 Provide the individual and others with information on possible learning or development activities
	2.3 Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities
	2.4 Work with the individual and others to agree learning or development activities that will suit the individual

3. Be able to plan learning and development activities with individuals	3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported
	3.2 Establish with the individual and others a plan for implementing the programme of activities
	3.3 Assess risks in line with agreed ways of working
4. Be able to prepare for learning and development activities	4.1 Obtain or prepare resources or equipment needed for the activity
	4.2 Describe how resources or equipment might be adapted to meet the needs of an individual
	4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation
	4.4 Prepare the environment so that the activity can be carried out safely and effectively
5. Be able to facilitate learning and development activities with individuals	5.1 Carry out agreed role in facilitating the activity
	5.2 Support the individual to engage with the activity in a way that promotes active participation
	5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided
	5.4 Make adjustments in response to feedback
6. Be able to evaluate and review learning and development activities	6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
	6.2 Collate and present information for evaluation as agreed
	6.3 Use agreed criteria to evaluate the activity with the individual and others
	6.4 Make recommendations for any changes in the activity, its implementation or the support provided
	6.5 Explain the importance of recognising progress achieved through a learning or development activity
	6.6 Record the outcome of the evaluation in line with organisational requirements
	6.7 Explain how to refer any concerns to an appropriate person

Additional Information

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

Learning and development activities may include:

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

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

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

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: Enable Individuals to Develop Strategies to Manage their Behaviour

Component Reference Number: D/615/8732

Level: 3

Credit: 8

GL: 41

Component Summary

This component is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.

Assessment Guidance

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

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour	1.1 Describe the relationship between legislation, policy and practice in relation to supporting individuals to manage their behaviour
	1.2 Describe the methods and approaches available to help an individual manage their behaviour
2. Understand the factors that influence behaviour	2.1 Explain how factors relating to the individual can affect behaviour
	2.2 Describe the potential effects of the environment and the behaviour of others on individuals
3. Be able to work with individuals to recognise the impact of their behaviour on others	3.1 Describe why it is important to establish a professional relationship
	3.2 Support the individual and others to recognise their behavioural responses to different situations
	3.3 Encourage the individual to consider the impact of their behaviour
4. Be able to support individuals to develop strategies for managing behavioural responses	4.1 Work with an individual to identify and agree the factors which will motivate them to manage their behaviour
	4.2 Explain to an individual the positive outcomes of managing behaviours
	4.3 Support an individual to identify situations and circumstances which trigger specific behavioural responses

	4.4 Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to manage
	4.5 Work with the individual to identify and agree strategies
	4.6 Support an individual to develop and practise the agreed strategies
	4.7 Record the individual's agreement and motivation to manage their behaviour
	4.8 List any potential barriers to progress and ways in which these barriers can be overcome
	4.9 Describe advice and support available
5. Be able to evaluate and review strategies for managing behavioural responses	5.1 Conduct regular reviews of strategies for managing behavioural responses
	5.2 Assist the individual and others to evaluate the effectiveness of strategies for managing behavioural responses
	5.3 Use the positive outcomes identified through the review process to motivate the individual
	5.4 Give constructive feedback on progress
	5.5 Encourage individuals to find ways in which to sustain the management of their behaviour
	5.6 Record and report on the evaluation and review process
	5.7 Agree actions to be taken

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 66: 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 Skills for Care and Development 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 wellbeing
	4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
	4.4 Record all discussions and decisions made when supporting the individual to take risks
5. Be able to support individuals to take risks	5.1 Complete a risk-assessment with an individual following agreed ways of working
	5.2 Communicate the content of the risk-assessment to relevant others
	5.3 Support the individual to take the risk for which the assessment has been completed
	5.4 Review and revise the risk-assessment with the individual
	5.5 Evaluate with the individual how taking the identified risk has contributed to that individual's
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 67: 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 Skills for Care and Development 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 68: Support the Spiritual Wellbeing of Individuals

Component Reference Number: L/615/8743

Level: 3

Credit: 3

GL: 26

Component Summary

The purpose of this component is to provide the learner with the knowledge, understanding and skills required to support the spiritual wellbeing of individuals.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of spiritual wellbeing for individuals	1.1 Outline different ways in which spiritual wellbeing can be defined
	1.2 Define the difference between spirituality and religion
	1.3 Describe different aspects of spiritual wellbeing
	1.4 Explain how spiritual wellbeing is an individual experience
	1.5 Explain how spiritual wellbeing defines an individual's identity
	1.6 Outline the links between spirituality, faith and religion
	1.7 Explain how an individual's current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion
2. Be able to identify the spiritual needs of an individual and others	2.1 Support the individual and others to identify their spiritual needs and how and by whom these can be addressed
	2.2 Identify how an individual's emphasis on spiritual wellbeing may vary at different stages of their life experience
	2.3 Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan

3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing	3.1 Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing
	3.2 Identify how the values and beliefs of others may impact on the individual
	3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others
4. Be able to support individuals' spiritual wellbeing	4.1 Access resources and information to support the individual's spiritual wellbeing
	4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
	4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing
	4.4 Support the individual to participate in their chosen activities to support their spiritual wellbeing
	4.5 Access any additional expertise required to meet the individual's spiritual needs
	4.6 Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual

Additional Information

Spiritual wellbeing can be defined as:

- something everyone can experience
- helps to find meaning and purpose in the things individuals value
- can bring hope and healing in times of suffering and loss
- encourages individuals to seek the best relationship with themselves, others and what lies beyond

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

Others may include:

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

Component 69: Managing Symptoms in End of Life Care

Component Reference Number: R/615/8744

Level: 3
Credit: 4
GL: 30

Component Summary

The purpose of this component is to provide the learner with the knowledge, understanding and skills required to manage symptoms in end of life care.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the effects of symptoms in relation to end of life care	1.1 Identify a range of conditions where you might provide end of life care
	1.2 Identify common symptoms associated with end of life care
	1.3 Explain how symptoms can cause an individual distress and discomfort
	1.4 Evaluate the significance of the individual's own perception of their symptoms
2. Understand how to manage symptoms in end of life care	2.1 Identify signs that may indicate that an individual is experiencing pain, distress or discomfort from symptoms
	2.2 Describe factors that can influence an individual's perception of their symptoms
	2.3 Describe the range of assessment tools for monitoring symptoms including those for individuals with cognitive impairment in own work setting
	2.4 Explain how to provide relief using a range of methods from symptoms in end of life care
3. Be able to manage symptoms in end of life care	3.1 Demonstrate the range of methods that can provide symptom relief in own work setting
	3.2 Describe own role in supporting therapeutic options used in symptom relief
	3.3 Recognise symptoms that identify the last few days of life may be approaching
	3.4 Respond to an individual's needs and preferences in managing their symptoms

	3.5 Actively provide support, comfort and wellbeing in end of life care
	3.6 Recognise when to seek advice from relevant others if the level of support required by the individual is beyond own scope of practice
4. Be able to integrate symptom management in the care management process	4.1 Explain how pain and symptom management is an important part of the care planning process
	4.2 Regularly monitor symptoms associated with end of life care
	4.3 Record and report changes in symptoms according to policies and procedures in own work setting
	4.4 Support the implementation of changes in the care plan

Additional Information

Symptoms can include:

- Physical e.g.
 - Pain
 - Breathlessness/dyspnoea
 - Coughing
 - Itching
 - Haemoptysis
 - Terminal respiratory secretions
 - Nausea
- Psychological e.g. Agitation, anxiety, depression

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

Methods may include:

- Comfort measures which can include physical and psychological
- Pharmacological and non-pharmacological methods

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

- Team members
- Other colleagues

Component 70: Recognise Indications of Substance Misuse and Refer Individuals to Specialists

Component Reference Number: Y/615/8745

Level: 3

Credit: 4

GL: 24

Component Summary

The purpose of this component is to provide the learner with the skills, knowledge and understanding to recognise indicators or substance misuse and refer to appropriate services locally and nationally based on the individual's needs.

Assessment Guidance

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

Learning outcomes 2 and 4 must be assessed in the workplace

Relationship to Occupational Standards

AA1

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know the regulations and legislation that applies to the misuse use of substances in line with organisational procedures	1.1 Outline the regulation and legislation that applies to the misuse of substances
	1.2 Identify the organisation's policies and procedures that relate to substance misuse
2. Understand the indications of substance misuse	2.1 Describe theories relevant to substance misuse
	2.2 Identify the range of substances which may be misused
	2.3 Explain the effects of the range of substances that may be misused
	2.4 Identify indications of substance misuse
	2.5 Identify factors which produce similar indications that are misinterpreted as being caused by substance misuse
	2.6 Explain how to obtain specialist assistance when required
	2.7 Describe how to keep the following up to date: <ul style="list-style-type: none"> • personal knowledge about substances • indications of substance misuse
3. Be able to assess and monitor risk in accordance with organisational procedures	3.1 Assess the risk to the individual and to others which may result from substance misuse
	3.2 Review the assessment of risk
	3.3 Explain why the review of risk assessment is important

	3.4 Describe positive interventions that can be used with individuals in line with risk assessment
	3.5 Apply the risk assessment appropriate to the level of risk
4. Understand how to handle information and maintain records in line with organisational procedures	4.1 Explain the importance of following organisational requirements when handling information and maintaining records
	4.2 Explain own approach to handling information and records in relation to the: <ul style="list-style-type: none"> • Rights of individuals • Principles of confidentiality
5. Be able to refer individuals to appropriate services in line with organisational requirements	5.1 Identify the range of services in relation to substance misuse which is available locally and nationally
	5.2 Refer individuals to services in line with organisational requirements
	5.3 Provide services with information about the referral in line with organisational requirements

Additional Information

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

Component 71: Principles of Self-Directed Support

Component Reference Number: M/616/7922

Level: 3

Credit: 3

GL: 26

Component Summary

This component provides the knowledge and understanding required to support an individual to direct their own support.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand self-directed support	1.1 Explain how legislation, policy or guidance underpin self-directed support
	1.2 Explain the principles underpinning self-directed support and how this differs from traditional support
	1.3 Explain the benefits of an individual having self-directed support
	1.4 Outline the possible barriers to self-directed support
	1.5 Explain the following terms: <ul style="list-style-type: none"> • indicative allocation • supported self assessment • support plan • outcome focused review
2. Understand how to support an individual to direct their own support and develop their support plan	2.1 Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
	2.2 Explain how person-centred planning can be used to inform a support plan
	2.3 Describe different ways that individuals can develop a support plan
	2.4 Explain the roles of others who can assist individuals in developing their support plan
	2.5 Describe what might be included in the costings for a support plan
	2.6 Explain how individuals can direct their own support if they do not have a personal budget

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

Additional Information

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

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

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

Person-centred thinking is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.

Others may include

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

Component 72: Principles of Supporting Young People with a Disability to make the Transition into Adulthood

Component Reference Number: T/616/7923

Level: 3

Credit: 3

GL: 30

Component Summary

This component provides knowledge and understanding on how to enable young people with a disability to move from childhood into adulthood.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the steps and stages of moving from childhood into adulthood	1.1 Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
	1.2 Explain the changes faced by young people as they move from childhood into adulthood in relation to their: <ul style="list-style-type: none"> • freedoms • rights • responsibilities
	1.3 Explain how culture may impact on the process of moving from childhood into adulthood
2. Understand how having a disability may affect the process of moving from childhood into adulthood	2.1 Explain the potential effects of the transition process on young people with disabilities and their families
	2.2 Identify challenges young people with a disability might have understanding and coping with change
	2.3 Outline the methods that can be used to support a young person with a disability to cope with changes
	2.4 Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into adulthood
	2.5 Describe the legislation that affects the right of a young person with a disability to make decisions about their life

3. Understand the options for supporting a young person who has a disability to make the transition into adulthood	3.1 Explain how a young person with a disability has equal opportunities to make life choices as a young person without a disability
	3.2 Explain how to support a young person with a disability to explore the options available to them, in relation to employment or continued education and development
	3.3 Explain how personal budgets can be used with young people in transition
4. Understand how to support a young person with a disability through a successful transition	4.1 Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
	4.2 Explain how person-centred transition reviews and person-centred thinking can be used as part of the planning process
	4.3 Explain the difference in approaches to planning between children's and adults' support services
	4.4 Describe how to involve families in the transition process
	4.5 Explain the role of key agencies and professionals likely to be involved in the transition process
	4.6 Outline possible areas of tension and conflict that may arise during the transition into adulthood
	4.7 Compare different methods of support that can be used with young people with disabilities who have varying abilities
5. Understand the importance of supporting a young person and their family to reflect on the transition	5.1 Explain why it is important to reflect on the transition with the young person and their family
	5.2 Explain the importance of recording the process of transition

Additional Information

Families may also include others significant to the young person such as guardians, carers, friends, partners etc.

Legislation and local and national practice guidelines - current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.

Key agencies and professionals – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists Citizens Advice etc.

Component 73: Support the Development of Community Partnerships

Component Reference Number: A/616/7924

Level: 4

Credit: 5

GL: 33

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 the development of community partnerships.

Assessment Guidance

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

Learning outcomes 2, 3, 4, 5 and 6 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 role of community partnerships	1.1 Explain the concept of community partnerships
	1.2 Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships
	1.3 Analyse the benefits of community partnerships
2. Be able to identify where community partnerships could inform and support practice	2.1 Work with others to identify needs that could be met through community partnerships
	2.2 Gather and disseminate information about existing community partnerships that may meet identified needs
	2.3 Contribute to evaluating information about existing community partnerships and identifying gaps
3. Be able to bring people together to set up community partnerships	3.1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision
	3.2 Disseminate information about the proposed partnership to those identified
	3.3 Invite participation in the proposed partnership
4. Be able to support the setting up of community partnerships	4.1 Gather information about good practice from partnerships with similar purposes
	4.2 Gather information on potential costs and sources of funding for the partnership
	4.3 Provide information gathered to potential members of the partnership

	<p>4.4 Work with others to agree:</p> <ul style="list-style-type: none"> • membership of the partnership • aims and objectives • roles and responsibilities • activities and practices
5. Be able to contribute to the running of community partnerships	5.1 Carry out own responsibilities to support the purpose of the partnership
	5.2 Describe ways to support the partnership when a member disengages
6. Be able to contribute to the review of community partnerships	6.1 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives
	6.2 Contribute to evaluating the partnership
	6.3 Contribute to agreeing changes to the partnership's practice

Additional Information

Others may include:

- individuals
- families and friends of individuals
- colleagues within the organisation
- colleagues outside the organisation

Roles and responsibilities may include:

- contribution of resources
- commitment of time
- allocation of tasks

Component 74: Prepare to Support Individuals Within a Shared Lives Arrangement

Component Reference Number: Y/616/7929

Level: 3

Credit: 4

GL: 31

Component Summary

This component provides the knowledge and skills required for those preparing to support an individual within a shared-lives arrangement.

Assessment Guidance

This component must be assessed in line with the Skills for Care and Development 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 shared lives arrangements can benefit individuals	1.1 Describe the potential benefits to individuals of being supported through a shared lives arrangement
	1.2 Explain how a shared lives arrangement can promote person-centred support that enables individuals to take responsibility for decisions about their lives and actions
2. Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement	2.1 Evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement
	2.2 Investigate ways to fill gaps in own knowledge, understanding and skills
3. Be able to access and share information relevant to the provision of a shared lives arrangement for individuals	3.1 Access information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement
	3.2 Share with key people information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement
	3.3 Establish with the people organising the provision of a shared lives arrangement, the information and support required by key people and self

4. Be able to address the potential impact on key people of providing a shared lives arrangement	4.1 Establish with key people the potential effects on their lives of providing a shared lives arrangement for an individual
	4.2 Resolve and issues and concerns key people may have in relation to providing a shared lives arrangement for an individual
	4.3 Agree any changes required in order to provide a shared lives arrangement for individuals
	4.4 Identify with key people strategies for dealing with any potential areas of conflict

Additional Information

Shared-lives arrangements may include:

- long-term accommodation support
- short breaks
- day-time support
- kinship support
- adult placement (Wales)

Key people may include:

- those who share the learner's home
- members of learner's extended family
- learner's social networks
- others who may be involved in the shared lives arrangement

Component 75: Deliver Training through Demonstration and Instruction

Component Reference Number: A/615/8754

Level: 3

Credit: 3

GL: 21

Component Summary

This component provides learners with the knowledge and skill to train others using demonstration and instruction as a teaching strategy. It is particularly suitable for the training of others where there may be a requirement for learners to develop practical skills and techniques involving the hand-eye co-ordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment.

This component covers the training of individuals or groups of learners.

This component covers the training of single or multiple tasked practical activities.

Assessment Guidance

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

Relationship to Occupational Standards

Currently there is no specific NOS for the delivery of training through demonstration and instruction.

This component is indicative of LLUK NOS:

- Learning Delivery standards 1 and 9
- Learning and Development standards 3, 4 and 5

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how to deliver training through demonstration and instruction	1.1 Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered
	1.2 Describe the resources required to deliver the training
	1.3 Describe what constitutes an appropriate environment for the delivery of the training
	1.4 Explain how to overcome barriers that individuals may encounter whilst undertaking training
	1.5 Evaluate the use of demonstration and instruction as a teaching strategy
	1.6 Explain the skills required for the effective delivery of demonstration and instruction as a teaching method
2. Be able to deliver training by demonstration and instruction	2.1 Explain the learning aims and objectives of the training session to individuals
	2.2 Deliver the training programme to individuals through demonstration and instruction
	2.3 Maintain communication with individuals during demonstration and instruction

	2.4 Check individuals' understanding at regular intervals
	2.5 Encourage individuals to ask questions and seek clarification during training
	2.6 Provide individuals with opportunities and support to demonstrate the learning achieved through the training
	2.7 Respond to the individuals' needs during the training
	2.8 Provide constructive feedback to individuals on their progress
3. Be able to review learning and training	3.1 Gather feedback from individuals on the effectiveness of the training
	3.2 Assess whether the training programme delivers the required learning outcomes
	3.3 Review the effectiveness of the training programme
	3.4 Identify ways to improve or adapt the training

Additional Information

Resources refers to any physical resource that supports demonstration and instruction led training. This may include technical equipment, people or simulation devices, handouts, workbooks or Information Technology based aides.

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

Component 76: Support Individuals During Emergency Situations

Component Reference Number: F/615/8755

Level: 3

Credit: 3

GL: 27

Component Summary

This component is about providing support for individuals who require emergency healthcare interventions. The support provided during the period of the intervention includes, arranging childminding or care for dependent family members, organising the safe custody of the individuals' possession and providing comfort and reassurance to individuals.

Assessment Guidance

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

Relationship to Occupational Standards

GEN60

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current legislation, national guidelines, policies, protocols and procedures related to supporting individuals during emergency situations	1.1 Outline the current legislation, national guidelines, policies and protocols related to supporting individuals during emergency situations
	1.2 Describe the procedures to be followed when identifying, accessing and arranging support for an individual in an emergency situation
	1.3 Explain the roles and responsibilities of self and others when providing personal and emotional support to individuals during emergency situations
2. Understand how being involved in an emergency situation can impact on individuals' health and wellbeing, and how the negative effects can be reduced	2.1 Explain the factors which may cause distress to individuals involved in emergency situations and how they can be minimised
	2.2 Explain the need to monitor an individual's emotional and psychological wellbeing following an emergency situation
	2.3 Describe how individuals can be encouraged to support their own health and wellbeing following an emergency situation
3. Be able to prepare to provide support to individuals during emergency situations	3.1 Describe the types of support which may be required in an emergency situation
	3.2 Describe the nature of the support required by the individual
	3.3 Assess whether the individual has any significant others who may be able to provide additional support

	3.4 Confirm the individual's identity and gain valid consent before initiating support
	3.5 Communicate with the individual at a pace and level appropriate to their understanding
	3.6 Explain your role in relation to the provision of support and the function of the organisation you represent
4. Be able to provide support to individuals during emergency situations	4.1 Provide and organise physical support, and practical help for the individual
	4.2 Ensure that an individual's privacy and dignity is maintained at all times
	4.3 Provide comfort and reassurance to the individual, keeping them informed at all times
	4.4 Monitor the individual's emotional and psychological wellbeing and inform the emergency assistance team of their emotional and psychological status
	4.5 Seek supervision and assistance for situations beyond agreed competence and authority

Additional Information

Individuals include:

- A child
- A young person
- An adult

Support may include:

- Comfort and reassurance
- Immediate physical support
- Immediate practical help

Significant others may include:

- Family members
- Related/non-related carers
- Close friends or colleagues
- Others with a responsibility for the individual such as those acting in loco parentis or power of attorney

Valid consent must be in line with agreed UK country definition. Best interest principles must be applied in the case of an unconscious individual.

Component 77: 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 Skills for Care and Development 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 78: Enable Individuals with Mental Health Problems to Develop Alternative Coping Strategies

Component Reference Number: J/615/8756

Level: 4

Credit: 4

GL: 16

Component Summary

This component aims to provide learners with the knowledge, skills and understanding to be able to work with individuals with mental health problems to change behaviour which has a negative impact on themselves or others. The focus is on helping the individual recognise the impact of their behaviour and develop alternative coping strategies.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the legal, service and social context of work with individuals in relation to their behaviour	1.1 Explain how the practice of working with individuals in relation to their behaviour is affected by: <ul style="list-style-type: none"> • the purpose of the service provider • the priorities of the service provider • legislation
	1.2 Explain how culture, gender and beliefs can affect views of acceptable and non-acceptable behaviour
	1.3 Describe the personal, interpersonal and social factors that may influence or trigger behaviour that is seen as non-acceptable
	1.4 Describe the sources of support available
	1.5 Identify the range of sources of information about an individual
	1.6 Explain how to assess and manage risks to own and others' safety
	1.7 Explain the ethical and moral issues that arise when dealing with behaviours that could harm the individual or others
2. Be able to gather and use relevant information to explore behavioural responses	2.1 Review information from a range of sources about the individual's background, circumstances, behaviour and needs
	2.2 Use strategies to establish a positive working relationship with the individual
	2.3 Review information to confirm whether it provides an accurate basis on which to explore behavioural responses
	2.4 Support the individual to identify patterns of behaviour that have a negative impact on themselves and others

	2.5 Support the individual to recognise the impact of their behaviour on themselves and others
	2.6 Support the individual to recognise triggers that may lead to patterns of behaviour that have a negative impact on themselves and others
	2.7 Support the individual to identify ways in which they could change their behavioural response and what benefits this may bring to themselves and others
	2.8 Recognise limitations of own role and the point at which you need to seek further support
3. Be able to work with an individual to plan a strategy for changing patterns of behaviour that have a negative impact	3.1 Support the individual to identify patterns of behaviour that they are willing to change
	3.2 Produce a plan in partnership with the individual
	3.3 Produce a record of what has been agreed with the individual
4. Be able to work with an individual and significant others to review a strategy for changing patterns of behaviour that have a negative impact	4.1 Conduct reviews according to the individual's needs and the nature of the behaviour
	4.2 Support the individual and significant others to evaluate the effectiveness of the strategy
	4.3 Produce a record of the review
	4.4 Communicate the results of the review to all those who have a right and need to receive them

Additional Information

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

Strategies for changing patterns of behaviour could include:

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

Others may include:

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

Component 79: Develop and Sustain Effective Working Relationships with Staff in Other Agencies

Component Reference Number: R/616/7931

Level: 3

Credit: 4

GL: 24

Component Summary

This component is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

Assessment Guidance

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

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the context of working in partnership	1.1 Identify the nature, roles and functions, policies and procedures of principal agencies
	1.2 Identify structures, function, and methods of communication and decision making
	1.3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements
	1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working
	1.5 Identify the effect agency culture and structure may have upon policy and practice of working in partnership
	1.6 Explain the principles and benefits of working in partnership
2. Be able to develop effective working relationships with staff in other agencies	2.1 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies
	2.2 Develop clear action plans which clarify roles and responsibilities of the respective parties involved in the joint work
	2.3 Reach agreements about arrangements for decision making

	2.4 Confirm arrangements for joint work which are <ul style="list-style-type: none"> • appropriate to the nature and purpose of the work • likely to be effective in establishing and maintaining relationships • respect confidentiality while balancing risks of sharing or not sharing information
	2.5 Identify effective methods to monitor and review the progress of joint work
	2.6 Obtain advice and support promptly when team discussion and supervision are appropriate
	2.7 Complete records accurately and clearly and store them according to agency requirements
	2.8 Communicate information to people who are authorised to have it
3. Be able to sustain effective working relationships	3.1 Identify the benefits and advantages of joint working
	3.2 Explain the importance of defending the views of your agency and its policies
	3.3 Identify factors which might hinder joint working
	3.4 Identify strategies to support effective joint working with other agencies
	3.5 Implement strategies which support effective working relationships with other agencies
	3.6 Explain ways of identifying and resolving conflict within and between agencies and between individuals
	3.7 Demonstrate methods of assessing the effectiveness of joint working relationships
	3.8 Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved

Additional Information

N/A

Component 80: Care for the Elderly

Component Reference Number: Y/615/9037

Level: 2

Credit: 2

GL: 10

Component Summary

The aim of this component is to develop knowledge and understanding of the needs of the elderly and how to care for them.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the ageing process	1.1 Describe changes occurring with age, to include: <ul style="list-style-type: none">• physical• psychological• emotional• social
	1.2 Outline the needs of the elderly in relation to the ageing process
2. Be able to adapt communication techniques when caring for elderly patients	2.1 Outline ways to minimise barriers to communication
	2.2 Demonstrate communication techniques adapted for elderly patients
3. Understand how to care for elderly patients	3.1 Describe conditions affecting the elderly, to include: <ul style="list-style-type: none">• dementia• Parkinson's disease• stroke/TIA• arthritis• osteoporosis
	3.2 Describe how to adapt care plans for elderly patients

Additional Information

N/A

Component 81: Enable Individuals to Negotiate Familiar and Unfamiliar Environments

Component Reference Number: D/616/7933

Level: 3

Credit: 5

GL: 34

Component Summary

The purpose of this component is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments.

Assessment Guidance

This component must be assessed in line with the Skills for Care and Development 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 the factors that may impact on an individual being able to negotiate their environment	1.1 Analyse how a range of conditions and/or disabilities may impact on individuals being able to negotiate their environment
	1.2 Describe potential environmental barriers which impact on individuals negotiating their environment
	1.3 Establish how environmental barriers to can be addressed
2. Be able to prepare to support an individual to negotiate an environment	2.1 Explain the scope of own role in supporting an individual to negotiate an environment
	2.2 Establish the resources that are available to support an individual to negotiate an environment
	2.3 Assess the risks associated with an individual negotiating familiar and unfamiliar environments
	2.4 Agree with the individual activities which require negotiating an environment
	2.5 Work with others to develop a plan to support an individual to negotiate an environment
3. Be able to support the individual to negotiate an environment	3.1 Support an individual to negotiate an environment following agreed plan
	3.2 Provide information to the individual to support them in negotiating unfamiliar environments

4. Be able to evaluate and revise the support provided to an individual to negotiate an environment	4.1 Observe and record an individual's ability to negotiate an environment
	4.2 Evaluate the success of negotiating an environment with an individual and/or others
	4.3 Use observations and feedback from the individual and/or others to review and revise the agreed plan
	4.4 Agree the revised plan with the individual and/or others
	4.5 Evaluate own contribution to supporting an individual to negotiate an environment

Additional Information

Conditions and/or disabilities could include factors relating to:

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

Resources could include:

- other professionals
- assistive technology/aids

Others could include:

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

The **plan** will include:

- risk assessment

and could include:

- environmental hazards
- agreed methods of communication
- level of support required
- assistive technology/aids
- other resources

Component 82: Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure

Component Reference Number: H/616/7609

Level: 2

Credit: 2

GL: 14

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 Skills for Care and Development 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 83: Support Individuals in their Relationships

Component Reference Number: K/616/7935

Level: 3

Credit: 4

GL: 27

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 for individuals to establish and maintain relationships and social networks.

Assessment Guidance

This component must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships	1.1 Describe types of legal restriction or requirements that may affect individuals' relationships
	1.2 Analyse reasons why individuals may find it difficult to establish or maintain relationships
	1.3 Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided
	1.4 Explain the importance of ensuring privacy and confidentiality when providing support for relationships
2. Be able to support individuals to identify beneficial relationships	2.1 Support an individual to understand the benefits of positive relationships
	2.2 Support an individual to recognise when a relationship may be detrimental or harmful
	2.3 Work with an individual to identify relationships that are likely to be beneficial to them
3. Be able to support individuals to develop new relationships	3.1 Describe types of support and information an individual may need in order to extend their social network
	3.2 Establish with an individual the type and level of support needed to develop a new relationship
	3.3 Provide agreed support and information to the individual to help them to develop a new relationship
	3.4 Encourage continued participation in actions and activities to develop the relationship
4. Be able to support individuals to maintain existing relationships	4.1 Describe types of support an individual may need in order to maintain an existing relationship with family or friends

	4.2 Establish with an individual the type and level of support needed to maintain and existing relationship
	4.3 Provide agreed support to maintain an existing relationship
5. Be able to work with individuals to review the support provided for relationships	5.1 Establish with the individual the criteria for evaluating the effectiveness of the support
	5.2 Work with the individual to collate information about the relationship and the support provided
	5.3 Work with the individual and others to review and revise the support provided, in line with agreed ways of working

Additional Information

Relationships may include:

- family relationships
- friendships
- social networks

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

Information may include:

- feedback from the individual and others
- observations
- records

Others may include:

- family
- friends
- advocates
- others who are important to the individual's wellbeing

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

Component 84: 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 Skills for Care and Development Assessment Principles.

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

Relationship to Occupational Standards

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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

	<p>2.4 Explain the principles of pulse rates to include:</p> <ul style="list-style-type: none"> • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings
	<p>2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control</p>
	<p>2.6 Explain the major factors that influence changes in physiological measurements</p>
	<p>2.7 Explain the importance of undertaking physiological measurements</p>
	<p>2.8 Explain how physiological measurements may need to be adapted for the individual</p>
<p>3. Be able to prepare to take physiological measurements</p>	<p>3.1 Explain to the individual what measurements will be undertaken and why these are done</p>
	<p>3.2 Reassure the individual during physiological measurements process</p>
	<p>3.3 Answer questions and deal with concerns during physiological measurements process</p>
	<p>3.4 Explain the help individuals may need before taking their physiological measurements</p>
	<p>3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements</p>
	<p>3.6 Ensure all materials and equipment to be used are appropriately prepared</p>
	<p>3.7 Confirm the individual's identity and obtain valid consent</p>
<p>4. Be able to undertake physiological measurements</p>	<p>4.1 Apply standard precautions for infection prevention and control</p>
	<p>4.2 Apply health and safety measures relevant to the procedure and environment</p>
	<p>4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement</p>
	<p>4.4 Monitor the condition of the individual throughout the measurement</p>
	<p>4.5 Respond to any significant changes in the individual's condition</p>

	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 85: Prepare Environments and Resources for Use During Healthcare

Component Reference Number: M/616/7936

Level: 2

Credit: 3

GL: 20

Component Summary

This component is aimed at health and social-care staff who prepare for individual's healthcare intervention, treatment or therapy and ensure that the environment is cleaned, cleared and left ready for the next intended use.

Assessment Guidance

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

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how to prepare and manage environments and resources for use during healthcare activities	1.1 Explain how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity
	1.2 Describe the roles and responsibilities of team members in the preparation and management of the environment and resources
	1.3 Explain how to investigate, make the necessary adjustments and report problems with the environment
	1.4 Describe the impact of environmental changes on resources
2. Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities	2.1 Apply health and safety measures relevant to the healthcare activity and environment
	2.2 Apply standard precautions for infection prevention and control
	2.3 Ensure conditions within the immediate environment are set at levels which maintain individual comfort
	2.4 Ensure that all essential resources are available in advance of planned healthcare activities
	2.5 Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out
	2.6 Report any problems with medical equipment, devices and resources as required

	2.7 Select and prepare the relevant equipment and medical devices within the agreed parameters prior to use
	2.8 Prepare resources for the activity in line with clinical governance
3. Be able to ensure that environments and resources are ready for their next intended use	3.1 Describe the importance of ensuring that environments are ready for their next use
	3.2 Outline the factors that influence the readiness of environments for use in health care activities
	3.3 Clean and make safe re-useable items prior to storage in accordance with agreed policies
	3.4 Dispose of used, damaged or out of date items safely
	3.5 Return un-opened, unused and surplus resources to the correct location for storage
	3.6 Monitor the available levels of consumable materials used in healthcare activities
	3.7 Replenish consumable materials used in healthcare activities in accordance with protocols
	3.8 Ensure all information is accurately recorded as specified in local policies

Additional Information

Environmental changes – include storage and use

Component 86: End of Life and Dementia Care

Component Reference Number: T/616/7937

Level: 3
Credit: 2
GL: 10

Component Summary

The purpose of this component is to provide the learner with the knowledge and understanding required to understand considerations for individuals with dementia at end of life.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand considerations for individuals with dementia at end of life	1.1 Outline the reasons why dementia can be regarded as a terminal illness
	1.2 Identify the indicators that an individual with dementia is approaching the terminal phase of their illness
	1.3 Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia
	1.4 Explain why it is important that end of life care for an individual with dementia must be person-centred
	1.5 Explain why individuals with dementia need to be supported to make advance care plans as early as possible
2. Understand how to support individuals with dementia affected by symptoms at end of life	2.1 Explain the symptoms which may be experienced by individuals with dementia at the end of life
	2.2 Explain why symptoms in individuals with dementia are often poorly recognised and undertreated
	2.3 Describe ways to assess whether an individual with dementia is in pain or distress
	2.4 Describe ways to support individuals with dementia to manage their symptoms at end of life using <ul style="list-style-type: none">• Medication• Non medication techniques

3. Understand how to support carers of individuals with dementia at end of life	3.1 Explain why the individual's carers may experience guilt and stress at the end of life of an individual with dementia
	3.2 Describe ways of supporting the individual's carers to understand how the end of life process may differ for individuals with dementia
	3.3 Describe how others caring for individuals with dementia may experience loss and grief
	3.4 Describe ways of supporting the individual's carers when difficult decisions need to be made for individuals with dementia at end of life
	3.5 Give examples of how to support the individual's carers and others to support an individual with dementia in the final stages of their life

Additional Information

Person-centred including spiritual wellbeing

Symptoms may include:

- Physical e.g. Pain, nausea, constipation, dysphagia, nutrition, hydration
- Psychosocial e.g. Distress, restlessness, agitation
- Behaviour that challenges
- Emotional pain

Others may include:

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

Support may include:

- self-care strategies
- support groups
- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Component 87: Understand how to Support Individuals with Autistic Spectrum Conditions

Component Reference Number: A/616/7938

Level: 3

Credit: 3

GL: 28

Component Summary

This component provides a range of knowledge and understanding about autistic spectrum conditions and explores theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them, and to learn about good practice in areas such as communication and support.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	1.1 Identify what legislation and national and local policy and guidance exists
	1.2 Explain what individuals or situations the legislation, national and local policy and guidance applies to
	1.3 Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs
2. Understand the main characteristics of autistic spectrum conditions	2.1 Explain the importance of recognising that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
	2.2 Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the “triad of impairments”
	2.3 Explain the meaning of the term ‘ spectrum ’ in relation to autism
	2.4 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
	2.5 Describe other conditions that may be associated with the autistic spectrum
3. Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	3.1 Describe ways in which autism can impact on the everyday lives of the individual and others close to them

	<p>3.2 Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment</p> <p>3.3 Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families</p> <p>3.4 Describe ways of helping an individual and others close to them to understand their autistic spectrum condition</p>
4. Understand different theories and concepts about autism	<p>4.1 Explain theories about autism related to</p> <ul style="list-style-type: none"> • brain function and genetics • psychology <p>4.2 Explain why there are alternative choices of terminology used to describe the autism spectrum</p> <p>4.3 Describe the strengths and limitations of different types of terminology</p> <p>4.4 Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis</p> <p>4.5 Explain the importance of taking into account individual views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum</p>
5. Understand how to achieve effective communication with individuals with an autistic spectrum condition	<p>5.1 Explain how and why “challenging behaviour” can be a way of expressing emotions where there are communication differences</p> <p>5.2 Describe methods and systems used to develop and support an individual’s communication</p> <p>5.3 Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style</p>
6. Understand how to support individuals with an autistic spectrum condition	<p>6.1 Explain why it is important to establish a person-centred plan catering to an individual’s specific preferences and needs</p> <p>6.2 Explain why consultation with families/parents/carers is important in person-centred planning and support</p> <p>6.3 Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills</p>

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

Additional Information

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.

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

Spectrum – to include sub conditions and individual variations

Others – parents/carers, siblings, partner

Harm may include: being taken advantage of because of lack of social understanding; violating the law without realising they are doing something harmful; abuse; extreme anxiety etc.

Component 88: Support Individuals to Prepare for and Settle in to New Home Environments

Component Reference Number: D/615/8777

Level: 3

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 prepare for and settle into new home environments.

Assessment Guidance

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

Relationship to Occupational Standards

SCDHSC0343

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand factors affecting a move to a new home environment	1.1 Identify reasons why individuals may move to a new home environment
	1.2 Explain the effects that moving may have on an individual and their personal relationships
	1.3 Analyse strategies that can help a move to go smoothly
2. Be able to support individuals to prepare to move into new home environments	2.1 Access information and advice to support an individual to move and settle into a new home environment
	2.2 Provide an individual and others with information about the proposed new home environment
	2.3 Work with the individual and others to plan for the move
	2.4 Support the individual to express their feelings about the move and any concerns they may have
	2.5 Use strategies to address concerns
3. Be able to support individuals to settle into new home environments	3.1 Support the individual to familiarise themselves with the new environment and living arrangements
	3.2 Support the individual to explore opportunities to: <ul style="list-style-type: none"> • maintain existing social networks and/or • create new social networks
	3.3 Support the individual to adjust to living with new people or to living alone
	3.4 Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment

4. Be able to support individuals to review the impact of new home environments	4.1 Work with the individual and others to agree a process to review the move
	4.2 Work with the individual to review positive and negative effects of the move
	4.3 Work with the individual and others to plan how to maintain benefits of the move and address any difficulties
	4.4 Agree any additional resources, facilities and support required
	4.5 Record and report on the outcomes of the move, in line with agreed ways of working

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 89: 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 Skills for Care and Development 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 90: 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 Skills for Care and Development 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 91: Contribute to Raising Awareness of Health Issues

Component Reference Number: F/616/7939

Level: 3

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 work as part of a team to raise awareness of health issues.

Assessment Guidance

This component must be assessed in line with the Skills for Care and Development 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 factors affecting activities which raise awareness about health issues	1.1 Analyse reasons why it may be necessary to raise awareness of health issues
	1.2 Compare the roles of agencies and others who may be involved in raising awareness of health issues
	1.3 Describe factors to consider when planning awareness-raising activities
2. Be able to recognise the need for raising awareness of health issues	2.1 Access information and support about health issues and approaches to raising awareness
	2.2 Review with others the demand for and interest in raising awareness of a particular health issue
3. Be able to assist in planning activities to raise awareness of health issues	3.1 Agree roles and responsibilities within a team, for activities raising awareness
	3.2 Plan a set of activities within a team for an activity to raise awareness about a health issue
4. Be able to contribute to implementing activities for raising awareness of health issues	4.1 Carry out agreed role to implement activities
	4.2 Demonstrate communication that promotes effective team work while the plan is implemented
	4.3 Encourage individuals to give feedback about awareness-raising activities

5. Be able to review the effectiveness of activities to raise awareness of health issues	5.1 Agree processes and criteria for reviewing the programme of activities
	5.2 Collate and present information about the activities
	5.3 Review the effectiveness of the activities
	5.4 Make recommendations for changes to activities

Additional Information

Health issues may include:

- specific health needs
- actions or behaviours that may put health or development at risk

Others may include:

- co-workers, line manager and other professionals
- carers, friends and relatives of individuals
- others who are important to the wellbeing of individuals

Activities may include:

- consultations
- interviews
- questionnaires
- presentations
- displays/posters
- discussion groups
- self-analysis checklists

The **plan** may include:

- aims, objectives, outcomes and target audience
- media and communication formats
- best options to meet aims
- how to implement activities
- how to monitor activities
- roles and responsibilities

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

Information may include information about:

- processes
- outcomes
- impact on target audience

Component 92: 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 Skills for Care and Development 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 wellbeing 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

Wellbeing

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

Component 93: 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 Skills for Care and Development 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 wellbeing may not always relate to their terminal condition

3. Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care
	3.2 Explain the purpose of advance care planning in relation to end of life care
	3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care
	3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role
4. Be able to provide support to individuals and key people during end of life care	4.1 Support the individual and key people to explore their thoughts and feelings about death and dying
	4.2 Provide support for the individual and key people that respects their beliefs, religion and culture
	4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period
	4.4 Provide information to the individual and/or key people about the individual's illness and the support available
	4.5 Give examples of how an individual's wellbeing can be enhanced by: <ul style="list-style-type: none"> • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies
	4.6 Contribute to partnership working with key people to support the individual's wellbeing
5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	5.1 Explain why support for spiritual needs may be especially important at the end of life
	5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life
6. Be able to support individuals through the process of dying	6.1 Carry out own role in an individual's care
	6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
	6.3 Adapt support to reflect the individual's changing needs or responses
7. Be able to take action following the death of individuals	7.1 Explain why it is important to know about an individual's wishes for their after-death care

	7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
	7.3 Describe ways to support key people immediately following an individual's death
8. Be able to manage own feelings in relation to the dying or death of individuals	8.1 Identify ways to manage own feelings in relation to an individual's dying or death
	8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death

Additional Information

Key people may include:

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

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

Wellbeing may include aspects that are:

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

Component 94: Implement the Positive Behavioural Support Model

Component Reference Number: T/616/7940

Level: 4

Credit: 8

GL: 61

Component Summary

This component is aimed at those working with individuals who have complex needs/continuing healthcare/severe challenging behaviour.

It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.

Assessment Guidance

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

Learning outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess assessment criteria 6.2, 8.5 and 9.5 if real work assessment is not possible.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the context of the Positive Behavioural Support model	1.1 Summarise current legislation and policy guidance relating to Positive Behavioural Support
	1.2 Explain how Positive Behavioural Support has been influenced by: <ul style="list-style-type: none"> • Applied Behaviour Analysis (ABA) • Social Role Valorisation (SRV)
2. Understand the term 'challenging behaviour'	2.1 Define the term ' challenging behaviour '
	2.2 Explain the reasons why the term challenging behaviour came into use
	2.3 Analyse key factors that lead to a behaviour being defined as challenging
3. Understand the context in which challenging behaviour occurs Analyse key factors that lead to a behaviour being defined as challenging	3.1 Summarise key environmental risk factors for challenging behaviours
	3.2 Explain how slow and fast triggers contribute to challenging behaviour
	3.3 Analyse the role of reinforcement in maintaining behaviour
	3.4 Explain the time intensity model
4. Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1 Describe the key components of functional analysis
	4.2 Evaluate the importance of functional analysis in effective person centred behavioural intervention for individuals
	4.3 Explain the key methods of analysing behaviour

	4.4 Complete accurate records of behaviour using a structured method
	4.5 Identify environmental risk factors for an individual's challenging behaviour
	4.6 Identify possible slow and fast triggers for an individual's challenging behaviour
	4.7 Identify factors that may contribute to reinforcement of an individual's challenging behaviour
5. Understand the key characteristics of Positive Behavioural Support	5.1 Describe the key characteristics of Positive Behavioural Support
	5.2 Explain the role within Positive Behavioural Support of: <ul style="list-style-type: none"> • primary prevention strategies • secondary prevention strategies • non aversive reactive strategies
	5.3 Explain the importance of social validity in the Positive Behavioural Support model
6. Be able to implement primary prevention strategies	6.1 Summarise the key primary prevention strategies
	6.2 Explain the importance of effective communication and positive interaction in primary prevention for individuals
	6.3 Implement an agreed primary prevention strategy respecting the individual's dignity, rights and choice
	6.4 Interact positively with an individual by providing the level of help and reinforcement that enables them to participate in an activity
	6.5 Use effective communication with an individual which promotes positive behaviour
	6.6 Evaluate the social validity of an agreed primary prevention strategy for an individual
7. Be able to use a person-centred approach to develop plans that promote participation	7.1 Explain how Active Support can help prevent challenging behaviour by improving an individual's quality of life
	7.2 Analyse the role of structure and daily planning in primary prevention
	7.3 Review an individual's routine and daily activities to identify opportunities for increasing participation and choice
	7.4 Develop a participation plan with an individual that contributes to the reduction of challenging behaviour
	7.5 Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities

8. Be able to implement secondary prevention strategies	8.1 Summarise key secondary prevention strategies
	8.2 Explain when secondary prevention strategies should be used with individuals
	8.3 Identify early warning signs of behavioural agitation in an individual
	8.4 Identify possible secondary prevention strategies that may be used with an individual
	8.5 Implement an agreed secondary prevention strategy respecting the individual's dignity, rights and preferences
9. Be able to implement non aversive reactive strategies	9.1 Explain when reactive strategies should be used with individuals
	9.2 Describe the key characteristics and types of reactive strategies
	9.3 Assess the risks in the use of reactive strategies
	9.4 Identify possible reactive strategies that may be used for an individual
	9.5 Implement an agreed non aversive reactive strategy respecting the individual's dignity, rights and preferences
	9.6 Identify the different types of post-incident support
	9.7 Establish an individual's preferred post-incident support
10. Be able to understand and implement Positive Behavioural Support Plans for individuals	10.1 Explain the purpose of Positive Behaviour Support Plans
	10.2 Explain the importance of Behaviour Support Plans
	10.3 Identify the key components of a Positive Behaviour Support Plan
	10.4 Implement agreed procedures in an individual's Positive Behavioural Support Plan
	10.5 Contribute to the review of an individual's Positive Behavioural Support Plan

Additional Information

Positive Behavioural Support

An approach to supporting individuals who challenge that combines the technology of Applied Behaviour Analysis with the values base of Social Role Valorisation and the individualised focus of Person-Centred Planning.

Applied Behaviour Analysis (ABA)

A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

Social Role Valorisation (SRV)

Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.

Challenging behaviour may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive

Factors that lead to behaviour being defined as challenging may include:

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

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

- uncomfortable levels of stimulation (e.g. too busy, boring)
- institutional-style setting (e.g. block treatment, rigid routines)
- poor service organisation (e.g. inexperienced carers)
- inappropriate social environment (e.g. overly restrictive, limited choice)
- environmental pollutants (e.g. temperature, noise levels)

Triggers are factors that make challenging behaviours more likely to occur. They include:

- Slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed
- Fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate

Reinforcement strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want, while negative reinforcement works because individuals get rid of things that they don't like.

Time intensity model

The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.

Functional analysis

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

Structured methods

Measures for monitoring and recording behaviour; may include:

- ABC charts
- scatterplots
- incident forms
- behaviour-monitoring forms

- direct observation

Primary prevention

Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

Secondary prevention

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

Non-aversive reactive strategies are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

Positive interaction concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.

Social validity refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

Active support

A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

Post-incident support may include:

- emotional support
- time away from the setting
- first aid
- quiet time
- space
- temporary redeployment
- additional training
- personal reflection
- counselling
- opportunity to express feelings

Positive Behaviour Support Plan

A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.

Component 95: Administer Medication to Individuals and Monitor the Effects

Component Reference Number: D/615/8813

Level: 3

Credit: 5

GL: 30

Component Summary

This component is for those who prepare for, administer and monitor the effects of medication on individuals. The component applies to all medication used for and by individuals, both prescribed and non-prescribed.

Assessment Guidance

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

Relationship to Occupational Standards

CHS3

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand legislation, policy and procedures relevant to administration of medication	1.1 Identify current legislation, guidelines, policies and protocols relevant to the administration of medication
2. Know about common types of medication and their use	2.1 Describe common types of medication including their effects and potential side effects
	2.2 Identify medication which demands specific physiological measurements
	2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
	2.4 Explain the different routes of medicine administration
3. Understand procedures and techniques for the administration of medication	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
	3.2 Identify the required information from prescriptions / medication administration charts
4. Prepare for the administration of medication	4.1 Apply standard precautions for infection control
	4.2 Explain ways to ensure the appropriate timing of medication
	4.3 Obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns
	4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet

5. Administer and monitor medication	5.1 Select the route for the administration of medication, according to the individual's medication administration record and the drug to be administered, and prepare the site if necessary
	5.2 Safely administer the medication: <ul style="list-style-type: none"> • in line with legislation and local policies • in a way which minimises pain, discomfort and trauma to the individual
	5.3 Describe how to report any immediate problems with the administration
	5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
	5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others
	5.6 Maintain the security of medication and related records throughout the process
	5.7 Return medication and related records to the correct place for storage
	5.8 Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements

Additional Information

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

Component 96: 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 Skills for Care and Development 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 97: 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 Skills for Care and Development 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 98: Understand the Impact of Acquired Brain Injury on Individuals

Component Reference Number: A/616/7941

Level: 3

Credit: 3

GL: 28

Component Summary

The aim of this component is to acquire 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 Skills for Care and Development 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 Define the term 'Acquired Brain Injury'
	1.2 Describe possible causes of Acquired Brain Injury
	1.3 Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury
	1.4 Describe brain injuries that are <ul style="list-style-type: none"> • mild • moderate • severe
2. Understand the impact on individuals of Acquired Brain Injury	2.1 Discuss initial effects of Acquired Brain Injury on the individual
	2.2 Explain the long-term effects of Acquired Brain Injury to include <ul style="list-style-type: none"> • physical • functional • cognitive • behavioural effects
	2.3 Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers
3. Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1 Define the terms: <ul style="list-style-type: none"> • dysphasia • dysarthria
	3.2 Explain the effects of dysphasia and dysarthria on communication
	3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria
	3.4 Evaluate different intervention strategies and assistive tools that support communication

4. Understand the impact that personality changes can have on an individual and those providing support	4.1 Explain the impact of personality changes on the individual
	4.2 Explain the impact of personality changes on those caring for the individual
	4.3 Explain how lack of self awareness /insight may affect the individual
	4.4 Explain the skills needed to support the individual and family/ carers to come to terms with personality changes
5. Understand the impact of challenging behaviour	5.1 Explain behaviours which are considered challenging
	5.2 Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
	5.3 Explain measures that should be taken to manage the risk from challenging behaviour
	5.4 Explain the process for reporting and referring challenging behaviour

Additional Information

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.

Concepts of loss – consider stages of grief as outlined by Elizabeth Kubler Ross and Warden

Personality changes:

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

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

Carers:

- spouse/partner
- child
- parent
- sibling
- friend

Measures – actions required to manage risk e.g.:

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

Challenging behaviour:

- physical attack
- threatening language
- sexual disinhibition

Component 99: 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 Skills for Care and Development 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 100: 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 Skills for Care and Development 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 wellbeing

Component 101: Interact with and Support Individuals Using Telecommunications

Component Reference Number: J/615/9065

Level: 3

Credit: 5

GL: 36

Component Summary

This component is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

Assessment Guidance

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

Learning outcomes 2, 3, 4 and 5 are assessed in the workplace.

Relationship to Occupational Standards

GEN21

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1 Describe the legal and local requirements and policies relevant to the functions being carried out
	1.2 Explain the rights of the individual being supported using telecommunications
2. Be able to use telecommunication technology	2.1 Use different types of telecommunication technology
	2.2 Explain how interactions may differ depending on the type of telecommunication technology used
	2.3 Respond to individuals according to organisational policies
	2.4 Record details of interactions in the appropriate system
3. Be able to engage with individuals using telecommunications	3.1 Engage with the individual without face to face interaction including: <ul style="list-style-type: none">• providing opportunities to sustain the interaction• providing reassurance of continued interest• encouraging individuals to share their concerns• responding to the individual's immediate requirements at each stage during the interaction• recognising where anonymity may encourage them to respond

	3.2 Provide information about the service and confirm its appropriateness to the individual
	3.3 Identify the significance of the circumstances the individual is in
	3.4 Encourage callers to provide additional information about their situation or requirements
	3.5 Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
	3.6 Comply with legal and organisational requirements and policies relevant to the functions being carried out
4. Be able to identify and evaluate any risks or dangers for individuals during the interaction	4.1 Identify the types of risks or dangers different individuals might face
	4.2 Evaluate the implications of any risk or dangers facing an individual, including: <ul style="list-style-type: none"> • the circumstances in which the interaction is being made • the types of problems which could occur • the significance of any signs of increased stress during interactions • whether there are any constraints on individuals • the appropriate action to deal with any risks, dangers or problems
5. Be able to terminate the interaction	5.1 Demonstrate how to end interactions including: <ul style="list-style-type: none"> • identifying when to close the interaction • providing clear information to the individual on the reasons for ending the interaction • operating to the guidelines and procedures of the organisation • explaining what further action may be taken
	5.2 Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
	5.3 Record and check the individual's demographic details
	5.4 Identify why recording and checking details might be required before ending/transferring the call

Additional Information

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

Component 102: Undertake Tissue Viability Risk Assessments

Component Reference Number: M/615/8816

Level: 3

Credit: 3

GL: 16

Component Summary

The aim of this component is to equip learners with the knowledge and skills required to ensure that individuals maintain skin integrity as far as is practicably possible.

Assessment Guidance

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

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

Relationship to Occupational Standards

CHS4

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the need for tissue viability risk assessment	1.1 Describe the anatomy and physiology of healthy skin
	1.2 Describe the changes that occur when damage caused by pressure develops
	1.3 Explain when an initial tissue viability risk assessment may be required
	1.4 Describe what to look for when assessing the condition of the skin
	1.5 Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown
	1.6 Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown
2. Be able to undertake tissue viability risk assessment	2.1 Identify individuals who may be at risk of impaired tissue viability and skin breakdown
	2.2 Apply standard precautions for infection prevention and control
	2.3 Inspect the general condition of an individual's skin
	2.4 Identify the sites where pressure damage might occur using appropriate assessment tools
	2.5 Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy
	2.6 Use safe handling techniques when assisting the individual to move during the assessment
	2.7 Encourage the active participation of the individual and others where applicable

3. Be able to record and report on tissue viability risk assessment	3.1 Complete tissue viability risk assessment documentation
	3.2 Share findings with appropriate staff and the individual
	3.3 Notify appropriate staff of any immediate concerns in line with local policies and guidance
4. Understand when the risk assessment should be reviewed	4.1 Explain why the tissue viability risk assessment should be regularly reviewed and repeated
	4.2 Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate

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

Others may include:

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

Component 103: Provide Support for Individuals with Communication and Interaction Difficulties

Component Reference Number: T/615/8851

Level: 3

Credit: 5

GL: 39

Component Summary

This component requires the learner to have an understanding of different communication methods, normal and impaired communication and factors in interacting with individuals with communication and interaction difficulties. This enables the learner to support learning tasks and activities in work practice.

Assessment Guidance

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

Relationship to Occupational Standards

GEN85

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with communication and interaction difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2. Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties	2.1 Describe the roles and responsibilities of relevant others within own work environment
	2.2 Describe the roles and responsibilities of others external to own work environment
3. Understand normal and impaired communication	3.1 Explain the differences between normal communication and that of individuals with communication disorders
	3.2 Identify the role of communication in developing self-esteem and expression
	3.3 Describe how emotional and physical factors can affect communication and how these may be minimised or overcome
	3.4 Explain the relationship between different communication impairments relevant to own role
	3.5 Describe the communication impairments and disorders encountered in own role and the effects these have on: <ul style="list-style-type: none"> • social interaction • learning • physical health • mental health • environment

4. Understand methods of interacting with individuals with communication difficulties	4.1 Explain how to adapt vocabulary to meet the needs of individuals with communication difficulties
	4.2 Describe visual and auditory teaching approaches
	4.3 Explain the importance of recognising how different cultures, upbringing and home circumstances can affect communication
	4.4 Explain the use of educational/behaviour support plans
5. Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities	5.1 Describe the language and communication needs of an individual encountered in own work role
	5.2 Obtain information about the individual's competence in communication and the therapist's planned learning tasks and activities
	5.3 Organise the environment and equipment to facilitate participation in planned learning tasks and activities
	5.4 Use modes of communication to encourage and assist the individual to participate in learning tasks and activities
	5.5 Assist the individual to use augmented and alternative means of communication
6. Be able to support individuals with communication and interaction difficulties to communicate with others	6.1 Encourage the individual to converse with relevant others
	6.2 Provide opportunities for the individual to initiate, respond and maintain communication and relationships with relevant others
	6.3 Encourage and support relevant others to respond to the individual with communication and interaction difficulties
	6.4 Promote the individual's autonomy with regard to expressive and receptive language
	6.5 Provide constructive feedback to the individual on their participation and progress
	6.6 Provide feedback to the therapist on significant aspects of the individual's participation levels and progress

Additional Information

Relevant others could include friends, relatives, peers, advocates, other therapists, carers

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

Learning tasks and activities may include:

- physical

- creative
- cognitive

Augmented and alternative means of communication includes the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols and voice output communication aids.

Component 104: Assist in Implementing Treatment Programmes for Individuals with Severely Reduced Movement/Mobility

Component Reference Number: D/615/8861

Level: 3

Credit: 5

GL: 29

Component Summary

This component develops the learner's ability to assist the practitioner to implement treatment programmes. Knowledge of the rationale for the programmes and associated anatomy and physiology is required.

Assessment Guidance

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

Relationship to Occupational Standards

CHS136

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice which inform own role in assisting in treatment programmes for individuals with severely reduced movement/mobility	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2. Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility	2.1 Describe the normal range of movements of the major joints and what can cause restrictions for movement in individuals
	2.2 Describe the physiological benefits of movement
	2.3 Describe the aspects of the anatomy and physiology of the skin and lungs which inform treatment programmes for individuals with severely reduced movement/mobility
	2.4 Describe the basic reaction to pain within the body
	2.5 Explain the principles of 24-hour posture management and pressure area care
3. Understand treatment programmes for individuals with severely reduced movement/mobility	3.1 Describe the types and purpose of treatment programmes used for different conditions
	3.2 Identify the functions of equipment and materials used in different treatment programmes

	3.3 Identify the potential dangers associated with: <ul style="list-style-type: none"> • treatment programmes for individuals with severely reduced movement/mobility • the equipment and the materials used
	3.4 Identify potential adverse reactions to different treatment programmes
	3.5 Explain the actions to be taken when adverse reactions occur and the potential consequences of not taking action
	3.6 Explain the rationale for and importance of monitoring an individual's condition
4. Be able to implement treatment programmes for individuals with severely reduced movement/mobility	4.1 Position the individual appropriately for the treatment programme
	4.2 Obtain valid consent
	4.3 Carry out activities specified in the individual's treatment plan within scope of own role
	4.4 Monitor the individual's condition during and after treatment
	4.5 Provide verbal and physical support and encouragement during and after treatment
	4.6 Give feedback to the practitioner on the progress of the treatment programme in line with local policy or protocol
	4.7 Explain the importance of seeking advice and assistance on problems beyond own scope of competence
	4.8 Make records of the treatment in line with national/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.

Component 105: Understand Long Term Conditions and Frailty

Component Reference Number: F/615/8982

Level: 3

Credit: 3

GL: 20

Component Summary

This component covers the knowledge required to understand how frailty and long term conditions can affect individuals across the lifespan.

Assessment Guidance

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand frailty and the impact of this on individuals	1.1 Explain what frailty means
	1.2 Describe how to assess frailty in individuals
	1.3 Explain how frailty impacts across the lifespan of an individual
	1.4 Explain the factors which have an impact on an individual's frailty
	1.5 Explain the effects frailty may have on individuals
2. Understand long term conditions	2.1 Explain long term conditions within own area of work and how they can be: <ul style="list-style-type: none"> • prevented • managed
	2.2 Explain the factors that contribute to an individual's risk of developing a long term condition
	2.3 Explain what co-morbidity is
	2.4 Describe how co-morbidity can impact on an individual's quality of life
	2.5 Describe how a long term condition relates to end of life care
	2.6 Explain the psychological impact on individuals living with a long term condition
	2.7 Explain how advance care planning can be useful for individuals and what needs to be considered prior to discussion

3. Know how to support individuals with frailty or long term conditions	3.1 Explain the importance of involving the individual and others in decisions about the care they receive in relation to their frailty or long term condition
	3.2 Describe the sources of support available for individuals and others in relation to managing their frailty or long term condition
	3.3 Explain how to recognise a reversible condition in an individual and the actions to take
	3.4 Explain how to recognise if an individual is entering the terminal phase of their condition and the actions to take
	3.5 Explain ways to support frail individuals across their lifespan

Additional Information

Factors may include:

- Complex needs
- Age
- Mental health or cognition
- Physical or sensory impairment
- Behaviour
- Disability
- Ill health
- Poly-pharmacy

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

Effects include:

- Physical
- Psychological
- Social
- Emotional

Sources of support include:

- Community and voluntary groups
- Self-help group support
- Benefits
- Personal health budget
- Expert patients
- Specialised equipment

Reversible condition can include:

- Infection e.g. Chest, urinary tract
- Anaemia
- Fluid overload

Component 106: Assist in the Administration of Oxygen

Component Reference Number: M/615/9030

Level: 3

Credit: 5

GL: 40

Component Summary

This component provides the knowledge, understanding and skills to assist in the administration of oxygen.

Assessment Guidance

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

Relationship to Occupational Standards

Partial CHS78 and GEN8

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current organisational policies and procedures relating to the use of oxygen	1.1 Explain current organisational policies in relation to the administration of oxygen
	1.2 Explain risk management in relation to oxygen administration
	1.3 Identify where manufacturers' information can be accessed
	1.4 Describe the procedure for reporting and replacing faulty equipment
	1.5 Describe own role and responsibilities during oxygen administration
2. Understand respiratory conditions that may require the use of oxygen	2.1 Describe respiratory conditions that may require the use of oxygen
3. Understand the adverse effects of oxygen and how they can be minimised or prevented	3.1 Describe the adverse effects of oxygen
	3.2 Describe how the adverse effects of oxygen can be minimised or prevented
4. Understand resources and equipment used when administering care in response to respiratory conditions	4.1 Describe the difference between portable oxygen containers and static oxygen
	4.2 Describe the equipment required for administering portable/home administered oxygen
	4.3 Describe oxygen gauges and their uses
	4.4 Describe the differences between face, nasal and mouthpiece applied oxygen
	4.5 Explain how face, nasal and mouthpiece applied oxygen are used dependent upon care need
	4.6 Identify when a saturation monitor would be used and describe its functions
	4.7 Explain portable liquid oxygen uses and flow rates

5. Be able to monitor and record saturation levels	5.1 Monitor saturation levels
	5.2 Record saturation levels in line with organisational requirements
6. Be able to assist in the preparation and administration of oxygen for individuals	6.1 Apply standard precautions for infection prevention and control
	6.2 Communicate with the individual and/or relevant others in a way which respects their needs and wishes
	6.3 Obtain valid consent from the individual or relevant others
	6.4 Prepare resources and equipment prior to assisting in the administration of oxygen
	6.5 Assist in the administration of oxygen
	6.6 Dispose of waste in line with local policy and procedures
	6.7 Maintain records in line with organisational requirements

Additional Information

Respiratory conditions may include:

- bronchiolitis
- asthma
- cardiac conditions
- cystic fibrosis

Individuals refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Relevant others may include:

- Parent/s
- Carer
- Those with parental responsibility

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 3 DIPLOMA IN
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