

Qualification Specification

601/6270/3

iCQ Level 3 Certificate in Dementia Care
(RQF)



Qualification Details

Title : iCQ Level 3 Certificate in Dementia Care (RQF)
Awarding Organisation : [iCan Qualifications Limited](#)
Fees Price List Url : <https://icanqualify.net>
Qualification Type : RQF
Qualification Sub Type : None
Qualification Level : Level 3
Qualification Sub Level : None
EQF Level : Level 4
Regulation Start Date : 27-May-2015
Operational Start Date : 01-Jun-2015
Offered In England : Yes
Offered In Wales : Yes
Offered In Northern Ireland : Yes
Assessment Language In English : Yes
Assessment Language In Welsh : No
Assessment Language In Irish : No
SSA : 1.3 Health and Social Care
Purpose : B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Sub Purpose : B2. Develop knowledge and/or skills in a subject area
Total Credits : 21
Min Credits at/above Level : 15
Minimum Guided Learning Hours : 143
Maximum Guided Learning Hours : 182
Diploma Guided Learning Hours : 0
Barring Classification Code : ZZZZ
Overall Grading Type : Pass
Assessment Methods : Multiple Choice Examination, Portfolio of Evidence
Structure Requirements : To achieve this qualification learners must attain at least 21 credits. Learners must achieve the 4 mandatory units in Group A (15 credits), and a minimum of 6 credits must be attained from the optional units in Group O
Age Ranges : Pre-16 : No; 16-18 : Yes; 18+ : No; 19+ : Yes
Qualification Objective : This level 3 certificate in Dementia Care is for those whose job role is working with people with dementia, and aims to give workers the ability to develop their skills and demonstrate their competence in this area

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Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OAG) Overarching Group	Yes	0	2	0	21	0
└─ A) Group A - Mandatory Units	Yes	4	0	0	15	0
└─ O) Group O - Optional Units	Yes	18	1	0	6	0

Group A Group A - Mandatory Units

URN	Title	Level	GLH	Credit
A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	3	26	4
F/601/4686	Equality, diversity and inclusion in dementia care practice	3	31	4
J/601/3538	Understand the process and experience of dementia	3	22	3
Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	3	30	4

Group O Group O - Optional Units

URN	Title	Level	GLH	Credit
A/601/7215	Support person-centred thinking and planning	3	41	5
A/601/7909	Support individuals who are bereaved	3	30	4
A/601/9028	Provide support to continue recommended therapies	3	20	3
A/601/9546	Contribute to support of positive risk-taking for individuals	2	27	3
D/601/9491	Implement therapeutic group activities	3	25	4
F/502/3295	Independent Mental Capacity Advocacy	4	35	12
F/601/3473	Understand Models of Disability	3	26	3
F/601/4056	Support use of medication in social care settings	3	40	5
F/602/0097	Understand mental well-being and mental health promotion	3	14	3
H/601/8049	Facilitate person centred assessment, planning, implementation and review	3	45	6
J/601/3541	Support individuals in the use of assistive technology	4	32	4
K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	3	15	2
L/601/9549	Support positive risk taking for individuals	3	32	4
M/502/3146	Purpose and principles of Independent Advocacy	3	25	4
R/601/8256	Contribute to the care of a deceased person	2	24	3
T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	3	26	3
T/601/9495	Support individuals at the end of life	3	53	7
Y/601/8825	Interact with and support individuals using telecommunications	3	36	5

Unit Specification
A/601/9191

Enable rights and choices of individuals with dementia whilst minimising risks



Qualification Framework : RQF

Title : Enable rights and choices of individuals with dementia whilst minimising risks

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 26

Unit Credit Value : 4

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: A/601/9191 : Enable rights and choices of individuals with dementia whilst minimising risks	
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	
Assessment Criterion - The learner can:	
01.01	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
01.02	Evaluate agreed ways of working that relate to rights and choices of an individual with dementia
01.03	Explain how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working
Be able to maximise the rights and choices of individuals with dementia	
02.01	Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support
02.02	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
02.03	Explain why it is important not to assume that an individual with dementia cannot make their own decisions
02.04	Describe how the ability of an individual with dementia to make decisions may fluctuate
Be able to involve carers and others in supporting individuals with dementia	
03.01	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
03.02	Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk
03.03	Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution
Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices	
04.01	Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia
04.02	Demonstrate that key physical aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia
04.03	Demonstrate that key social aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia

Unit Specification
F/601/4686
 Equality, diversity and inclusion in dementia care practice



Qualification Framework: RQF
 Title : Equality, diversity and inclusion in dementia care practice
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 31
 Unit Credit Value : 4
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 LOs 3 and 4 must be assessed in a real work environment

Unit: F/601/4686 : Equality, diversity and inclusion in dementia care practice	
Understand that each individuals experience of dementia is unique	
Assessment Criterion - The learner can:	
01.01	Explain why it is important to recognise and respect an individuals heritage
01.02	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
01.03	Describe how the experience of dementia may be different for individuals who have a learning disability who are from different ethnic backgrounds who are at the end of life
01.04	Describe how the experience of an individuals dementia may impact on carers
Understand the importance of diversity, equality and inclusion in dementia care and support	
02.01	Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
02.02	Describe the ways in which an individual with dementia may be subjected to discrimination and oppression
02.03	Explain the potential impact of discrimination on an individual with dementia
02.04	Analyse how diversity, equality and inclusion are addressed in dementia care and support
Be able to work in a person centred manner to ensure inclusivity of the individual with dementia	
03.01	Demonstrate how to identify an individuals uniqueness
03.02	Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion
03.03	Demonstrate practical ways of helping an individual with dementia to maintain their dignity
03.04	Demonstrate how to engage and include an individual with dementia in daily life
Be able to work with others to encourage support for diversity and equality	
04.01	Work with others to promote diversity and equality for individuals with dementia
04.02	Demonstrate how to share the individuals preferences and interests with others
04.03	Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia

Unit Specification
J/601/3538
 Understand the process and experience of dementia



Qualification Framework: RQF
 Title: Understand the process and experience of dementia
 Unit Level: Level 3
 Unit Sub Level: None
 Guided Learning Hours: 22
 Unit Credit Value: 3
 SSAs: 1.3 Health and Social Care
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: J/601/3538 : Understand the process and experience of dementia	
Understand the neurology of dementia.	
Assessment Criterion - The learner can:	
01.01	Describe a range of causes of dementia syndrome.
01.02	Describe the types of memory impairment commonly experienced by individuals with dementia.
01.03	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia.
01.04	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.
01.05	Explain why the abilities and needs of an individual with dementia may fluctuate.
Understand the impact of recognition and diagnosis of dementia.	
02.01	Describe the impact of early diagnosis and follow up to diagnosis.
02.02	Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.
02.03	Explain the process of reporting possible signs of dementia within agreed ways of working.
02.04	Describe the possible impact of receiving a diagnosis of dementia on the individual, their family and friends.
Understand how dementia care must be underpinned by a person centred approach.	
03.01	Compare a person centred and a non-person centred approach to dementia care.
03.02	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.
03.03	Describe how myths and stereotypes related to dementia may affect the individual and their carers.
03.04	Describe ways in which individuals and carers can be supported to overcome their fears.

Unit Specification
Y/601/4693

Understand and enable interaction and communication with individuals who have dementia



Qualification Framework: RQF

Title : Understand and enable interaction and communication with individuals who have dementia

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 30

Unit Credit Value : 4

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

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

Unit: Y/601/4693 : Understand and enable interaction and communication with individuals who have dementia	
Understand the factors that can affect interactions and communication of individuals with dementia	
Assessment Criterion - The learner can:	
01.01	Explain how different forms of dementia may affect the way an individual communicates
01.02	Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
01.03	Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
01.04	Describe the impact the behaviours of carers and others may have on an individual with dementia
Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques	
02.01	Demonstrate how to use different communication techniques with an individual who has dementia
02.02	Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia
02.03	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
Be able to communicate positively with an individual who has dementia by valuing their individuality	
03.01	Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan
03.02	Demonstrate how the individuals preferred method/s of interacting can be used to reinforce their identity and uniqueness
Be able to use positive interaction approaches with individuals with dementia	
04.01	Explain the difference between a reality orientation approach to interactions and a validation approach
04.02	Demonstrate a positive interaction with an individual who has dementia
04.03	Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia
04.04	Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia
04.05	Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia

Unit Specification
A/601/7215
 Support person-centred thinking and planning



Qualification Framework: RQF
 Title: Support person-centred thinking and planning
 Unit Level: Level 3
 Unit Sub Level: None
 Guided Learning Hours: 41
 Unit Credit Value: 5
 SSAs: 1.3 Health and Social Care
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).
 LO 5 must be assessed in a real work situation.

Unit: A/601/7215 : Support person-centred thinking and planning	
Understand the principles and practice of person-centred thinking, planning and reviews.	
Assessment Criterion - The learner can:	
01.01	Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning.
01.02	Explain the benefits of using person-centred thinking with individuals.
01.03	Explain the beliefs and values on which person-centred thinking and planning is based.
01.04	Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning.
01.05	Explain how person-centred thinking tools can form the basis of a person-centred plan.
01.06	Describe the key features of different styles of person-centred planning and the contexts in which they are most useful.
01.07	Describe examples of person-centred thinking tools, their purpose, how and when each one might be used.
01.08	Explain the different ways that one page profiles are used.
Understand the context within which person-centred thinking and planning takes place.	
02.01	Interpret current policy, legislation and guidance underpinning person-centred thinking and planning.
02.02	Analyse the relationship between person-centred planning and the commissioning and delivery of services.
02.03	Describe how person-centred planning and person-centred reviews influence strategic commissioning.
02.04	Explain what a person-centred team is.
02.05	Explain how person-centred thinking can be used within a team.
02.06	Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation.
02.07	Describe the role of the manager in implementing person-centred thinking and planning.
02.08	Explain how this relates to the role of a facilitator.
Understand own role in person-centred planning.	
03.01	Explain the range of ways to use person-centred thinking, planning and reviews in own role: with individuals as a team member as part of an organisation.
03.02	Explain the different person-centred thinking skills required to support individuals.
03.03	Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work.
03.04	Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome.
Be able to apply person-centred planning in relation to own life.	
04.01	Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working.
04.02	Describe what other person-centred thinking tools would be useful in own life.
04.03	Evaluate which person-centred thinking tools could be used to think more about own community connections.
04.04	Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations.
Be able to implement person-centred thinking, planning and reviews.	
05.01	Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams.
05.02	Show that the plan and process are owned by individual.
05.03	Demonstrate how person-centred thinking tools can be used to develop a person-centred plan.
05.04	Use information from a person-centred review to start a person-centred plan.
05.05	Use person-centred thinking to enable individuals to choose those who support them.
05.06	Support the individual and others involved to understand their responsibilities in achieving actions agreed.
05.07	Demonstrate a successful person-centred review.

Unit Specification
A/601/7909
 Support individuals who are bereaved



Qualification Framework: RQF
 Title : Support individuals who are bereaved
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 30
 Unit Credit Value : 4
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

Unit: A/601/7909 : Support individuals who are bereaved	
Understand the effects of bereavement on individuals	
Assessment Criterion - The learner can:	
01.01	Describe how an individual may feel immediately following the death of a loved one
01.02	Analyse how the bereavement journey may be different for different individuals
Understand principles for supporting individuals who are bereaved	
02.01	Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved
02.02	Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement
02.03	Explain the importance of empathy in supporting a bereaved individual
Be able to support individuals to express their response to loss	
03.01	Create an environment where the individual has privacy to express their emotions
03.02	Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress
Be able to support individuals who are bereaved	
04.01	Assess the individual's level of distress and their capacity for resilience
04.02	Agree a programme of support with the individual and others
04.03	Carry out own role within the support programme
04.04	Support the individual to identify any changes they may need to make as a result of their loss
04.05	Explain the importance of working at the individual's pace during the bereavement journey
04.06	Support the individual to manage conflicting emotions, indecision or fear of the future
Understand the role of specialist agencies in supporting individuals who are bereaved	
05.01	Compare the roles of specialist agencies in supporting individuals who are bereaved
05.02	Describe how to assess whether a bereaved individual requires specialist support
05.03	Explain the importance of establishing agreement with the individual about making a referral to a specialist agency
Be able to manage own feelings when providing support for individuals who are bereaved	
06.01	Identify ways to manage own feelings while providing support for an individual who is bereaved
06.02	Use support systems to help manage own feelings

Unit Specification
A/601/9028
 Provide support to continue recommended therapies



Qualification Framework: RQF
 Title : Provide support to continue recommended therapies
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 20
 Unit Credit Value : 3
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

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

Unit: A/601/9028 : Provide support to continue recommended therapies	
Understand the importance of supporting individuals to continue recommended therapies	
Assessment Criterion - The learner can:	
01.01	Analyse the potential benefits of recommended therapies to an individuals health and wellbeing
01.02	Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation
Be able to encourage individuals to complete activities recommended by therapists	
02.01	Establish agreement on an individuals needs and preferences about continuing a recommended therapy
02.02	Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy
02.03	Describe how to overcome an individuals fears or concerns about continuing the recommended therapy
Be able to support individuals to continue recommended therapy	
03.01	Clarify with the therapist the information needed before providing support for the therapy
03.02	Promote active participation during therapy
03.03	Address difficulties encountered during therapy
03.04	Provide constructive feedback and encouragement to the individual during therapy
Be able to observe, record and report on observations during recommended therapy	
04.01	Establish with the individual and others what observations need to be made during therapy sessions
04.02	Carry out agreed observations
04.03	Record agreed observations as required
04.04	Report on the findings of observations to individuals and others
Be able to contribute to evaluation and review of recommended therapies	
05.01	Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
05.02	Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
05.03	Agree changes to therapy sessions or the support provided

Unit Specification
A/601/9546
 Contribute to support of positive risk-taking for individuals



Qualification Framework: RQF
 Title : Contribute to support of positive risk-taking for individuals
 Unit Level : Level 2
 Unit Sub Level : None
 Guided Learning Hours : 27
 Unit Credit Value : 3
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

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

Unit: A/601/9546 : Contribute to support of positive risk-taking for individuals	
Know the importance of risk-taking in everyday life	
Assessment Criterion - The learner can:	
01.01	Identify aspects of everyday life in which risk plays a part
01.02	Outline the consequences for individuals of being prevented or discouraged from taking risks
01.03	Explain how supporting individuals to take risks can enable them to have choice over their lives to: gain in self-confidence develop skills take an active part in their community
Understand the importance of positive, person-centred risk assessment	
02.01	Explain how a person-centred approach to risk assessment can support positive outcomes
02.02	Identify the features of a person-centred approach to risk assessment
Know how legislation and policies are relevant to positive risk taking	
03.01	Identify how legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights
Be able to support individuals to make informed choices about taking risks	
04.01	Explain the connection between an individuals right to take risks and their responsibilities towards themselves and others
04.02	Support the individual to access and understand information about risks associated with a choice they plan to make
04.03	Support the individual to explore the potential positive and negative consequences of the options
04.04	Support the individual to make an informed decision about their preferred option and the associated risks
04.05	Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking
Be able to contribute to the support of individuals to manage identified risks	
05.01	Use an individuals support plan to record identified risks
05.02	Support the individual to test out the risk they wish to take, in line with agreed ways of working
05.03	Explain the importance of working within the limits of own role and responsibilities
05.04	Contribute to the review of risks in an individuals support plan
Understand duty of care in relation to supporting positive risk-taking	
06.01	Outline how the principle of duty of care can be maintained while supporting individuals to take risks
06.02	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger

Unit Specification
D/601/9491
 Implement therapeutic group activities



Qualification Framework : RQF
 Title : Implement therapeutic group activities
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 25
 Unit Credit Value : 4
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Learning outcomes 2, 3 and 4 must be assessed in a real work environment, in ways that do not intrude on the privacy of individuals.

Unit: D/601/9491 : Implement therapeutic group activities	
Understand the principles of therapeutic group activities	
Assessment Criterion - The learner can:	
01.01	Explain how participating in therapeutic group activities can benefit an individuals identity, self-esteem and well-being
01.02	Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances
01.03	Compare key points of theories about group dynamics
Be able to plan and prepare for therapeutic group activities	
02.01	Work with individuals and others to agree: the nature and purpose of a therapeutic group specific activities to fit the purpose of the group
02.02	Address any risks that may be associated with the planned activities
02.03	Prepare the environment for a therapeutic group activity
02.04	Prepare equipment or resources needed for the activity
Be able to support individuals during therapeutic group activities	
03.01	Support group members to understand the purpose and proposed activity of the group
03.02	Support group members during the activity in ways that encourage effective communication, active participation and co-operation
03.03	Give direction, praise, reassurance and constructive feedback during the activity
03.04	Support the group to bring the activity to a safe and timely end
Be able to contribute to the evaluation of therapeutic group activities	
04.01	Encourage and support individuals to give feedback during and after group activities
04.02	Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities
04.03	Carry out own responsibilities for supporting the evaluation and agreeing any revisions
04.04	Record and report on outcomes and any revisions in line with agreed ways of working

Unit Specification
F/502/3295
 Independent Mental Capacity Advocacy



Qualification Framework : RQF
 Title : Independent Mental Capacity Advocacy
 Unit Level : Level 4
 Unit Sub Level : None
 Guided Learning Hours : 35
 Unit Credit Value : 12
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing. Simulation must be discussed and agreed in advance with the External Verifier. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy. Required sources of performance and knowledge evidence:

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

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

Other sources of performance and knowledge evidence:

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

- Work products
- Professional discussion
- Candidate/ reflective accounts
- Questions asked by assessors
- Witness testimonies
- Projects/Assignments/RPL
- Case studies

Unit: F/502/3295 : Independent Mental Capacity Advocacy	
Understand and use the Mental Capacity Act	
Assessment Criterion - The learner can:	
01.01	Explain key principles of the Mental Capacity Act 2005
01.02	Analyse powers within the Mental Capacity Act 2005
01.03	Use research skills to identify a range of provisions within the Mental Capacity Act 2005
01.04	Explain who may be affected by the Mental Capacity Act 2005 and why
01.05	Use the Code of Practice
Provide Independent Mental Capacity Advocacy (IMCA)	
02.01	Use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA
02.02	Analyse the role and responsibilities of an IMCA
02.03	Summarise rights afforded to an IMCA within the Mental Capacity Act 2005
02.04	Prioritise a range of case work
02.05	Assess a range of potential challenges which IMCAs can face in practice
02.06	Resolve practice dilemmas
02.07	Evaluate the differences between IMCA and general Advocacy
02.08	Assess and resolve conflicts of interest
02.09	Summarise the role of commissioners
02.10	Commit to using supervision
02.11	Signpost qualifying people to other services
Work with the decision maker	
03.01	Identify the decision maker
03.02	Identify good practice in partnership working between the decision maker and the IMCA
03.03	Resolve a range of dilemmas and challenges which may be faced
03.04	Use referral processes which identify legal requirements for accepting a new client
03.05	Evaluate the correctness of the assessment of capacity
03.06	Identify the requirements for accepting referral when family are involved
03.07	Identify which IMCA service is responsible to represent an individual in different geographical areas
03.08	Respond to decision makers who do not practice partnership working
03.09	Present to decision makers on what an IMCA can contribute
Challenge decisions made by the decision maker	
04.01	Map out the decision making process within each area an IMCA may be involved
04.02	Raise concerns during the decision making process
04.03	Highlight concerns after the decision is made
Work with people who lack capacity	
05.01	Use a range of methods to communicate with of people who lack capacity
05.02	Use non instructed advocacy to identify the wishes and preferences of people receiving IMCA support
05.03	Use strategies to work with people with dementia or learning disabilities

05.04	Ascertain the wishes and preferences of people who lack capacity
Work with accommodation and care review referrals	
06.01	Research information and establish options
06.02	Evaluate the differences and similarities in a range of types of accommodation
06.03	Identify a range of possible care packages to enable people to stay at home
06.04	Assess the suitability of types of accommodation to individuals
06.05	Assess the impact the decision will have on the individual
06.06	Use a range of information sources to suggest alternative courses of action
06.07	Explain the function of a range of regulatory bodies
Work with serious medical treatment referrals	
07.01	Summarise the criteria for serious medical treatment
07.02	Research and gather information
07.03	Assess the impact the decision will have on the individual
07.04	Use a range of information sources to suggest alternative courses of action
07.05	Obtain a second medical opinion where appropriate
07.06	Explain the importance of seeking a second medical opinion
07.07	Identify risks, benefits and ethical issues connected to medical treatments
07.08	Explain the process of referral in medical systems to access treatment
Work with adult protection referrals	
08.01	Identify the different stages at which the IMCA may be instructed within Adult Protection Procedures
08.02	Identify a range of situations the IMCA may represent the individual during adult protection meetings
08.03	Analyse and use local and national adult protection procedures
08.04	Use the guidelines for IMCA in adult protection proceedings referrals
08.05	Research and gather information
08.06	Attend meetings where necessary
08.07	Identify a range of protection plans which may be formulated within Adult Protection strategy meetings
08.08	Summarise the issues involved in communicating with families in adult protection cases
Construct an IMCA written report that meets statutory requirements	
09.01	Identify a range of issues that should be addressed within an IMCA report
09.02	Identify what should never be in an IMCA report
09.03	Write an IMCA report
09.04	Identify good practice in recording case work
09.05	Explain the impact of data protection legislation on the recording of work

Unit Specification
F/601/3473
Understand Models of Disability



Qualification Framework: RQF
Title : Understand Models of Disability
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 26
Unit Credit Value : 3
SSAs : 1.3 Health and Social Care, 1.5 Child Development and Well-Being
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: F/601/3473 : Understand Models of Disability	
Understand the difference between models of disability	
Assessment Criterion - The learner can:	
01.01	Outline the history and development of the medical, social and psycho-social models of disability
01.02	Compare and contrast the medical, social and psycho-social models of disability
Understand how the adoption of models of disability can shape an individuals identity and experience	
02.01	Analyse how the medical, social and psycho-social models of disability can impact on an individuals identity and experience
Understand how the adoption of models of disability can shape service delivery	
03.01	Analyse how the medical, social and psycho-social models of disability can shape service delivery
03.02	Evaluate how own practice promotes the wellbeing and quality of life of individuals

Unit Specification
F/601/4056
 Support use of medication in social care settings



Qualification Framework: RQF
 Title : Support use of medication in social care settings
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 40
 Unit Credit Value : 5
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

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

Unit: F/601/4056 : Support use of medication in social care settings	
Understand the legislative framework for the use of medication in social care settings	
Assessment Criterion - The learner can:	
01.01	Identify legislation that governs the use of medication in social care settings
01.02	Outline the legal classification system for medication
01.03	Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements
Know about common types of medication and their use	
02.01	Identify common types of medication
02.02	List conditions for which each type of medication may be prescribed
02.03	Describe changes to an individuals physical or mental well-being that may indicate an adverse reaction to a medication
Understand roles and responsibilities in the use of medication in social care settings	
03.01	Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
03.02	Explain where responsibilities lie in relation to use of over the counter remedies and supplements
Understand techniques for administering medication	
04.01	Describe the routes by which medication can be administered
04.02	Describe different forms in which medication may be presented
04.03	Describe materials and equipment that can assist in administering medication
Be able to receive, store and dispose of medication supplies safely	
05.01	Demonstrate how to receive supplies of medication in line with agreed ways of working
05.02	Demonstrate how to store medication safely
05.03	Demonstrate how to dispose of un-used or unwanted medication safely
Know how to promote the rights of the individual when managing medication	
06.01	Explain the importance of the following principles in the use of medication consent self-medication or active participation dignity and privacy confidentiality
06.02	Explain how risk assessment can be used to promote an individuals independence in managing medication
06.03	Describe how ethical issues that may arise over the use of medication can be addressed
Be able to support use of medication	
07.01	Demonstrate how to access information about an individuals medication
07.02	Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
07.03	Demonstrate strategies to ensure that medication is used or administered correctly
07.04	Demonstrate how to address any practical difficulties that may arise when medication is used
07.05	Demonstrate how and when to access further information or support about the use of medication
Be able to record and report on use of medication	
08.01	Demonstrate how to record use of medication and any changes in an individual associated with it
08.02	Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working

Unit Specification
F/602/0097
 Understand mental well-being and mental health promotion



Qualification Framework: RQF
 Title : Understand mental well-being and mental health promotion
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 14
 Unit Credit Value : 3
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: F/602/0097 : Understand mental well-being and mental health promotion	
Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	
Assessment Criterion - The learner can:	
01.01	1. Evaluate two different views on the nature of mental well-being and mental health. 2. Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: <ul style="list-style-type: none"> a. biological factors b. social factors c. psychological factors. 3. Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health. <ul style="list-style-type: none"> a. risk factors including inequalities, poor quality social relationships b. protective factors including socially valued roles, social support and contact
Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	
02.01	1. Explain the steps that an individual may take to promote their mental well-being and mental health. 2. Explain how to support an individual in promoting their mental well-being and mental health. 3. Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health. 4. Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community. 5. Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.

Unit Specification

H/601/8049

Facilitate person centred assessment, planning, implementation and review



Qualification Framework: RQF

Title : Facilitate person centred assessment, planning, implementation and review

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 45

Unit Credit Value : 6

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: H/601/8049 : Facilitate person centred assessment, planning, implementation and review	
Understand the principles of person centred assessment and care planning	
Assessment Criterion - The learner can:	
01.01	Explain the importance of a holistic approach to assessment and planning of care or support
01.02	Describe ways of supporting the individual to lead the assessment and planning process
01.03	Describe ways the assessment and planning process or documentation can be adapted to maximise an individuals ownership and control of it
Be able to facilitate person centred assessment	
02.01	Establish with the individual a partnership approach to the assessment process
02.02	Establish with the individual how the process should be carried out and who else should be involved in the process
02.03	Agree with the individual and others the intended outcomes of the assessment process and care plan
02.04	Ensure that assessment takes account of the individuals strengths and aspirations as well as needs
02.05	Work with the individual and others to identify support requirements and preferences
Be able to contribute to the planning of care or support	
03.01	Take account of factors that may influence the type and level of care or support to be provided
03.02	Work with the individual and others to explore options and resources for delivery of the plan
03.03	Contribute to agreement on how component parts of a plan will be delivered and by whom
03.04	Record the plan in a suitable format
Be able to support the implementation of care plans	
04.01	Carry out assigned aspects of a care plan
04.02	Support others to carry out aspects of a care plan for which they are responsible
04.03	Adjust the plan in response to changing needs or circumstances
Be able to monitor a care plans	
05.01	Agree methods for monitoring the way a care plan is delivered
05.02	Collate monitoring information from agreed sources
05.03	Record changes that affect the delivery of the care plan
Be able to facilitate a review of care plans and their implementation	
06.01	Seek agreement with the individual and others about: who should be involved in the review process criteria to judge effectiveness of the care plan
06.02	Seek feedback from the individual and others about how the plan is working
06.03	Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
06.04	Work with the individual and others to agree any revisions to the plan
06.05	Document the review process and revisions as required

Unit Specification

J/601/3541

Support individuals in the use of assistive technology



Qualification Framework: RQF

Title: Support individuals in the use of assistive technology

Unit Level: Level 4

Unit Sub Level: None

Guided Learning Hours: 32

Unit Credit Value: 4

SSAs: 1.3 Health and Social Care, 1.5 Child Development and Well-Being

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

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

Unit: J/601/3541 : Support individuals in the use of assistive technology	
Understand the range, purpose and effectiveness of assistive technology available to support individuals	
Assessment Criterion - The learner can:	
01.01	Research the range and purpose of assistive technology that is available to support individuals in own area of work
01.02	Investigate the effectiveness of the most commonly used assistive technology in own area of work
01.03	Explain how assistive technology can have a positive impact on the well being and quality of life of individuals
Be able to support the selection of assistive technology with individuals	
02.01	Explain own role and the roles of others in the provision of assistive technology for individuals
02.02	Support an individual to access specialist information and support about assistive technology
02.03	Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
02.04	Support an individual to select assistive technology to meet their needs and preferences
Be able to support the use of assistive technology aids with an individual	
03.01	Prepare the environment to support the use of assistive technology with an individual
03.02	Support the use of assistive technology following instructions or guidelines within boundaries of own role
03.03	Record the use of assistive technology following procedures or agreed ways of working
03.04	Explain when and to whom referrals for maintenance or repair would be made
Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes	
04.01	Review the effectiveness of assistive technology against identified outcomes with individuals and / or others
04.02	Provide feedback to others on the use of assistive technology
04.03	Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others
04.04	Evaluate own practice in using assistive technology to meet identified outcomes
04.05	Adapt own practice to support the needs of the individual

Unit Specification

K/601/9199

Understand the administration of medication to individuals with dementia using a person centred approach



Qualification Framework: RQF

Title: Understand the administration of medication to individuals with dementia using a person centred approach

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 15

Unit Credit Value : 2

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: K/601/9199 : Understand the administration of medication to individuals with dementia using a person centred approach	
Understand the common medications available to, and appropriate for, individuals with dementia	
Assessment Criterion - The learner can:	
01.01	Outline the most common medications used to treat symptoms of dementia
01.02	Describe how commonly used medications affect individuals with dementia
01.03	Explain the risks and benefits of anti-psychotic medication for individuals with dementia
01.04	Explain the importance of recording and reporting side effects/adverse reactions to medication
01.05	Describe how as required (PRN) medication can be used to support individuals with dementia who may be in pain
Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication	
02.01	Describe person-centred ways of administering medicines whilst adhering to administration instructions
02.02	Explain the importance of advocating for an individual with dementia who may be prescribed medication

Unit Specification
L/601/9549
 Support positive risk taking for individuals



Qualification Framework: RQF
 Title: Support positive risk taking for individuals
 Unit Level: Level 3
 Unit Sub Level: None
 Guided Learning Hours: 32
 Unit Credit Value: 4
 SSAs: 1.3 Health and Social Care
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: L/601/9549 : Support positive risk taking for individuals	
Understand the importance of risk taking in everyday life	
Assessment Criterion - The learner can:	
01.01	Explain ways in which risk is an integral part of everyday life
01.02	Explain why individuals may have been discouraged or prevented from taking risks
01.03	Describe the links between risk-taking and responsibility, empowerment and social inclusion
Understand the importance of a positive, person-centred approach to risk assessment	
02.01	Explain the process of developing a positive person-centred approach to risk assessment
02.02	Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
02.03	Explain how a service focused approach to risk assessment would differ from a person-centred approach
02.04	Identify the consequences for individuals of a service focused approach to risk-assessment
Understand the legal and policy framework underpinning an individuals right to make decisions and take risks	
03.01	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
03.02	Describe how a human rights based approach supports an individual to make decisions and take risks
Be able to support individuals to make decisions about risks	
04.01	Support an individual to recognise potential risk in different areas of their life
04.02	Support the individual to balance choices with their own and others health, safety and wellbeing
04.03	Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
04.04	Record all discussions and decisions made relating to supporting the individual to take risks
Be able to support individuals to take risks	
05.01	Complete a risk assessment with an individual following agreed ways of working
05.02	Communicate the content of the risk assessment to others
05.03	Support the individual to take the risk for which the assessment has been completed
05.04	Review and revise the risk assessment with the individual
05.05	Evaluate with the individual how taking the identified risk has contributed to their well being
Understand duty of care in relation to supporting positive risk-taking	
06.01	Explain how the principle of duty of care can be maintained while supporting individuals to take risks
06.02	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger

Unit Specification
M/502/3146
 Purpose and principles of Independent Advocacy



Qualification Framework : RQF
 Title : Purpose and principles of Independent Advocacy
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 25
 Unit Credit Value : 4
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing. Simulation must be discussed and agreed in advance with the External Verifier. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy. Required sources of performance and knowledge evidence: Direct Observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:

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

- Work products
- Professional discussion
- Candidate/ reflective accounts
- Questions asked by assessors
- Witness testimonies
- Projects/Assignments/RPL
- Case studies

Unit: M/502/3146 : Purpose and principles of Independent Advocacy	
Understand Independent Advocacy	
Assessment Criterion - The learner can:	
01.01	Define Independent Advocacy
01.02	Explain the limits to Advocacy and boundaries to the service
01.03	Identify the different steps within the Advocacy process
01.04	Distinguish when Independent Advocacy can and cannot help
01.05	Identify a range of services Independent Advocates commonly signpost to
01.06	Explain the difference between Advocacy provided by Independent Advocates and other people
Explain principles and values underpinning Independent Advocacy	
02.01	Explain the key principles underpinning Independent Advocacy
02.02	Explain why the key principles are important
Describe the development of Advocacy	
03.01	Explain the purpose of Independent Advocacy
03.02	Identify key milestones in the history of Advocacy
03.03	Explain the wider policy context of Advocacy
Be able to explain different types of Advocacy support and their purpose	
04.01	Compare a range of Advocacy models
04.02	Explain the purpose of different Advocacy models
04.03	Identify the commonalities and differences in a range of Advocacy models
Understand the roles and responsibilities of an Independent Advocate	
05.01	Explain roles and responsibilities within Independent Advocacy
05.02	Describe the limits and boundaries of an Independent Advocate
05.03	Describe the skills, attitudes and personal attributes of a good Advocate
05.04	Identify when and who to seek advice from when faced with dilemmas
Understand Advocacy standards	
06.01	Describe a range of standards which apply to Independent Advocacy
06.02	Explain how standards can impact on the Advocacy role and service

Unit Specification
R/601/8256
 Contribute to the care of a deceased person



Qualification Framework: RQF
 Title: Contribute to the care of a deceased person
 Unit Level: Level 2
 Unit Sub Level: None
 Guided Learning Hours: 24
 Unit Credit Value: 3
 SSAs: 1.3 Health and Social Care
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: R/601/8256 : Contribute to the care of a deceased person	
Know the factors that affect how individuals are cared for after death	
Assessment Criterion - The learner can:	
01.01	Outline legal requirements and agreed ways of working that underpin the care of deceased individuals
01.02	Describe how beliefs and religious and cultural factors affect how deceased individuals are cared for
01.03	Identify the physical changes that take place after death and how this may affect laying out and moving individuals
01.04	Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals
01.05	Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions
Be able to contribute to supporting those who are close to deceased individuals	
02.01	Describe the likely immediate impact of an individuals death on others who are close to the deceased individual
02.02	Support others immediately following the death of the individual in ways that: reduce their distress respect the deceased individual
Be able to contribute to preparing deceased individuals prior to transfer	
03.01	Follow agreed ways of working to ensure that the deceased person is correctly identified
03.02	Carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture
03.03	Use protective clothing to minimise the risk of infection during preparation of the deceased individual
03.04	Contribute to recording any property and valuables that are to remain with the deceased individual
Be able to contribute to transferring deceased individuals	
04.01	Carry out agreed role in contacting appropriate organisations
04.02	Carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual
04.03	Record details of the care and transfer of the deceased person in line with agreed ways of working
Be able to manage own feelings in relation to the death of individuals	
05.01	Identify ways to manage own feelings in relation to an individuals death
05.02	Utilise support systems to deal with own feelings in relation to an individuals death

Unit Specification
T/601/9187

Understand and meet the nutritional requirements of individuals with dementia



Qualification Framework: RQF
Title: Understand and meet the nutritional requirements of individuals with dementia
Unit Level: Level 3
Unit Sub Level: None
Guided Learning Hours: 26
Unit Credit Value: 3
SSAs: 1.3 Health and Social Care
Unit Grading Structure: Pass
Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).
Learning outcome 3 needs to be assessed in the workplace environment.

Unit: T/601/9187 : Understand and meet the nutritional requirements of individuals with dementia	
Understand the nutritional needs that are unique to individuals with dementia	
Assessment Criterion - The learner can:	
01.01	Describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition
01.02	Explain how poor nutrition can contribute to an individuals experience of dementia.
01.03	Outline how other health and emotional conditions may affect the nutritional needs of an individual with dementia
01.04	Explain the importance of recognising and meeting an individuals personal and cultural preferences for food and drink.
01.05	Explain why it is important to include a variety of food and drink in the diet of an individual with dementia
Understand the effect that that mealtime environments can have on an individual with dementia	
02.01	Describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia
02.02	Describe how mealtime environments and food presentation can be designed to help an individual to eat and drink
02.03	Describe how a person centred approach can support an individual, with dementia at different levels of ability, to eat and drink
Be able to support an individual with dementia to enjoy good nutrition	
03.01	Demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences
03.02	Demonstrate how meal times for an individual with dementia are planned to support his/her ability to eat and drink
03.03	Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed
03.04	Demonstrate how a person centred approach to meeting nutritional requirements has improved the well-being of an individual with dementia

Unit Specification
T/601/9495
 Support individuals at the end of life



Qualification Framework : RQF
 Title : Support individuals at the end of life
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 53
 Unit Credit Value : 7
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Learning outcomes 4, 7, 8, 9 and 10 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.

Unit: T/601/9495 : Support individuals at the end of life	
Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	
Assessment Criterion - The learner can:	
01.01	Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care
01.02	Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role
Understand factors affecting end of life care	
02.01	Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
02.02	Explain how the beliefs, religion and culture of individuals and key people influence end of life care
02.03	Explain why key people may have a distinctive role in an individuals end of life care
02.04	Explain why support for an individuals health and well-being may not always relate to their terminal condition
Understand advance care planning in relation to end of life care	
03.01	Describe the benefits to an individual of having as much control as possible over their end of life care
03.02	Explain the purpose of advance care planning in relation to end of life care
03.03	Describe own role in supporting and recording decisions about advance care planning
03.04	Outline ethical and legal issues that may arise in relation to advance care planning
Be able to provide support to individuals and key people during end of life care	
04.01	Support the individual and key people to explore their thoughts and feelings about death and dying
04.02	Provide support for the individual and key people that respects their beliefs, religion and culture
04.03	Demonstrate ways to help the individual feel respected and valued throughout the end of life period
04.04	Provide information to the individual and/or key people about the individuals illness and the support available
04.05	Give examples of how an individuals well-being can be enhanced by: environmental factors non-medical interventions use of equipment and aids alternative therapies
04.06	Contribute to partnership working with key people to support the individuals well-being
Understand how to address sensitive issues in relation to end of life care	
05.01	Explain the importance of recording significant conversations during end of life care
05.02	Explain factors that influence who should give significant news to an individual or key people
05.03	Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
05.04	Analyse ways to address such conflicts
Understand the role of organisations and support services available to individuals and key people in relation to end of life care	
06.01	Describe the role of support organisations and specialist services that may contribute to end of life care
06.02	Analyse the role and value of an advocate in relation to end of life care
06.03	Explain how to establish when an advocate may be beneficial
06.04	Explain why support for spiritual needs may be especially important at the end of life
06.05	Describe a range of sources of support to address spiritual needs
Be able to access support for the individual or key people from the wider team	
07.01	Identify when support would best be offered by other members of the team
07.02	Liaise with other members of the team to provide identified support for the individual or key people
Be able to support individuals through the process of dying	
08.01	Carry out own role in an individuals care
08.02	Contribute to addressing any distress experienced by the individual promptly and in agreed ways
08.03	Adapt support to reflect the individuals changing needs or responses
08.04	Assess when an individual and key people need to be alone
Be able to take action following the death of individuals	
09.01	Explain why it is important to know about an individuals wishes for their after-death care
09.02	Carry out actions immediately following a death that respect the individuals wishes and follow agreed ways of working
09.03	Describe ways to support key people immediately following an individuals death
Be able to manage own feelings in relation to the dying or death of individuals	
10.01	Identify ways to manage own feelings in relation to an individuals dying or death
10.02	Utilise support systems to deal with own feelings in relation to an individuals dying or death

Unit Specification
Y/601/8825
 Interact with and support individuals using telecommunications



Qualification Framework: RQF
 Title : Interact with and support individuals using telecommunications
 Unit Level : Level 3
 Unit Sub Level : None
 Guided Learning Hours : 36
 Unit Credit Value : 5
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit: Y/601/8825 : Interact with and support individuals using telecommunications	
Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	
Assessment Criterion - The learner can:	
01.01	Describe the legal and local requirements and policies relevant to the functions being carried out
01.02	Explain the rights of the individual being supported using telecommunications
Be able to use telecommunication technology	
02.01	Use different types of telecommunication technology
02.02	Explain how interactions may differ depending on the type of telecommunication technology used
02.03	Respond to individuals according to organisational policies
02.04	Record details of interactions in the appropriate system
Be able to engage with individuals using telecommunications	
03.01	Engage with the individual without face to face interaction including: providing opportunities to sustain the interaction providing reassurance of continued interest encouraging individuals to share their concerns responding to the individuals immediate requirements at each stage during the interaction recognising where anonymity may encourage them to respond
03.02	Provide information about the service and confirm its appropriateness to the individual
03.03	Identify the significance of the circumstances the individual is in
03.04	Encourage callers to provide additional information about their situation or requirements
03.05	Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
03.06	Comply with legal and organisational requirements and policies relevant to the functions being carried out
Be able to identify and evaluate any risks or dangers for individuals during the interaction	
04.01	Identify the types of risks or dangers different individuals might face
04.02	Evaluate the implications of any risk or dangers facing an individual, including: 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
Be able to terminate the interaction	
05.01	Demonstrate how to end interactions including: 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
05.02	Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
05.03	Record and check the individuals demographic details
05.04	Identify why recording and checking details might be required before ending/transferring the call