Qualification Specification
603/2763/7
iCQ Level 3 Diploma in Adult Care

Qualification Details

Awarding Organisation :	iCan Qualifications Limited
Fees Price List Url :	https://icanqualify.net
Qualification Type :	RQF
Qualification Level :	3
Offered In England :	Yes
Offered In Wales :	Yes
Overall Grading Type :	Pass
Assessment Methods :	Portfolio of Evidence
Age Ranges :	Pre-16 : ?? ; 16-18 : ?? ; 18+ : ?? ; 19+ : ??

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Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OG) Over-Arching Group	No	0	(null)	(null)	(null)	(null)
└─A) Mandatory Units	**Yes**	9	9	9	28	28
└─B) Optional Units	**Yes**	57	6	14	30	38

Group A Mandatory Units

URN	Title	Level	GLH	Credit
D/616/3896	Responsibilities of a care worker	2	16	2
D/616/3963	Promote communication in care settings	3	25	3
D/616/3994	Promote person-centred approaches in care settings	3	39	6
K/616/3965	Promote effective handling of information in care settings	3	16	2
M/616/3868	Safeguarding and protection in care settings	2	26	3
M/616/3983	Duty of care in care settings	3	8	1
M/616/4003	Promote personal development in care settings	3	10	3
Y/616/3959	Promote health, safety and wellbeing in care settings	3	45	6
Y/616/3993	Promote equality and inclusion in care settings	3	18	2

Group B Optional Units

URN	Title	Level	GLH	Credit
A/506/1821	Manage team performance	3	21	4
A/506/4167	Principles of Quality Management	4	37	4
A/616/3985	Understand care and support planning and risk management in mental health	3	14	4
A/616/7695	Understand the impact of Acquired Brain Injury on individuals	3	28	3
A/616/7714	Stroke Awareness	2	28	3
D/616/3915	Cleaning, Decontamination and Waste Management	2	20	2
D/616/3929	Support individuals to live at home	3	29	4
D/616/3932	Administer medication to individuals and monitor the effects	3	30	5
D/616/4563	Understand the process and experience of dementia	3	22	3
D/616/4613	Support individuals at the end of life	3	50	6
D/616/7706	Understand and enable interaction and communication with individuals who have dementia	3	30	4
F/616/3907	Move and position individuals in accordance with their care plan	2	26	4
F/616/3910	Select and wear appropriate personal protective equipment for work in healthcare settings	2	15	2
F/616/3955	Obtain venous blood samples	3	24	3
F/616/3972	Awareness of the Mental Capacity Act 2005	3	28	3
F/616/4006	End of life and dementia care	3	20	2
F/616/4541	Support individuals to access and use services and facilities	3	25	4
F/616/7696	Understand Stroke Care Management	3	36	4
F/616/7701	Understand how to support individuals with autistic spectrum conditions	3	28	3
F/616/7729	Carry out initial assessments to identify and prioritise the needs of substance misuse	3	30	5
H/616/3933	Provide agreed support for foot care	2	23	3
H/616/4550	Support individuals to access education, training or employment	4	31	4
H/616/4581	Facilitate learning and development activities to meet individual needs and preferences	3	35	5
H/616/4631	Interact with and support individuals using telecommunications	3	36	5
J/616/3911	The principles of Infection Prevention and Control	2	30	3
J/616/3987	Undertake stoma care	3	30	4
J/616/7697	Understand Sensory Loss	3	21	3
J/616/7702	Understand how to provide support when working in end of life care	3	33	4
K/506/1989	Manage physical resources	4	26	4
K/506/2172	Monitor the quality of customer service interactions	3	27	5
K/616/3917	Undertake agreed pressure area care	2	30	4
K/616/4551	Support individuals to access and manage direct payments	4	20	4
K/616/4579	Provide support to maintain and develop skills for everyday life	3	28	4
K/616/7708	Support the assessment of individuals with sensory loss	3	22	3
K/616/7711	Support individuals with a learning disability to access healthcare	3	25	3
L/506/1788	Manage personal performance and development	2	18	4
L/506/1922	Manage individuals' development in the workplace	3	10	3
L/616/3926	Undertake physiological measurements	3	23	3

L/616/7698	Understand Physical Disability	3	22	3
L/616/7717	Promote nutrition and hydration in care settings	3	32	4
M/616/3904	Understand mental well-being and mental health promotion	3	20	3
M/616/3921	Understand mental health problems	3	16	3
M/616/4552	Work in partnership with families to support individuals	3	27	3
M/616/4633	Lead and manage a team in the care sector	2	37	5
M/616/7709	Support individuals with multiple conditions and/or disabilities	3	31	4
M/616/7712	Support individuals in the use of assistive technology	4	32	4
R/506/1789	Develop working relationships with colleagues	2	19	3
R/616/3930	Understand the context of supporting individuals with learning disabilities	3	35	4
R/616/4558	Support individuals in undertaking their chosen activities	3	24	4
R/616/4575	Provide support to manage pain and discomfort	2	15	2
R/616/7699	Understand Parkinsons for care settings staff	3	14	2
T/616/3905	Causes and Spread of Infection	2	20	2
T/616/7713	Support families who are affected by Acquired Brain Injury	3	30	3
T/616/7730	Diabetes Awareness	3	46	6
Y/616/3928	Support independence in the tasks of daily living	2	37	5
Y/616/3931	Support individuals with specific communication needs	3	35	5
Y/616/7722	Maintaining the Independent Advocacy relationship	3	25	6

Unit: D/616/3896 : Responsibilities of a care worker	
1. Understand working relationships in care settings	
Assessment Criterion - The learner can:	
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: • partnership working • resolving conflicts

Unit: D/616/3963 : Promote communication in care settings
1. Understand why effective communication is important in the work setting
Assessment Criterion - The learner can:
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 individuals 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 individuals confidentiality and disclosing concerns

Unit: D/616/3994 : Promote person-centred approaches in care settings

1. Understand how to promote the application of person-centred approaches in care settings

Assessment Criterion - The learner can:

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 individuals 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 individuals 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 individuals right to make choices

5.1	Support an individual to make informed choices
5.2	Use own role and authority to support the individuals right to make choices
5.3	Manage risk in a way that maintains the individuals 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 well-being

6.1	Explain the links between identity, self-image and self-esteem
6.2	Analyse factors that contribute to the well-being 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 well-being

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

Unit: K/616/3965 : Promote effective handling of information in care settings
1. Understand requirements for handling information in care settings
Assessment Criterion - The learner can:
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

Unit: M/616/3868 : Safeguarding and protection in care settings

1. Understand principles of safeguarding adults

Assessment Criterion - The learner can:

1.1	Explain the term safeguarding
1.2	Explain own role and responsibilities in safeguarding individuals
1.3	Define the following terms: • â€¢ Physical abuse • â€¢ Domestic abuse • â€¢ Sexual abuse • â€¢ Emotional/psychological abuse • â€¢ Financial/material abuse • â€¢ Modern slavery • â€¢ Discriminatory abuse • â€¢ Institutional/organisational abuse • â€¢ Self-neglect • â€¢ 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: • â€¢ Physical abuse • â€¢ Domestic abuse • â€¢ Sexual abuse • â€¢ Emotional/psychological abuse • â€¢ Financial/material abuse • â€¢ Modern slavery • â€¢ Discriminatory abuse • â€¢ Institutional/organisational abuse • â€¢ Self-neglect • â€¢ 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: • â—¦ working with person centred values • â—¦ encouraging active participation • â—¦ promoting choice and rights • â—¦ supporting individuals with awareness of personal safety
5.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
5.3	Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention

6. Know how to recognise and report unsafe practices

6.1	Describe unsafe practices that may affect the well-being of individuals
6.2	Explain the actions to take if unsafe practices have been identified
6.3	Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

7. Understand principles for online safety

7.1	Describe the potential risks presented by: • â€¢ the use of electronic communication devices • â€¢ the use of the internet • â€¢ the use of social networking sites • â€¢ 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

Unit: M/616/3983 : Duty of care in care settings	
1. Understand how duty of care contributes to safe practice	
Assessment Criterion - The learner can:	
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 individuals rights and the duty of care	
2.1	Describe conflicts or dilemmas that may arise between the duty of care and an individuals rights
2.2	Describe how to manage risks associated with conflicts or dilemmas between an individuals 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

Unit: M/616/4003 : Promote personal development in care settings
1. Understand what is required for competence in own work role
Assessment Criterion - The learner can:
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

Unit: Y/616/3959 : Promote health, safety and wellbeing in care settings

1. Understand own responsibilities, and the responsibilities of others, relating to health and safety

Assessment Criterion - The learner can:

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: • 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: • 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: • 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: • 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

Unit: Y/616/3993 : Promote equality and inclusion in care settings	
1. Understand the importance of diversity, equality and inclusion	
Assessment Criterion - The learner can:	
1.1	Explain what is meant by: • 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

Unit: Y/616/3993 : Promote equality and inclusion in care settings	
1. Understand the importance of diversity, equality and inclusion	
Assessment Criterion - The learner can:	
1.1	Explain what is meant by: • 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

Unit Specification
A/506/1821
Manage team performance

Qualification Framework : RQF
Title : Manage team performance
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 21
Unit Credit Value : 4
SSAs : 15.3 Business Management
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: A/506/1821 : Manage team performance	
Understand the management of team performance	
Assessment Criterion - The learner can:	
01.01	Explain the use of benchmarks in managing performance
01.02	Explain a range of quality management techniques to manage team performance
01.03	Describe constraints on the ability to amend priorities and plans
Be able to allocate and assure the quality of work	
02.01	Identify the strengths, competences and expertise of team members
02.02	Allocate work on the basis of the strengths, competences and expertise of team members
02.03	Identify areas for improvement in team members performance outputs and standards
02.04	Amend priorities and plans to take account of changing circumstances
02.05	Recommend changes to systems and processes to improve the quality of work
Be able to manage communications within a team	
03.01	Explain to team members the lines of communication and authority levels
03.02	Communicate individual and team objectives, responsibilities and priorities
03.03	Use communication methods that are appropriate to the topics, audience and timescales
03.04	Provide support to team members when they need it
03.05	Agree with team members a process for providing feedback on work progress and any issues arising
03.06	Review the effectiveness of team communications and make improvements

Unit Specification
A/506/4167
Principles of Quality Management

Qualification Framework :	RQF
Title :	Principles of Quality Management
Unit Level :	Level 4
Unit Sub Level :	None
Guided Learning Hours :	37
Unit Credit Value :	4
SSAs :	15.2 Administration, 15.3 Business Management
Unit Grading Structure :	Pass
Assessment Guidance :	Please refer to the Online iCQ Assessment Guidance.

Unit: A/506/4167 : Principles of Quality Management	
Understand approaches to quality management	
Assessment Criterion - The learner can:	
01.01	Evaluate the concept, purpose and scope of quality management
01.02	Distinguish between quality management, quality control and quality assurance
01.03	Analyse the features of different approaches to quality management
01.04	Explain the benefits of adopting an holistic approach to quality management
01.05	Analyse the role of administrative systems in the effective management of quality
Understand the benefits of quality management	
02.01	Analyse the potential benefits to an organisation of effective quality management
02.02	Explain the relationship between quality management and customer satisfaction
02.03	Evaluate the impact of quality management on continuous improvement
Understand the use of quality controls	
03.01	Explain the purpose of user and non-user surveys
03.02	Analyse the relationship between quality controls and customer complaints
03.03	Evaluate the risks attached to the self-assessment on the quality of business performance
03.04	Evaluate the benefits of involving others in the management of quality

Unit: A/616/3985 : Understand care and support planning and risk management in mental health	
1. Understand how to work within the care and support planning process	
Assessment Criterion - The learner can:	
1.1	Explain the principles and values underpinning effective care and support planning
1.2	Describe the tasks associated with each stage of the care and support planning process: • assessment of need • planning goals • monitoring progress • reviewing plans
1.3	Explain the principles and values implemented at each stage of the care and support planning process: • assessment of need • planning goals • monitoring progress • reviewing plans
1.4	Explain how to enable an individual to take an active part in the care planning process
1.5	Explain how to enable carers and family members to take an effective part in the care planning process
1.6	Explain how agencies and workers should work together within the care planning process, including why this is important
1.7	Describe ways of overcoming differences or conflicts that may occur between those involved in the care planning process
1.8	Explain how to keep effective, accurate and concise records of the care planning process
2. Understand how to work within a risk management process	
2.1	Explain the principles and values that underpin effective risk management, including how these contribute to the protection of individuals
2.2	Explain how agencies and workers should work together within the risk management process, including why this is important
2.3	Explain how to involve carers and family members effectively in the risk management process
2.4	Describe the range of factors that should be considered during risk assessment for an individual in the following situations: • Risk of harm to self • Risk of harm to others • Risk of being harmed by others • Risk of being harmed by mental health services
2.5	Describe the role of suicide reduction strategies
2.6	Explain how suicide reduction strategies can inform actions within a risk management process

Unit: A/616/7695 : Understand the impact of Acquired Brain Injury on individuals	
1. Understand Acquired Brain Injury	
Assessment Criterion - The learner can:	
01.01	Define Acquired Brain Injury
01.02	Describe possible causes of Acquired Brain Injury
01.03	Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury
01.04	Describe brain injuries that are •Mild •Moderate and •Severe
2. Understand the impact on individuals of Acquired Brain Injury	
02.01	Discuss initial effects of Acquired Brain Injury on the individual
02.02	Explain the long term effects of Acquired Brain Injury to include: • Physical • functional • cognitive • behavioural effects
02.03	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	
03.01	Define dysphasia and dysarthria
03.02	Explain the effects of dysphasia and dysarthria on communication
03.03	Compare the different techniques required to support an individual with dysphasia and dysarthria
03.04	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	
04.01	Explain the impact of personality changes on the individual
04.02	Explain the impact of personality changes on those caring for the individual
04.03	Explain how lack of self-awareness/insight may affect the individual
04.04	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	
05.01	Explain behaviours which are considered challenging
05.02	Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
05.03	Explain measures that should be taken to manage the risk from challenging behaviour
05.04	Explain the process for reporting and referring challenging behaviour

Unit: A/616/7714 : Stroke Awareness	
1. Understand what a stroke is	
Assessment Criterion - The learner can:	
1.1	Identify the changes in the brain associated with stroke
1.2	Outline other conditions that may be mistaken for stroke
1.3	Define the differences between stroke and Transient Ischaemic Attack (TIA)
2. Understand how to recognise a stroke	
2.1	List the signs and symptoms of stroke
2.2	Identify the key stages of stroke
2.3	Identify the assessment tests that are available to enable recognising of stroke
2.4	Describe the potential changes that an individual may experience as a result of stroke
3. Understand how to manage the risk factors for stroke	
3.1	State the prevalence of stroke in the UK
3.2	Identify the common risk factors for stroke
3.3	Describe how risk factors may vary in different care settings
3.4	Identify the steps that can be taken to reduce the risk of stroke and subsequent stroke
4. Understand the importance of emergency response and treatment for stroke	
4.1	Describe why stroke is a medical emergency
4.2	Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working
4.3	Identify the correct early positioning for airway management
4.4	Identify the information that needs to be included in reporting of the stroke incident
5. Understand the management of stroke	
5.1	Describe why effective stroke care is important to the management of stroke
5.2	Identify sources of support available to individuals and others affected by stroke

Unit: A/616/7714 : Stroke Awareness	
1. Understand what a stroke is	
Assessment Criterion - The learner can:	
1.1	Identify the changes in the brain associated with stroke
1.2	Outline other conditions that may be mistaken for stroke
1.3	Define the differences between stroke and Transient Ischaemic Attack (TIA)
2. Understand how to recognise a stroke	
2.1	List the signs and symptoms of stroke
2.2	Identify the key stages of stroke
2.3	Identify the assessment tests that are available to enable recognising of stroke
2.4	Describe the potential changes that an individual may experience as a result of stroke

Unit: D/616/3915 : Cleaning, Decontamination and Waste Management	
1. Understand how to maintain a clean environment	
Assessment Criterion - The learner can:	
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

Unit: D/616/3929 : Support individuals to live at home
1. Understand the principles of supporting individuals to live at home
Assessment Criterion - The learner can:
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 individuals 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 individuals 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

Unit: D/616/3932 : Administer medication to individuals and monitor the effects
1. Understand legislation, policy and procedures relevant to administration of medication
Assessment Criterion - The learner can:
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 individuals 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 individuals medication administration record and the drug to be administered, and prepare the site if necessary
5.2	Safely administer the medication: • 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 individuals 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

Unit: D/616/4563 : Understand the process and experience of dementia	
1. Understand the neurology of dementia	
Assessment Criterion - The learner can:	
1.1	Describe a range of causes of dementia syndrome
1.2	Describe the types of memory impairment commonly experienced by individuals with dementia
1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
1.4	Explain how other factors can cause changes in an individuals 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: • 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

Unit: D/616/4563 : Understand the process and experience of dementia	
1. Understand the neurology of dementia	
Assessment Criterion - The learner can:	
1.1	Describe a range of causes of dementia syndrome
1.2	Describe the types of memory impairment commonly experienced by individuals with dementia
1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
1.4	Explain how other factors can cause changes in an individuals condition that may not be attributable to dementia
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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

Unit: D/616/4613 : Support individuals at the end of life

1. Understand the aims and principles of end of life care

Assessment Criterion - The learner can:

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 individuals health and well-being may not always relate to their terminal condition

3. Understand advance care planning in relation to end of life care

3.1	Describe the benefits to an individual of having as much control as possible over their end of life care
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 individuals illness and the support available
4.5	Give examples of how an individuals well-being can be enhanced by: • 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 individuals well-being

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 individuals care
6.2	Contribute to addressing any distress experienced by the individual promptly and in agreed ways
6.3	Adapt support to reflect the individuals 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 individuals wishes for their after-death care
7.2	Carry out actions immediately following a death that respect the individuals wishes and follow agreed ways of working
7.3	Describe ways to support key people immediately following an individuals 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 individuals dying or death
8.2	Utilise support systems to deal with own feelings in relation to an individuals dying or death

Unit: D/616/7706 : Understand and enable interaction and communication with individuals who have dementia
1. Understand the factors that can affect interactions and communication of individuals with dementia
Assessment Criterion - The learner can:
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 different communication abilities and needs of 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 with dementia
2. Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques
2.1 demonstrate how to use different communication techniques with an individual who has dementia
2.2 show how observation of behaviour is an effective tool in interpreting the needs of an individual with 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. Be able to communicate positively with an individual who has dementia by valuing their individuality
3.1 show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan
3.2 demonstrate how the individuals 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 demonstrate a positive interaction with an individual who has dementia
4.3 demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia
4.4 demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia
4.5 demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia

Unit: F/616/3907 : Move and position individuals in accordance with their care plan	
5. Be able to use learning opportunities and reflective practice to contribute to personal development	
Assessment Criterion - The learner can:	
1	Describe when advice and/or assistance should be sought in relation to moving or positioning an individual
2	Describe sources of information available in relation to moving and positioning individuals
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: • the individuals 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 individuals wishes conflict with their care plan
3.5.	Prepare the environment ensuring: • 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 individuals identity and obtain valid consent
4.1	Know when to seek advice and/or assistance from others when moving and positioning an individual
4.2	Communicate with the individual in a manner which: • 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 individuals 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

Unit: F/616/3910 : Select and wear appropriate personal protective equipment for work in healthcare settings	
1. Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting	
Assessment Criterion - The learner can:	
1.1	Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings
1.2	Explain standard precautions for infection prevention and control which affect own practice in • preparing for work • dressing for work
1.3	Explain how and when to cleanse own hands in line with local policy and protocol
1.4	Explain the importance of maintaining a professional appearance and presentation
1.5	Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting
2. Be able to select and use personal protective equipment (PPE) in a healthcare setting	
2.1	Check for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken
2.2	Wear PPE in the designated work area only according to own role and procedures to be undertaken
2.3	Describe how PPE may become unsuitable for use including the actions to take if this happens
2.4	Remove and dispose of PPE in line with local policy and protocol
2.5	Describe what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation
2.6	Describe the importance of promptly reporting reduction in stocks of PPE
2.7	Explain when synthetic non-powdered un-sterile gloves and apron should be used

Unit: F/616/3955 : Obtain venous blood samples	
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples	
Assessment Criterion - The learner can:	
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 individuals identity and obtain valid consent
3.2	Communicate with the individual in a manner which: • 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: • 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: • 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

Unit: F/616/3972 : Awareness of the Mental Capacity Act 2005

1. Understand the importance of the Mental Capacity Act 2005

Assessment Criterion - The learner can:

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: • 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
2.10	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
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 individuals 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

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

Unit: F/616/4006 : End of life and dementia care	
1. Understand considerations for individuals with dementia at end of life	
Assessment Criterion - The learner can:	
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 • Medication • Non medication techniques
3. Understand how to support carers of individuals with dementia at end of life	
3.1	Explain why carers may experience guilt and stress at the end of life of an individual with dementia
3.2	Describe ways of supporting 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 carers when difficult decisions need to be made for individuals with dementia at end of life
3.5	Give examples of how to support carers and others to support an individual with dementia in the final stages of their life

Unit: F/616/4541 : Support individuals to access and use services and facilities
1. Understand factors that influence individuals access to services and facilities
Assessment Criterion - The learner can:
1.1	Describe how accessing a range of services and facilities can be beneficial to an individuals well being
1.2	Identify barriers that individuals may encounter in accessing services and facilities
1.3	Describe ways of overcoming barriers to accessing services and facilities
1.4	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
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

Unit: F/616/7696 : Understand Stroke Care Management
1. Understand how to support individuals to manage stroke according to legislation, policy and guidance
Assessment Criterion - The learner can:
1.1	summarise current legislation, policy and guidance related to supporting individuals with stroke
1.2	explain what current best practice is in the initial stages of stroke care management
1.3	explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being
1.4	describe the potential implications of mental capacity for an individual following a stroke
2. Understand specific communication factors affecting individuals following a stroke
2.1	evaluate the effects of stroke on the brain in relation to the ability to communicate
2.2	describe a range of common communication methods and aids to support individuals affected by a stroke
2.3	identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication
2.4	describe the effects on the individual of experiencing communication difficulties
2.5	identify additional agencies and resources to support with communication needs
3. Understand changing physical needs of individuals affected by stroke
3.1	describe the changes in the brain of an individual affected by a stroke
3.2	describe the physical effects of stroke on an individual
3.3	explain the impact a stroke may have on swallowing and nutrition
3.4	describe the possible effects of stroke on sensory ability
3.5	analyse the fluctuating nature of effects of stroke on an individual
4. Understand the impact of the effects of stroke on daily living
4.1	explain the use of daily activities to promote recovery and independence
4.2	explain the importance of repetition to promote recovery
4.3	identify the effects of fatigue in stroke rehabilitation
4.4	describe the implication of stroke on lifestyle
5. Understand the associated complications for an individual with stroke
5.1	explain the psychological and emotional effects on the individual with stroke
5.2	describe the cognitive needs of the individual with stroke
5.3	describe the health needs that may be associated with stroke
6. Understand the importance of adopting a person centred approach in stroke care management
6.1	explain how person centred values must influence all aspects of stroke care management
6.2	explain the importance of working in partnership with others to support care management
6.3	describe the importance of working in ways that promote active participation in stroke care management

Unit: F/616/7701 : Understand how to support individuals with autistic spectrum conditions

1. Understand the main characteristics of autistic spectrum conditions

Assessment Criterion - The learner can:

01.01	Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
01.02	Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the triad of impairments
01.03	Explain the meanings of the term spectrum in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
01.04	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
01.05	Describe other conditions that may be associated with the autistic spectrum
01.06	Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum

2. Understand how autistic spectrum conditions can impact on the lives of individuals and those around them

02.01	Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
02.02	Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
02.03	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
02.04	Describe ways of helping an individual and/or their family/carer//partner to understand their autistic spectrum condition

3. Understand different theories and concepts about autism

03.01	Explain theories about autism related to: - brain function - genetics psychology
03.02	Explain why there are alternative choices of terminology used to describe the autism spectrum
03.03	Describe the strengths and limitations of different types of terminology
03.04	Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
03.05	Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum

4. Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions

04.01	Identify what legislation and national and local policy and guidance exists
04.02	Explain what individuals or situations the legislation, national and local policy and guidance applies to
04.03	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

5. Understand how to achieve effective communication with individuals with an autistic spectrum condition

05.01	Give examples of how challenging behaviour can be a way of expressing emotions where there are communication differences
05.02	Describe methods and systems used to develop and support an individuals communication
05.03	Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style

6. Understand how to support individuals with an autistic spectrum condition

06.01	Explain why it is important to establish a person-centred plan catering to an individuals specific preferences and needs
06.02	Explain why consultation with families/carers is important in person-centred planning and support
06.03	Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
06.04	Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
06.05	Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
06.06	Explain how needs change for individuals and their families at different stages of their lives
06.07	Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition

Unit: F/616/7729 : Carry out initial assessments to identify and prioritise the needs of substance misuse

Understand the range of difference substances and their effects

Assessment Criteria

1	Identify the range of different substances and their effects.
2	Identify different indications of substance misuse.
3	Demonstrate ways of keeping knowledge about substances and indications of substance misuse up to date.
4	Explain the jargon used by substance misusers in the locality.

Be able to evaluate individual's substance misuse and understanding of substance misuse services

01	Explain why the assessment of individuals should be carried out promptly.
02	Obtain information from the individual and if applicable, from the referring agency, in line with protocols.
03	Carry out the assessment in line with locally agreed criteria and using standardised documentation.
04	Assess the individuals understanding of services available and readiness to engage in a treatment programme.
05	Manage challenging, abusive, aggressive or chaotic behaviour.
06	Assess the risks to the individual which may result from substance misuse and/or co-existent problems.
07	Identify appropriate persons who can provide support when there are any problems with the assessment.
08	Demonstrate how to involve adults with parental responsibility in the assessment and referral of children and young people.
09	Demonstrate how to take account of a child or young person's age and maturity when involving them in assessment.
10	Describe the principles of the relevant legislation.

Be able to assess individuals needs and appropriate interventions

1	Present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them.
2	Agree an appropriate course of action with the individual according to the type of intervention required.
3	Demonstrate how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care.
4	Justify the choice of intervention according to locally agreed criteria
5	Describe how to ensure consistency of approach with other members of the substance misuse team.

Be able to make referrals to substance misuse services

1	Explain the importance of referring individuals to the appropriate service with the required degree of urgency.
2	Plan arrangements for the referral with the individual and facilitate their contact with the service.
3	Make referrals and share information with services in line with local protocols.
4	Obtain feedback from the service to evaluate and refine referral practices.
5	Record details of the assessment and resulting actions taken

Unit: H/616/3933 : Provide agreed support for foot care

1. Understand the signs and causes of foot and toe-nail abnormalities

Assessment Criterion - The learner can:

1.1	Describe the effects of common medical conditions on the feet and toe-nails
1.2	Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails

2. Be able to provide support for assessed foot care needs

2.1	Ascertain information about an individuals assessed foot care needs
2.2	Ensure the setting for foot care meets the individuals preferences and maintains privacy
2.3	Gain consent to provide treatment to the individual
2.4	Prepare the equipment required for treatment
2.5	Prepare the individuals feet for treatment, in a way that promotes active participation
2.6	Describe how and when to access additional guidance about assessed foot care needs

3. Be able to promote the individuals engagement in their own foot care

3.1	Support the individuals understanding of any treatments, equipment or dressings to be used
3.2	Invite feedback from the individual on how their foot care is carried out
3.3	Explain why advice should not be given unless agreed with the podiatrist

4. Be able to provide foot care safely

4.1	Carry out agreed foot care treatments in accordance with instructions
4.2	Operate equipment safely and in accordance with instructions
4.3	Use protective equipment, protective clothing and hygiene techniques to minimise risks
4.4	Dispose of waste products safely
4.5	Provide follow up instructions to individual on completion of treatment

5. Be able to record and report on foot care

5.1	Record the condition of the individuals feet before treatment
5.2	Record treatments carried out
5.3	Explain how to record any adverse reactions or responses to treatments or dressings
5.4	Report on foot care treatments, conditions and reactions in agreed ways

Unit: H/616/4550 : Support individuals to access education, training or employment

1. Understand the value of engagement in training, education or employment for individuals

Assessment Criterion - The learner can:

1.1	Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals

2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment

2.1	Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
2.2	Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
2.3	Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities

3. Understand the support available to individuals accessing education, training or employment

3.1	Identify agencies that provide support to individuals accessing education, training or employment
3.2	Explain the support provided by the agencies identified

4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences

4.1	Work with individuals to identify education, training or employment opportunities
4.2	Work with the individual and / or others to source accessible information on education, training or employment opportunities
4.3	Support the individual to select education, training or employment
4.4	Support the individual to complete applications to access education, training or employment
4.5	Support the individual to prepare for interview or selection for education, training or employment

5. Be able to support individuals to undertake education, training or employment

5.1	Outline own role and role of others in providing support to an individual to undertake education, training or employment
5.2	Work with the individual and / or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment

6. Be able to evaluate engagement in education, training or employment

6.1	Review with the individual and / or others how well the education, training or employment opportunity has met: • expectations • identified outcomes
6.2	Review with the individual and / or others the continued support required to undertake education, training or employment
6.3	Agree with the individual and / or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

Unit: H/616/4581 : Facilitate learning and development activities to meet individual needs and preferences

1. Understand the role of learning and development activities in meeting individual needs

Assessment Criterion - The learner can:

1.1	Describe the benefits to individuals of engaging in learning or development activities
1.2	Analyse the purpose of a range of learning or development activities in which individuals may participate
1.3	Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered

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

Unit: H/616/4631 : 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:

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

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

Be able to engage with individuals using telecommunications

3.1	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 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

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: - 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

5.1	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
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
5.4	Identify why recording and checking details might be required before ending/transferring the call

Unit: J/616/3911 : The principles of Infection Prevention and Control

1. Understand own and others roles and responsibilities in the prevention and control of infections

Assessment Criterion - The learner can:

1.1	Explain employees roles and responsibilities in relation to the prevention and control of infection
1.2	Explain employers responsibilities in relation to the prevention and control infection

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

Unit: J/616/3911 : The principles of Infection Prevention and Control

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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

Unit: J/616/3987 : Undertake stoma care

1. Understand current legislation national guidelines, policies, protocols and good practice related to assessment for stoma care

Assessment Criterion - The learner can:

1.1	Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care
1.2	Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care

2. Understand the anatomy and physiology in relation to conditions requiring stoma care

2.1	Describe the reasons why a stoma may be fashioned
2.2	Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy
2.3	Describe the potential consequences of contamination of stoma drainage systems
2.4	Describe the effects of diet and mobility on stoma function

3. Be able to prepare individuals for stoma care

3.1	Confirm the individuals identity, gain valid consent and maintain privacy and dignity throughout
3.2	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
3.3	Carry out preparatory checks against the individuals care plan
3.4	Apply standard precautions for infection prevention and control
3.5	Apply health and safety measures relevant to the procedure and environment
3.6	Prepare equipment and materials for stoma care as prescribed/detailed in the individuals plan of care

4. Be able to carry out stoma care for individuals

4.1	Describe the factors which will affect the level of assistance required
4.10	Dispose of equipment and soiled linen in line with local policy and protocol
4.2	Agree the level of support required with the individual
4.3	Demonstrate techniques to carry out stoma care in line with local policy and protocol
4.4	Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable
4.5	Assist individuals to select and consume food and drink
4.6	Assist individuals to take any medication prescribed to maintain effective stoma function
4.7	Give individuals the opportunity to dispose of their own used stoma care equipment
4.8	Give individuals the opportunity to maintain their personal hygiene
4.9	Provide active support for individuals to manage their own stoma

5. Be able to monitor and check individuals following stoma care

5.1	Monitor the individuals condition throughout the stoma care
5.2	Check for any adverse effects and potential complications
5.3	Monitor and report on the individuals pattern of stoma function, consistency of body waste and any changes that may have occurred
5.4	Record the outcomes of stoma care activity in line with local policy and protocol
5.5	Report findings to colleagues in line with local policy and protocol

Unit: J/616/7697 : Understand Sensory Loss

1. Understand the factors that impact on an individual with sensory loss

Assessment Criterion - The learner can:

01.01	Analyse how a range of factors can impact on individuals with sensory loss
01.02	Analyse how societal attitudes and beliefs impact on individuals with sensory loss
01.03	Explore how a range of factors, societal attitudes and beliefs impact on service provision

2. Understand the importance of effective communication for individuals with sensory loss

02.01	Explain the methods of communication used by individuals with: • Sight loss • Hearing loss • Deaf blindness
02.02	Describe how the environment facilitates effective communication for people with sensory loss
02.03	Explain how effective communication may have a positive impact on lives on individuals with sensory loss

3. Understand the main causes and conditions of sensory loss

03.01	Identify the main causes of sensory loss
03.02	Define congenital sensory loss and acquired sensory loss
03.03	Identify the demographic factors that influence the incidence of sensory loss in the population

4. Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken

04.01	Identify the indicators and signs of: • Sight loss • Hearing loss • Deaf blindness
04.02	Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status
04.03	Identify sources of support for those who may be experiencing onset of sensory loss

Unit: J/616/7702 : Understand how to provide support when working in end of life care
1. Understand current approaches to end of life care
Assessment Criterion - The learner can:
1.1	analyse the impact of national and local drivers on current approaches to end of life care
1.2	evaluate how a range of tools for end of life care can support the individual and others
1.3	analyse the stages of the local end of life care pathway
2. Understand an individual's response to their anticipated death
2.1	evaluate models of loss and grief
2.2	describe how to support the individual throughout each stage of grief
2.3	explain the need to explore with each individual their own specific areas of concern as they face death
2.4	describe how an individual's awareness of spirituality may change as they approach end of life.
3. Understand factors regarding communication for those involved in end of life care
3.1	explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication
3.2	explain how personal experiences of death and dying may affect capacity to listen and respond appropriately
3.3	give examples of internal and external coping strategies for individuals and others when facing death and dying
3.4	explain the importance of ensuring effective channels of communication are in place with others.
4. Understand how to support those involved in end of life care situations
4.1	describe possible emotional effects on staff working in end of life care situations
4.2	evaluate possible sources of support for staff in end of life situations
4.3	identify areas in group care situations where others may need support in end of life care situations
4.4	outline sources of emotional support for others in end of life care situations
5. Understand how symptoms might be identified in end of life care
5.1	identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself
5.2	describe how symptoms can cause an individual and others distress and discomfort
5.3	describe signs of approaching death
5.4	identify different techniques for relieving symptoms
6. Understand advance care planning
6.1	explain the difference between a care or support plan and an advance care plan
6.2	identify where to find additional information about advance care planning
6.3	describe own role in advance care planning
6.4	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

Unit Specification
K/506/1989
Manage physical resources

Qualification Framework : RQF
Title : Manage physical resources
Unit Level : Level 4
Unit Sub Level : None
Guided Learning Hours : 26
Unit Credit Value : 4
SSAs : 15.3 Business Management
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: K/506/1989 : Manage physical resources
Be able to identify the need for physical resources
Assessment Criterion - The learner can:
01.01	Identify resource requirements from analyses of organisational needs
01.02	Evaluate alternative options for obtaining physical resources
01.03	Evaluate the impact on the organisation of introducing physical resources
01.04	Identify the optimum option that meets operational requirements for physical resources
Be able to obtain physical resources
02.01	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits
02.02	Obtain authorisation and financial commitment for the required expenditure
02.03	Negotiate best value from contracts in accordance with organisational standards and procedures
02.04	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources
02.05	Check that the physical resources received match those ordered
Be able to manage the use of physical resources
03.01	Take action to ensure physical resources are used in accordance with manufacturers' instructions
03.02	Evaluate the efficiency of physical resources against agreed criteria
03.03	Recommend improvements to the use of physical resources and associated working practices
03.04	Analyse the benefits of effective equipment in the conservation of energy and the environment

Unit Specification
K/506/2172
Monitor the quality of customer service interactions

iCQ

Qualification Framework :	RQF
Title :	Monitor the quality of customer service interactions
Unit Level :	Level 3
Unit Sub Level :	None
Guided Learning Hours :	27
Unit Credit Value :	5
SSAs :	15.2 Administration
Unit Grading Structure :	Pass
Assessment Guidance :	Please refer to the Online iCQ Assessment Guidance.

Unit: K/506/2172 : Monitor the quality of customer service interactions	
Understand how to monitor the quality of customer service interactions	
Assessment Criterion - The learner can:	
01.01	Describe techniques for monitoring the quality of customer service interactions
01.02	Explain organisational procedures and guidelines for customer service delivery
01.03	Explain the advantages and limitations of different methods for monitoring the quality of customer service interactions
01.04	Explain how to construct a representative sample of customer service interactions for monitoring purposes
01.05	Explain how data protection legislation applies to monitoring the quality of customer service interactions
01.06	Explain how monitoring actions taken can identify possible improvements in customer service interactions
01.07	Explain techniques to gather customer feedback
Be able to prepare to monitor the quality of customer service interactions	
02.01	Identify the criteria against which the quality of customer service interactions will be monitored
02.02	Specify a sampling frame that would provide information to meet monitoring objectives
02.03	Select monitoring techniques that are capable of collecting the required information
02.04	Ensure that staff and customers are made aware of the fact that they will be monitored
Be able to monitor the quality of customer service interactions	
03.01	Monitor the quality of customer service interactions with minimal disruption to business
03.02	Assess the quality of customer service interactions against agreed criteria
03.03	Identify patterns and trends in colleagues performance
03.04	Give constructive feedback to colleagues on the quality of customer service interactions

Unit: K/616/3917 : Undertake agreed pressure area care	
1. Understand the anatomy and physiology of the skin in relation to pressure area care	
Assessment Criterion - The learner can:	
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 individuals 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 that 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: • 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: • respects the individuals dignity and privacy • maintains safety • ensures the individuals 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

Unit: K/616/4551 : Support individuals to access and manage direct payments

1. Understand the role of direct payments

Assessment Criterion - The learner can:

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: • whether a direct payment would be beneficial in meeting the individuals 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 individuals 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 individuals 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 individuals direct payment

Unit: K/616/4579 : Provide support to maintain and develop skills for everyday life	
1. Understand the context of supporting skills for everyday life	
Assessment Criterion - The learner can:	
1.1	Compare methods for developing and maintaining skills for everyday life
1.2	Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life
1.3	Explain how maintaining, regaining or developing skills 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

Unit: K/616/7708 : Support the assessment of individuals with sensory loss
1. Understand the range and purpose of assessment available to individuals with sensory loss
Assessment Criterion - The learner can:
01.01	Identify the different types of assessment available to individuals with sensory loss
01.02	Outline the purpose of the different types of assessment available to individuals with sensory loss
01.03	Discuss the importance of holistic assessment for individuals with sensory loss
01.04	Explain the term eligibility criteria in relation to the assessment of individuals with sensory loss
2. Understand own role and role of others in relation to the assessment of individuals with sensory loss
02.01	Describe the scope of own role and responsibilities in supporting the assessment of individuals with sensory loss
02.02	Identify the range and roles of others involved in the assessment of individuals with sensory loss
02.03	Explain the responsibility of self and others in involving individuals with sensory loss with their assessment
3. Be able to support the assessment of individuals with sensory loss
03.01	Support the active participation of the individual in shaping the assessment process
03.02	Explain the importance of using both formal and informal methods to gather information for assessments
03.03	Agree areas of assessment that will require own input with others
03.04	Contribute to the assessment within boundaries of own role
03.05	Observe and record agreed areas for assessment in line with work setting procedures or agreed ways of working
03.06	Provide records to others to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection
4. Be able to recognise the impact of assessment on the service delivery and an individuals well-being and quality of life
04.01	Discuss with an individual how the outcomes of an assessment have impacted on their well-being and quality of life
04.02	Evaluate how an assessment has had an impact on own practice and service delivery
04.03	Reflect how own practice has been adapted following assessment of an individual with sensory loss

Unit: K/616/7711 : Support individuals with a learning disability to access healthcare
1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare
Assessment Criterion - The learner can:
01.01	Describe what is meant by a rights based approach to accessing healthcare
01.02	Outline the main points of legislation that exists to support a rights based approach
01.03	Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
01.04	Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
01.05	Explain ways in which healthcare services should make reasonable adjustments to ensure that they provide equal access to individuals with learning disabilities
2. Understand the function of different healthcare services that an individual with learning disabilities may need to access
02.01	Explain the work of healthcare services that an individual with learning disabilities may need to access
02.02	Explain how an individual can access each type of healthcare service
3. Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access
03.01	Describe the role and responsibility of professionals working in different types of healthcare services
4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities
04.01	Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
04.02	Explain the range of health checks available to individuals to support good health and well being
04.03	Explain the importance of routine healthcare checks
5. Be able to complete and review plans for healthcare
05.01	Identify who needs to be involved in the process of completing and reviewing plans for healthcare
05.02	Complete plans for healthcare with an individual or significant others if appropriate
05.03	Review plans for healthcare with an individual or significant others if appropriate
6. Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services
06.01	Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
06.02	Explain ways to overcome barriers to accessing healthcare services
06.03	Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services
7. Be able to support an individual with learning disabilities when accessing a variety of healthcare services
07.01	Use a person-centred approach to support an individual to access healthcare services
07.02	Provide accessible information related to healthcare to individuals
07.03	Work with others when supporting an individual to access healthcare services
07.04	Support individuals in a range of practical healthcare situations
07.05	Support the individual to make safe choices with regard to treatments and medication
07.06	Record details of a healthcare visit in a format that an individual with learning disabilities can understand
07.07	Identify an individuals needs to healthcare professionals to ensure that the service can be accessed

Qualification Framework : RQF
Title : Manage personal performance and development
Unit Level : Level 2
Unit Sub Level : None
Guided Learning Hours : 18
Unit Credit Value : 4
SSAs : 15.3 Business Management
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: L/506/1788 : Manage personal performance and development
Be able to manage personal performance
Assessment Criterion - The learner can:
01.01	Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager
01.02	Agree criteria for measuring progress and achievement with line manager
01.03	Complete tasks to agreed timescales and quality standards
01.04	Report problems beyond their own level of competence and authority to the appropriate person
01.05	Take action needed to resolve any problems with personal performance
Be able to manage their own time and workload
02.01	Plan and manage workloads and priorities using time management tools and techniques
02.02	Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
02.03	Explain the benefits of achieving an acceptable work-life balance
Be able to identify their own development needs
03.01	Identify organisational policies relating to personal development
03.02	Explain the need to maintain a positive attitude to feedback on performance
03.03	Explain the potential business benefits of personal development
03.04	Identify their own preferred learning style(s)
03.05	Identify their own development needs from analyses of the role, personal and team objectives
03.06	Use feedback from others to identify their own development needs
03.07	Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs
Be able to fulfil a personal development plan
04.01	Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
04.02	Make use of formal development opportunities that are consistent with business needs
04.03	Use informal learning opportunities that contribute to the achievement of personal development objectives
04.04	Review progress against agreed objectives and amend plans accordingly
04.05	Share lessons learned with others using agreed communication methods

Unit Specification
L/506/1922
Manage individuals' development in the workplace

Qualification Framework :	RQF
Title :	Manage individuals' development in the workplace
Unit Level :	Level 3
Unit Sub Level :	None
Guided Learning Hours :	10
Unit Credit Value :	3
SSAs :	15.3 Business Management
Unit Grading Structure :	Pass
Assessment Guidance :	Please refer to the Online iCQ Assessment Guidance.

Unit: L/506/1922 : Manage individuals' development in the workplace	
Be able to carry out performance appraisals	
Assessment Criterion - The learner can:	
01.01	Explain the purpose of performance reviews and appraisals
01.02	Explain techniques to prepare for and carry out appraisals
01.03	Provide a private environment in which to carry out appraisals
01.04	Carry out performance reviews and appraisals in accordance with organisational policies and procedures
01.05	Provide clear, specific and evidence-based feedback sensitively
01.06	Agree future actions that are consistent with appraisal findings and identified development needs
Be able to support the learning and development of individual team members	
02.01	Describe training techniques that can be applied in the workplace
02.02	Analyse the advantages and disadvantages of learning and development interventions and methods
02.03	Explain organisational learning and development policies and resource availability
02.04	Review individuals learning and development needs at regular intervals
02.05	Suggest learning and development opportunities and interventions that are likely to meet individual and business needs

Unit: L/616/3926 : Undertake physiological measurements

1. Understand relevant legislation, policy and good practice for undertaking physiological measurements

Assessment Criterion - The learner can:

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: • 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: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia
2.3	Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals
2.4	Explain the principles of pulse rates to include: • 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
2.5	Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control
2.6	Explain the major factors that influence changes in physiological measurements
2.7	Explain the importance of undertaking physiological measurements
2.8	Explain how physiological measurements may need to be adapted for the individual
2.8	Explain how physiological measurements may need to be adapted for the individual

3. Be able to prepare to take physiological measurements

3.1	Explain to the individual what measurements will be undertaken and why these are done
3.2	Reassure the individual during physiological measurements process
3.3	Answer questions and deal with concerns during physiological measurements process
3.4	Explain the help individuals may need before taking their physiological measurements
3.5	Explain why it may be necessary to adjust an individuals clothing before undertaking physiological measurements
3.6	Ensure all materials and equipment to be used are appropriately prepared
3.7	Confirm the individuals identity and obtain valid consent

4. Be able to undertake physiological measurements

4.1	Apply standard precautions for infection prevention and control
4.2	Apply health and safety measures relevant to the procedure and environment
4.3	Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
4.4	Monitor the condition of the individual throughout the measurement
4.5	Respond to any significant changes in the individuals condition
4.6	Follow the agreed process when unable to obtain or read a physiological measurement
4.7	Identify any issues outside own responsibility and refer these to other colleagues

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

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

Unit: L/616/7698 : Understand Physical Disability	
1. Understand the importance of differentiating between the individual and the disability	
Assessment Criterion - The learner can:	
01.01	Explain the importance of recognising the centrality of the individual rather than the disability
01.02	Explain the importance of an assessment being person centred
01.03	Compare the difference in outcomes that may occur between focusing on an individuals strengths and aspirations rather than their needs only
2. Understand the concept of physical disability	
02.01	Define the term physical disability
02.02	Describe the following terminology when used in relation to physical disability: • congenital • acquired • neurological
02.03	Compare a congenital disability with a neurological disability, including the causes
02.04	Explain the emotional impact of a progressive disability on the individual
02.05	Compare the different impacts on individuals that congenital and progressive disabilities can have
3. Understand the impact of living with a physical disability within society	
03.01	Describe the environmental and social barriers that can have a disabling effect on an individual with a physical disability
03.02	Analyse the socio-economic effects having a physical disability can have on an individual
03.03	Explain the changes that have occurred in society as a result of Disability legislation
03.04	Analyse the extent of improvements for the individual as a result of Disability legislation
03.05	Explain the effects of physical disability on an individuals life choices
03.06	Explain how public attitudes either promote a positive or negative perception of disability
4. Understand the importance of promoting inclusion and independence	
04.01	Explain the importance of independence and inclusion for individuals with physical disabilities
04.02	Analyse ways that inclusion and independence can be promoted
04.03	Explain the importance of the individual having control of choices and decisions
04.04	Analyse the importance of positive risk-taking for the individual with physical disabilities
04.05	Explain how to encourage the individual to take positive risks while maintaining safety
04.06	Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

Unit: L/616/7717 : Promote nutrition and hydration in care settings

1. Understand what makes up a balanced diet

Assessment Criterion - The learner can:

1.1	define the main food groups
1.2	identify sources of essential nutrients
1.3	explain the role of essential nutrients for health
1.4	evaluate the impact of poor diet on health and wellbeing
1.5	explain what adaptations to a balanced diet may be required for different groups

2. Understand nutritional guidelines

2.1	summarise current national nutritional guidelines for a balanced diet
2.2	explain how to access additional support and information relating to nutrition and hydration

3. Be able to promote nutrition in care settings

3.1	explain the importance of a balanced diet
3.2	demonstrate how to plan an appropriate balanced diet with an individual
3.3	demonstrate how to promote an appropriate balanced diet with an individual
3.4	evaluate the effectiveness of different ways of promoting healthy eating

4. Be able to promote hydration in care settings

4.1	explain the importance of hydration
4.2	describe signs of dehydration
4.3	demonstrate ways to support and promote hydration with individuals
4.4	evaluate the effectiveness of different ways of supporting and promoting hydration

5. Understand how to prevent malnutrition in care settings

5.1	describe the factors that may affect nutritional intake
5.2	describe the risk factors that may lead to malnutrition
5.3	describe the signs of malnutrition
5.4	explain ways of ensuring foods and drinks have increased nutritional density through fortification
5.5	describe the appropriate use of nutritional supplements

6. Be able to carry out nutritional screening in care settings

6.1	describe the purpose of nutritional screening
6.2	carry out nutritional screening
6.3	implement the actions identified by nutritional screening
6.4	monitor, record and review the actions taken following nutritional screening

7. Be able to monitor and record nutrition and hydration needs with individuals in care settings

7.1	describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals
7.2	explain ways in which nutrition and hydration can be monitored
7.3	monitor and record nutrition and hydration of an individual in accordance with their plan of care

8. Understand factors that affect special dietary requirements in care settings

8.1	describe factors that may promote healthy eating in different groups
8.2	describe factors that may create barriers to healthy eating for different groups
8.3	explain why individuals may have special dietary requirements
8.4	explain why it is important for individuals with special dietary requirements to follow special diets

Unit: M/616/3904 : Understand mental well-being and mental health promotion	
1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	
Assessment Criterion - The learner can:	
1.1	Evaluate two different views on the nature of mental well-being and mental health
1.2	Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: • biological factors • social factors • psychological factors • emotional factors
1.3	Explain how risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	
2.1	Explain the steps that an individual may take to promote their mental well-being and mental health
2.2	Explain how to support an individual in promoting their mental well-being and mental health
2.3	Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health
2.4	Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community
2.5	Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community

Unit: M/616/3921 : Understand mental health problems	
1. Understand the types of mental ill health	
Assessment Criterion - The learner can:	
1.1	Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system: • mood disorders, • personality disorders, • anxiety disorders, • psychotic disorders, • substance-related disorders, • eating disorders, • cognitive disorders
1.2	Explain the key strengths and limitations of the psychiatric classification system
1.3	Explain 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 individuals familial, social or work network
2.4	Explain how to intervene to promote an individuals mental health and well-being

Unit: M/616/4552 : Work in partnership with families to support individuals

1. Understand partnership working with families and family members in care and/or support

Assessment Criterion - The learner can:

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: • implementation of the plan • changes to needs and preferences
5.2	Record information in line with agreed ways of working about: • 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

Unit: M/616/4633 : Lead and manage a team in the care sector

1. Be able to engage and support team members in the care sector

Assessment Criterion - The learner can:

1.1	Explain organisational policies, procedures, values and expectations to team members
1.2	Communicate work objectives, priorities and plans in line with operational requirements
1.3	Explain the benefits of encouraging suggestions for improvements to work practices
1.4	Provide practical support to care team members facing difficulties
1.5	Explain the use of leadership techniques to support the care environment
1.6	Give recognition for achievements, in line with organisational policies
1.7	Explain different ways of motivating people to achieve care quality benchmarks

2. Be able to manage care team performance

2.1	Allocate responsibilities making best use of the expertise within the care team
2.2	Agree with care team member(s) specific, measurable objectives (SMART) in line with business needs
2.3	Provide individuals with resources to achieve the agreed objectives
2.4	Monitor individuals progress, providing support and feedback to help them achieve their objectives
2.5	Explain techniques to monitor individuals performance
2.6	Report on care team performance in line with organisational requirements

3. Be able to deal with problems within a care team

3.1	Assess actual and potential problems and their impact on care services
3.2	Report problems beyond the limits of their own competence and authority to the right person
3.3	Take action within the limits of their own authority to resolve or reduce conflict
3.4	Adapt practices and processes as circumstances change

Unit: M/616/7709 : Support individuals with multiple conditions and/or disabilities	
1. Understand the impact of multiple conditions and/or disabilities on individuals	
Assessment Criterion - The learner can:	
01.01	Describe possible multiple conditions and/or disabilities that individuals may have
01.02	Explain how multiple conditions and/or disabilities may have an additional impact on the individuals • well-being and quality of life
01.03	Explain how multiple conditions and/or disabilities may impact on individuals opportunity to participate in a range of activities
2. Understand own role in supporting individuals with multiple conditions and/or disabilities	
02.01	Describe own role in supporting the well-being of individuals with multiple conditions and/or disabilities
02.02	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	
03.01	Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area
03.02	Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
03.03	Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities
03.04	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	
04.01	Support an individual to identify needs and preferences
04.02	Identify any resources or specialist equipment that may be required to support an individual to engage in activities
04.03	Support an individual 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	
05.01	Review with the individual and/or others, how well the activities have met the identified needs and preferences
05.02	Reflect on own support to an individual to engage in activities
05.03	Explain where additional advice, guidance or support can be accessed to improve own practice
05.04	Adapt own practice to support the needs of the individual

Unit: M/616/7712 : Support individuals in the use of assistive technology

Understand the range, purpose and effectiveness of assistive technology available to support individuals

Assessment Criteria

1	Research the range and purpose of **assistive technology** that is available to support individuals in own area of work
2	Investigate the effectiveness of the most commonly used assistive technology in own area of work
3	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

1	Explain own role and the roles of others in the provision of assistive technology for individuals
2	Support an individual to access specialist information and support about assistive technology
3	Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
4	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

1	Prepare the environment to support the use of assistive technology with an individual
2	Support the use of assistive technology following instructions or guidelines within boundaries of own role
3	Record the use of assistive technology following procedures or agreed ways of working
4	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

1	Review the effectiveness of assistive technology against identified outcomes with individuals and / or **others**
2	Provide feedback to others on the use of assistive technology
3	Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others
4	Evaluate own practice in using assistive technology to meet identified outcomes
5	Adapt own practice to support the needs of the individual

Unit: M/616/7712 : Support individuals in the use of assistive technology

Understand the range, purpose and effectiveness of assistive technology available to support individuals

Assessment Criteria

1	Research the range and purpose of **assistive technology** that is available to support individuals in own area of work
2	Investigate the effectiveness of the most commonly used assistive technology in own area of work
3	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

1	Explain own role and the roles of others in the provision of assistive technology for individuals
2	Support an individual to access specialist information and support about assistive technology
3	Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
4	Support an individual to select assistive technology to meet their needs and preferences

Unit Specification
R/506/1789
Develop working relationships with colleagues

Qualification Framework : RQF
Title : Develop working relationships with colleagues
Unit Level : Level 2
Unit Sub Level : None
Guided Learning Hours : 19
Unit Credit Value : 3
SSAs : 15.3 Business Management
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: R/506/1789 : Develop working relationships with colleagues	
Understand the principles of effective team working	
Assessment Criterion - The learner can:	
01.01	Outline the benefits of effective team working
01.02	Describe how to give feedback constructively
01.03	Explain conflict management techniques that may be used to resolve team conflicts
01.04	Explain the importance of giving team members the opportunity to discuss work progress and any issues arising
01.05	Explain the importance of warning colleagues of problems and changes that may affect them
Be able to maintain effective working relationships with colleagues	
02.01	Recognise the contribution of colleagues to the achievement of team objectives
02.02	Treat colleagues with respect, fairness and courtesy
02.03	Fulfil agreements made with colleagues
02.04	Provide support and constructive feedback to colleagues
Be able to collaborate with colleagues to resolve problems	
03.01	Take others viewpoints into account when making decisions
03.02	Take ownership of problems within own level of authority
03.03	Take action to minimise disruption to business activities within their own level of authority
03.04	Resolve problems within their own level of authority and agreed contribution

Unit: R/616/3930 : Understand the context of supporting individuals with learning disabilities
1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities

Assessment Criterion - The learner can:

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: • where the individual lives • daytime activities • 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

Unit: R/616/4558 : Support individuals in undertaking their chosen activities	
1. Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities	
Assessment Criterion - The learner can:	
1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting individuals to undertake their chosen activities
2. Understand concepts for supporting individuals to undertake chosen activities, services or facilities	
2.1	Explain factors which motivate an individual to change behaviour and/or lifestyle
2.2	Explain the benefits to the: • individuals sense of well-being • personal development
2.3	Describe how to identify the physical, psychological and social demands of an individuals chosen activities within scope of own role
2.4	Explain the use of SMART goals
3. Be able to make plans with individuals to undertake chosen activities	
3.1	Interpret any previous assessment of the individuals needs to inform future requirements
3.2	Actively listen to the individual or relevant others to establish an understanding of their needs, interests, values and beliefs
3.3	Identify the physical, social, safety and psychological demands of the chosen activity within scope of own role
3.4	Agree the steps to develop ability to undertake chosen activities
3.5	Identify the range of local services and facilities available
3.6	Select the local services and facilities based on the: • availability • relevance
3.7	Agree with the individual and relevant others any information, resources, adaptations and assistance required to access and use chosen services and facilities
4. Be able to support individuals to undertake chosen activities	
4.1	Organise any required resources, adaptations and assistance to enable the individual to access chosen activities
4.2	Support an individual to access their chosen activities in line with scope of own role and national/local policy
4.3	Describe coping strategies that an individual may require to fulfil their chosen activities
4.4	Evaluate the effectiveness of the activities in line with national/local policy within scope of own role
4.5	Maintain clear records in accordance with national/ local policy
4.6	Report the outcomes in accordance with national/local policy

Unit: R/616/4558 : Support individuals in undertaking their chosen activities	
1. Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities	
Assessment Criterion - The learner can:	
1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting individuals to undertake their chosen activities
2. Understand concepts for supporting individuals to undertake chosen activities, services or facilities	
2.1	Explain factors which motivate an individual to change behaviour and/or lifestyle
2.2	Explain the benefits to the: • individuals sense of well-being • personal development
2.3	Describe how to identify the physical, psychological and social demands of an individuals chosen activities within scope of own role
2.4	Explain the use of SMART goals

Unit: R/616/4575 : Provide support to manage pain and discomfort

1. Understand approaches to managing pain and discomfort

Assessment Criterion - The learner can:

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 individuals holistic well-being and communication
2.2	Encourage an individual to express their pain or discomfort
2.3	Explain how to recognise that an individual is in pain when they are not able to verbally communicate this
2.4	Support carers to recognise when individuals are in pain or discomfort
2.5	Explain how to evaluate pain levels using assessment tools in own area of work
2.6	Encourage an individual and their carers to use self-help methods of pain control
2.7	Assist an individual to be positioned safely and comfortably
2.8	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 individuals pain or discomfort
3.2	Complete records in line with agreed ways of working
3.3	Report findings and concerns as required

Unit: R/616/7699 : Understand Parkinsons for care settings staff	
1. Understand the signs, symptoms and progression of Parkinsons	
Assessment Criterion - The learner can:	
1.1	define Parkinsons
1.2	explain what causes Parkinsons to develop
1.3	describe key symptoms of Parkinsons • motor • non-motor
1.4	identify the common age of onset of Parkinsons
1.5	describe the typical phases and timeframe of the progression of Parkinsons
1.6	identify conditions within Parkinsonism
2. Understand the impacts of Parkinsons on the individual and others	
2.1	describe the impacts on quality of life of: • motor symptoms • non-motor symptoms
2.2	explain impacts of Parkinsons on an individuals relationships with others
2.3	explain impacts of fluctuations in Parkinsons on an individual and others
3. Understand the processes, procedures, methods, techniques and services used to manage Parkinsons	
3.1	describe the processes, procedures and services involved in diagnosis and referral
3.2	describe how to access local, community and statutory agencies, support services and networks appropriate to the individual with Parkinsons
3.3	describe methods, practices and possible interventions used to support individuals to manage their symptoms
3.4	explain how an individuals preferences are taken into account when supporting them to manage their Parkinsons
3.5	explain how challenges in the management of diet and fluids can be overcome
4. Understand the issues associated with Parkinsons medication	
4.1	explain the consequences when medication is not taken or given on time
4.2	explain the consequences for the individual of common side-effects of Parkinsons medication
4.3	describe how to alleviate the side effects of Parkinsons medication
5. Understand communication and cognitive challenges associated with Parkinsons at different stages	
5.1	describe the communication and cognitive challenges at different stages of Parkinsons
5.2	describe the impact on the individual and others of: • communication challenges • cognitive challenges
5.3	explain how to implement techniques used to address: • communication challenges • cognitive challenges

Unit: T/616/3905 : Causes and Spread of Infection	
1. Understand the causes of infection	
Assessment Criterion - The learner can:	
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

Unit: T/616/7713 : Support families who are affected by Acquired Brain Injury
1. Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state
Assessment Criterion - The learner can:
01.01	Explain the impact on family of caring for an individual in a minimally responsive or vegetative state
01.02	Describe how theories of loss and grief provide a framework for practice
01.03	Describe the long term adjustments families and friends may need to make
2. Understand the long term effects of acquired brain injury on family
02.01	Explain the emotional impact of acquired brain injury on families
02.02	Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury
02.03	Describe the socio-economic impact on the family of the long term effects of acquired brain injury
02.04	Explain the impact on families of personality changes in the individual
02.05	Describe changes that may occur in relationships as a result of acquired brain injury
3. Understand legislation that is relevant to carers of an individual effected by acquired brain injury
03.01	Identify legislation and policy specific to carers
03.02	Explain the key principles within legislation and policy which are applicable to carers of an individual
03.03	Outline the obligations on social care organisations as a result of legislation
4. Be able to assess the support required by families who hold the primary caring role
04.01	Assess with primary carers the support they require
04.02	Agree with the primary carer a plan of support
04.03	Identify support which can best be provided by others
04.04	Report where there are unmet needs
5. Be able to work in partnership with other professionals and agencies
05.01	Explain the role of other professionals and agencies working with individuals with acquired brain injury
05.02	Work in partnership with other professionals and agencies to support families
05.03	Evaluate outcomes for families of partnership working

Unit: T/616/7730 : Diabetes Awareness	
1. Understand diabetes and the associated implications	
Assessment Criterion - The learner can:	
1.1	define diabetes
1.2	identify prevalence rates for different types of diabetes
1.3	describe possible key long-term complications to health as a result of having diabetes
1.4	explain what is meant by the term hyperglycemia
1.5	explain the procedure of referring an individual with diabetes to others
2. Understand the most common types of diabetes and their causes	
2.1	describe key features of Type 1 diabetes
2.2	describe key features of Type 2 diabetes
2.3	list the most common possible causes of diabetes: • type 1 • type 2
2.4	describe the likely signs and symptoms of diabetes
2.5	outline contributing risk factors that may lead to the development of Type 2 diabetes
3. Understand how to implement a person-centred approach when supporting individuals with diabetes	
3.1	define person-centred support
3.2	explain the importance of using individualised care plans to support individuals with diabetes
3.3	explain the care pathway for the individual with newly diagnosed Type 2 diabetes
3.4	explain what self-care skills are
3.5	explain how to work with an individual, and or their carer, to optimise self-care skills
3.6	explain the importance of supporting individuals to make informed decisions
4. Understand the nutritional needs of individuals with diabetes	
4.1	explain the principles of a balanced diet
4.2	analyse how different carbohydrates affect blood glucose level
4.3	explain the role of the nutritional plan and how to report any related problems
5. Understand factors relating to an individual's experience of diabetes	
5.1	describe how different individuals may experience living with diabetes
5.2	explain the impact that the attitudes and behaviours of others may have on an individual with diabetes
5.3	explain how an individual can manage their diabetes through different aspects of their lifestyle.
6. Understand the importance of monitoring diabetes	
6.1	explain the importance of accurately measuring blood pressure when supporting individuals with diabetes
6.2	identify the normal parameters for blood pressure
6.3	explain the purpose of accurate blood glucose monitoring for individuals with diabetes
6.4	state the normal blood glucose range
6.5	explain the purpose of accurate urine monitoring for individuals with diabetes
6.6	describe the annual review checks needed to screen for long term complications
7. Understand the links between diabetes and other conditions	
7.1	explain the links between diabetes and: • dementia • depression • pregnancy

Unit: Y/616/3928 : Support independence in the tasks of daily living
1. Understand principles for supporting independence in the tasks of daily living
Assessment Criterion - The learner can:
1.1	Explain how individuals can benefit from being as independent as possible in the tasks of daily living
1.2	Explain how active participation promotes independence in the tasks of daily living
1.3	Describe how daily living tasks may be affected by an individuals culture or background
1.4	Explain the importance of providing support that respects the individuals culture and preferences
1.5	Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living
1.6	Explain why it is important to establish roles and responsibilities for providing support
2. Be able to establish what support is required for daily living tasks
2.1	Access information about support for daily living tasks, using an individuals care plan and agreed ways of working
2.2	Clarify with the individual and others, the requirements for supporting an individuals independence in daily living tasks
2.3	Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks
3. Be able to provide support for planning and preparing meals
3.1	Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences
3.2	Support the individual to store food safely
3.3	Support the individual to prepare food in a way that promotes active participation and safety
4. Be able to provide support for buying and using household and personal items
4.1	Identify different ways of buying household and personal items
4.2	Work with the individual to identify household and personal items that are needed
4.3	Support the individual to buy items in their preferred way
4.4	Support the individual to store items safely
4.5	Support the individual to use items safely
5. Be able to provide support for keeping the home clean and secure
5.1	Support the individual to keep their home clean, in a way that promotes active participation and safety
5.2	Describe different risks to home security that may need to be addressed
5.3	Support the individual to use agreed security measures
6. Be able to identify and respond to changes needed in support for daily living tasks
6.1	Enable the individual to express views about the support provided to increase independence in daily living tasks
6.2	Record changes in the individuals circumstances that may affect the type or level of support required
6.3	Adapt support in agreed ways to address concerns, changes or increased independence

Unit: Y/616/3931 : Support individuals with specific communication needs

1. Understand an individuals specific communication needs

Assessment Criterion - The learner can:

1.1	Explain the importance of meeting an individuals 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 individuals communication needs
3.2	Contribute to identifying communication methods or aids to meet the individuals 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 individuals 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 individuals communication needs and the support provided

6.1	Collate information in relation to an individuals 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

Unit: Y/616/7722 : Maintaining the Independent Advocacy relationship

1. Understand how to respond when faced with practice dilemmas

Assessment Criterion - The learner can:

1.1	Identify a range of ethical and practical challenges commonly faced by Advocates
1.2	Develop a plan or strategy to respond to a range of challenges and threats
1.3	Identify a range of people who can offer support in responding to dilemmas and threats

2. Be able to deal positively with conflict

02.01	Identify a range of situations and people where conflict may arise
02.02	Develop positive strategies in resolving conflict

3. Be able to maintain accurate records

03.01	Explain the importance of writing and maintaining accurate records
03.02	Identify a range of information which is and is not relevant
03.03	Use appropriate templates to record information

4. Be able to prioritise competing work commitments

04.01	Identify essential and non-essential Advocacy tasks
04.02	Prioritise competing commitments and tasks

5. Be able to use personal value base and power appropriately

05.01	Explain personal motivation and why the learner wants to provide Independent Advocacy Support
05.02	Identify personal values in relation to: mental health, disability, human rights, participation and best interests
05.03	Identify sources of personal power

6. Be able to use supervision as a tool to reflect and improve practice

06.01	Explain the purpose and function of supervision
06.02	Identify methods of preparing for supervision
06.03	Participate in supervision
06.04	Use self-reflection to explore the Advocate's practice
06.05	Use supervision to identify opportunities to improve skills and knowledge
06.06	Use supervision to explore emotional and practical challenges

7. Be able to use local and national networks

07.01	Identify the role of local and national networks
07.02	Access support from local and national networks
07.03	Contribute to the work of local and national networks

8. Be able to respond to concerns of abuse

08.01	Identify potential signs of child (or) adult abuse
08.02	Explain child (or) adult protection procedures
08.03	Use the Advocacy organisations protection policy to respond to concerns of abuse
08.04	Ensure the individual receiving Advocacy support is empowered to have their voice heard through protection processes
08.05	Support the individual to uphold their right to be heard