



Qualification Specification
603/2761/3
iCQ Level 2 Diploma in Care

Qualification Details

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| Awarding Organisation | : iCan Qualifications Limited |
| Fees Price List Url | : https://icanqualify.net |
| Qualification Type | : RQF |
| 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 |
|--------------------|-----------|--------|---------------|---------------|-----------------|-----------------|
| A) Mandatory Units | Yes | 9 | 9 | 9 | 24 | 24 |
| B) Optional Units | Yes | 51 | 4 | 12 | 22 | 28 |

Group A Mandatory Units

| URN | Title | Level | GLH | Credit |
|----------------------------|--|-------|-----|--------|
| D/616/3896 | Responsibilities of a care worker | 2 | 16 | 2 |
| H/616/3866 | Implement person-centred approaches in care settings | 2 | 39 | 5 |
| H/616/3897 | Personal development in care settings | 2 | 23 | 3 |
| K/616/3898 | Equality and inclusion in care settings | 2 | 17 | 2 |
| L/616/3893 | Communication in care settings | 2 | 20 | 3 |
| M/616/3868 | Safeguarding and protection in care settings | 2 | 26 | 3 |
| M/616/3899 | Health, safety and wellbeing in care settings | 2 | 33 | 4 |
| R/616/3894 | Duty of care | 2 | 7 | 1 |
| Y/616/3895 | Handle information in care settings | 2 | 10 | 1 |

Group B Optional Units

| URN | Title | Level | GLH | Credit |
|----------------------------|--|-------|--------|--------|
| A/616/3906 | Dementia Awareness | 2 | 7 | 2 |
| A/616/3923 | Monitor and maintain the environment and resources during and after health care activities | 2 | 20 | 3 |
| A/616/7695 | Understand the impact of Acquired Brain Injury on individuals | 3 | 28 | 3 |
| A/616/7714 | Stroke Awareness | 2 | 28 | 3 |
| A/616/7728 | UNIT NOT IN USE | 2 | (null) | 4 |
| D/616/3901 | Assist in the administration of medication | 2 | 25 | 4 |
| D/616/3915 | Cleaning, Decontamination and Waste Management | 2 | 20 | 2 |
| D/616/3929 | Support individuals to live at home | 3 | 25 | 4 |
| D/616/3932 | Administer medication to individuals and monitor the effects | 3 | 30 | 5 |
| 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/616/3924 | Support individuals undergoing healthcare activities | 2 | 22 | 3 |
| F/616/4006 | End of life and dementia care | 3 | 20 | 2 |
| H/616/3902 | Undertake personal hygiene activities with individuals | 2 | 24 | 3 |
| H/616/3916 | Contribute to the care of a deceased person | 2 | 24 | 3 |
| H/616/3933 | Provide agreed support for foot care | 2 | 23 | 3 |
| H/616/4581 | Facilitate learning and development activities to meet individual needs and preferences | 3 | 35 | 5 |
| J/616/3911 | The principles of Infection Prevention and Control | 2 | 30 | 3 |
| J/616/3925 | Contribute to monitoring the health of individuals affected by health conditions | 2 | 18 | 2 |
| J/616/7702 | Understand how to provide support when working in end of life care | 3 | 33 | 4 |
| K/616/3903 | Support individuals to meet personal care needs | 2 | 16 | 2 |
| K/616/3917 | Undertake agreed pressure area care | 2 | 30 | 4 |
| K/616/3920 | Obtain and test specimens from individuals | 2 | 15 | 2 |
| K/616/3934 | Promote positive behaviour | 3 | 44 | 6 |
| K/616/7711 | Support individuals with a learning disability to access healthcare | 3 | 25 | 3 |
| L/616/3912 | Contribute to the effectiveness of teams | 2 | 5 | 2 |
| L/616/3926 | Undertake physiological measurements | 3 | 23 | 3 |
| L/616/7698 | Understand Physical Disability | 3 | 22 | 3 |
| L/616/7720 | The person centred approach to the care and support of individuals with dementia | 2 | 17 | 2 |
| M/616/3904 | Understand mental well-being and mental health promotion | 3 | 20 | 3 |
| M/616/3918 | Provide support for sleep | 2 | 13 | 2 |
| M/616/3921 | Understand mental health problems | 3 | 16 | 3 |
| M/616/3935 | Prepare individuals for healthcare activities | 2 | 9 | 2 |
| M/616/4552 | Work in partnership with families to support individuals | 3 | 27 | 3 |
| M/616/7709 | Support individuals with multiple conditions and/or disabilities | 3 | 31 | 4 |
| M/616/7726 | Diabetes Awareness | 2 | 24 | 3 |
| R/616/3913 | Support individuals who are distressed | 2 | 21 | 3 |
| R/616/3927 | Obtain and test capillary blood samples | 3 | 30 | 4 |
| R/616/3930 | Understand the context of supporting individuals with learning disabilities | 3 | 35 | 4 |
| R/616/4527 | Support individuals to access and use information about services and facilities | 2 | 20 | 3 |
| R/616/4575 | Provide support to manage pain and discomfort | 2 | 15 | 2 |
| R/616/7721 | Meet Food Safety Requirements when Providing Food and Drink for Individuals | 2 | 15 | 2 |
| T/616/3905 | Causes and Spread of Infection | 2 | 20 | 2 |
| T/616/3919 | Support individuals to carry out their own health care procedures | 2 | 15 | 2 |
| T/616/3922 | Assist the practitioner to carry out health care activities | 2 | 13 | 2 |
| T/616/7713 | Support families who are affected by Acquired Brain Injury | 3 | 30 | 3 |
| Y/616/3914 | Support individuals to eat and drink | 2 | 15 | 2 |
| Y/616/3928 | Support independence in the tasks of daily living | 2 | 33 | 5 |
| Y/616/3931 | Support individuals with specific communication needs | 3 | 35 | 5 |

| Unit: D/616/3896 : Responsibilities of a care worker | |
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| 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: <ul style="list-style-type: none"> • partnership working • resolving conflicts |

| Unit: H/616/3866 : Implement person-centred approaches in care settings | |
|--|---|
| Understand person-centred approaches for care and support | |
| Assessment Criterion - The learner can: | |
| 1.1 | Define person-centred values |
| 1.2 | Explain why it is important to work in a way that embeds person-centred values |
| 1.3 | Explain why risk-taking can be part of a person-centred approach |
| 1.4 | Explain how using an individual's care plan contributes to working in a person-centred way |
| Be able to work in a person-centred way | |
| 2.1 | Find out the history, preferences, wishes and needs of the individual |
| 2.2 | Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual |
| Be able to establish consent when providing care or support | |
| 3.1 | Explain the importance of establishing consent when providing care or support |
| 3.2 | Establish consent for an activity or action |
| 3.3 | Explain what steps to take if consent cannot be readily established |
| Be able to support the individual's right to make choices | |
| 5.1 | Support an individual to make informed choices |
| 5.2 | Use agreed risk assessment processes to support the right to make choices |
| 5.3 | Explain why a worker's personal views should not influence an individual's choices |
| 5.4 | Describe how to support an individual to question or challenge decisions concerning them that are made by others |
| Be able to support the individual's well-being | |
| 6.1 | Explain how an individual's identity and self-esteem are linked with well-being |
| 6.2 | Describe attitudes and approaches that are likely to promote an individual's well-being |
| 6.3 | Support an individual in a way that promotes a sense of identity and self-esteem |
| 6.4 | Demonstrate ways to contribute to an environment that promotes well-being |
| 6.5 | Recognise and respond to changes in physical and mental health |
| 6.6 | Explain the importance of good nutrition and hydration |
| Be able to encourage active participation | |
| 4.1 | Describe how active participation benefits an individual |
| 4.2 | Identify possible barriers to active participation |
| 4.3 | Demonstrate ways to reduce the barriers and encourage active participation |

| Unit: H/616/3897 : 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 role |
| 1.2 | Identify standards, regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role |
| 1.3 | Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice |
| 2. Be able to reflect on own work activities | |
| 2.1 | Explain why reflecting on work activities is an important way to develop knowledge, skills and practice |
| 2.2 | Assess how well own knowledge, skills and understanding meet standards |
| 2.3 | Demonstrate the ability to reflect on work activities |
| 3. Be able to agree a personal development plan | |
| 3.1 | Identify sources of support and how they can be used for own learning and development |
| 3.2 | Describe the process for agreeing a personal development plan and who should be involved |
| 3.3 | Contribute and agree to own personal development plan |
| 4. Be able to develop own knowledge, skills and understanding | |
| 4.1 | Describe how a learning activity has improved own knowledge, skills and understanding |
| 4.2 | Describe how reflecting on a situation has improved own knowledge, skills and understanding |
| 4.3 | Explain the importance of continuing professional development |
| 4.4 | Describe how feedback from others has developed own knowledge, skills and understanding |
| 4.5 | Demonstrate how to record progress in relation to personal development |

| Unit: K/616/3898 : Equality and inclusion in care settings | |
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| 1. Understand the importance of equality and inclusion | |
| Assessment Criterion - The learner can: | |
| 1.1 | Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination |
| 1.2 | Describe ways in which discrimination may deliberately or inadvertently occur in the work setting |
| 1.3 | Explain how practices that support equality and inclusion reduce the likelihood of discrimination |
| 2. Be able to work in an inclusive way | |
| 2.1 | Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role |
| 2.2 | Show interaction with individuals that respects their beliefs, culture, values and preferences |
| 2.3 | Describe how to challenge discrimination in a way that encourages change |
| 3. Know how to access information, advice and support about diversity, equality and inclusion | |
| 3.1 | Identify a range of sources of information, advice and support about diversity, equality and inclusion |
| 3.2 | Describe how to access information, advice and support about diversity, equality and inclusion |
| 3.3 | Identify when to access information, advice and support about diversity, equality and inclusion |

| Unit: L/616/3893 : Communication in care settings | |
|---|---|
| 1. Understand why communication is important in the work setting | |
| Assessment Criterion - The learner can: | |
| 1.1 | Identify different reasons why people communicate |
| 1.2 | Explain how effective communication affects all aspects of your own work |
| 1.3 | Explain why it is important to observe an individuals reactions when communicating with them |
| 2. Be able to meet the communication and language needs, wishes and preferences of individuals | |
| 2.1 | Find out an individuals communication and language needs, wishes and preferences |
| 2.2 | Demonstrate communication methods that meet an individuals communication needs, wishes and preferences |
| 2.3 | Show how and when to seek advice about communication |
| 3. Be able to reduce barriers to communication | |
| 3.1 | Identify barriers to communication |
| 3.2 | Demonstrate how to reduce barriers to communication in different ways |
| 3.3 | Demonstrate ways to check that communication has been understood |
| 3.4 | Identify sources of information, support and services to enable more effective communication |
| 4. Be able to apply principles and practices relating to confidentiality at work | |
| 4.1 | Explain the term confidentiality |
| 4.2 | Demonstrate confidentiality in day to day communication, in line with agreed ways of working |
| 4.3 | Describe situations where information normally considered to be confidential might need to be passed on |
| 4.4 | Explain how and when to seek advice about confidentiality |

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

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| 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: <ul style="list-style-type: none"> • aec Physical abuse • aec Domestic abuse • aec Sexual abuse • aec Emotional/psychological abuse • aec Financial/material abuse • aec Modern slavery • aec Discriminatory abuse • aec Institutional/organisational abuse • aec Self-neglect • aec Neglect by others |
| 1.4 | Describe harm |
| 1.5 | Describe restrictive practices |
| 2. Know how to recognise signs of abuse | |
| 2.1 | Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> • aec Physical abuse • aec Domestic abuse • aec Sexual abuse • aec Emotional/psychological abuse • aec Financial/material abuse • aec Modern slavery • aec Discriminatory abuse • aec Institutional/organisational abuse • aec Self-neglect • aec Neglect by others |
| 2.2 | Describe factors that may contribute to an individual being more vulnerable to abuse |
| 3. Know how to respond to suspected or alleged abuse | |
| 3.1 | Explain the actions to take if there are suspicions that an individual is being abused |
| 3.2 | Explain the actions to take if an individual alleges that they are being abused |
| 3.3 | Identify ways to ensure that evidence of abuse is preserved |
| 4. Understand the national and local context of safeguarding and protection from abuse | |
| 4.1 | Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse |
| 4.2 | Explain the roles of different agencies in safeguarding and protecting individuals from abuse |
| 4.3 | Identify factors which have featured in reports into serious cases of abuse and neglect |
| 4.4 | Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing |
| 4.5 | Identify when to seek support in situations beyond your experience and expertise |
| 5. Understand ways to reduce the likelihood of abuse | |
| 5.1 | Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • a- working with person centred values • a- encouraging active participation • a- promoting choice and rights • a- supporting individuals with awareness of personal safety |
| 5.2 | Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse |
| 5.3 | Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention |
| 6. Know how to recognise and report unsafe practices | |
| 6.1 | Describe unsafe practices that may affect the well-being of individuals |
| 6.2 | Explain the actions to take if unsafe practices have been identified |
| 6.3 | Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response |
| 7. Understand principles for online safety | |
| 7.1 | Describe the potential risks presented by: <ul style="list-style-type: none"> • aec the use of electronic communication devices • aec the use of the internet • aec the use of social networking sites • aec 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/616/3899 : Health, safety and wellbeing in care settings | |
|--|---|
| 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting | |
| Assessment Criterion - The learner can: | |
| 1.1 | Identify legislation relating to general health and safety in a care work setting |
| 1.2 | Outline the main points of the health and safety policies and procedures agreed with the employer |
| 1.3 | Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting |
| 1.4 | Identify tasks relating to health and safety that should not be carried out without special training |
| 1.5 | Explain how to access additional support and information relating to health and safety |
| 2. Understand the use of risk assessments in relation to health and safety | |
| 2.1 | Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities |
| 2.2 | Explain how and when to report potential health and safety risks that have been identified |
| 2.3 | Explain how risk assessment can help address dilemmas between rights and health and safety concerns |
| 3. Understand procedures for responding to accidents and sudden illness | |
| 3.1 | Describe different types of accidents and sudden illnesses that may occur in own work setting |
| 3.2 | Outline the procedures to be followed if an accident or sudden illness should occur |
| 4. Be able to reduce the spread of infection | |
| 4.1 | Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection |
| 4.2 | Explain the causes and spread of infection in care settings |
| 4.3 | Demonstrate the recommended method for hand washing settings |
| 4.4 | Demonstrate the use of Personal Protective Equipment (PPE) and when to use it |
| 4.5 | Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work |
| 5. Be able to move and handle equipment and objects safely | |
| 5.1 | Identify legislation that relates to moving and handling |
| 5.2 | Explain principles for moving and handling equipment and other objects safely |
| 5.3 | Demonstrate how to move and handle equipment and objects safely |
| 6. Know how to handle hazardous substances and materials | |
| 6.1 | Describe hazardous substances and materials that may be found in the work setting |
| 6.2 | Explain safe practices for: <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials |
| 7. Understand how to promote fire safety in the work setting | |
| 7.1 | Describe practices that prevent fires from: <ul style="list-style-type: none"> • starting • spreading |
| 7.2 | Describe emergency procedures to be followed in the event of a fire in the work setting |
| 7.3 | Explain the importance of maintaining clear evacuation routes at all times |
| 8. Be able to implement security measures in the work setting | |
| 8.1 | Use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> • premises • information |
| 8.2 | Implement measures to protect own security and the security of others in the work setting |
| 8.3 | Explain the importance of ensuring that others are aware of own whereabouts |
| 9. Know how to manage own stress | |
| 9.1 | Identify common signs and indicators of stress in self and others |
| 9.2 | Identify circumstances and factors that tend to trigger stress in self and others |
| 9.3 | Describe ways to manage stress and how to access sources of support |

| Unit: R/616/3894 : Duty of care | |
|--|---|
| 1. Understand the implications of duty of care | |
| Assessment Criterion - The learner can: | |
| 1.1. | Define the term duty of care |
| 1.2. | Describe how duty of care relates to duty of candour |
| 1.3. | Describe how the duty of care affects own work role |
| 2. Understand support available for addressing dilemmas that may arise about duty of care | |
| 2.1. | Describe dilemmas that may arise between the duty of care and an individuals rights |
| 2.2. | Explain where to get additional support and advice about how to resolve such dilemmas |
| 3. Know how to respond to complaints | |
| 3.1. | Describe the process to follow when responding to complaints |
| 3.2. | Identify the main points of agreed procedures for handling complaints |

| Unit: Y/616/3895 : Handle information in care settings | |
|---|--|
| 1. Understand the need for secure handling of information in care settings | |
| Assessment Criterion - The learner can: | |
| 1.1 | Identify the legislation that relates to the recording, storage and sharing of information in care settings |
| 1.2 | Explain why it is important to have secure systems for recording and storing information in a care setting |
| 2. Know how to access support for handling information | |
| 2.1 | Describe how to access guidance, information and advice about handling information |
| 2.2 | Explain what actions to take when there are concerns over the recording, storing or sharing of information |
| 3. Be able to handle information in accordance with agreed ways of working | |
| 3.1 | Keep records that are up to date, complete, accurate and legible |
| 3.2 | Follow agreed ways of working for: <ul style="list-style-type: none"> • recording information • storing information • sharing information |

| Unit: A/616/3906 : Dementia Awareness | |
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| 1. Understand dementia | |
| Assessment Criterion - The learner can: | |
| 1.1 | Define the term dementia |
| 1.2 | Describe key functions of the brain that are affected by dementia |
| 1.3 | Explain why depression, delirium and age related memory impairment may be mistaken for dementia |
| 2. Understand models of dementia | |
| 2.1 | Outline the medical model of dementia |
| 2.2 | Outline the social model of dementia |
| 2.3 | Explain why dementia should be viewed as a disability |
| 3. Know types of dementia and their causes | |
| 3.1 | List causes of dementia |
| 3.2 | Describe signs and symptoms of dementia |
| 3.3 | Identify causal risk factors for types of dementia |
| 3.4 | Identify prevalence rates for types of dementia |
| 4. Understand an individuals experience of dementia | |
| 4.1 | Describe how individuals may experience living with dementia |
| 4.2 | Outline the impact that the attitudes and behaviours of others may have on an individual with dementia |

| Unit: A/616/3923 : Monitor and maintain the environment and resources during and after health care activities | |
|--|---|
| 1. Know the procedures for monitoring and maintaining the environment and resources | |
| Assessment Criterion - The learner can: | |
| 1.1 | Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability |
| 1.2 | Identify the procedures relating to monitoring the environment during specific health care activities in own work practice |
| 1.3 | Identify the resources needed during specific health care activities in own work practice |
| 1.4 | Explain the procedures for reporting problems with the environment and resources, beyond own scope of practice |
| 1.5 | Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled |
| 2. Be able to operate equipment | |
| 2.1 | Explain the importance of ensuring equipment is safe to use |
| 2.2 | Apply standard precautions for infection control when handling equipment |
| 2.3 | Implement health and safety measures when handling equipment |
| 2.4 | Operate equipment in line with manufacturers instructions, national and local policies and procedures and own scope of practice |
| 2.4 | Operate equipment in line with manufacturers instructions, national and local policies and procedures and own scope of practice |
| 3. Be able to monitor and maintain the environment and resources | |
| 3.1 | Maintain environmental conditions at the levels required by the activity |
| 3.2 | Replenish and replace resources as required for the activity |
| 3.3 | Explain the importance of checking resources are of the correct quality and quantity for the activity |
| 3.4 | Return unused and/or surplus resources to the correct storage location |
| 3.5 | Store resources in line with local policy or protocol at the end of the activity |
| 3.6 | Maintain monitoring records in line with national and local policies and protocols |
| 4. Be able to clean resources in own work area | |
| 4.1 | Maintain the levels of cleanliness required in own work area |
| 4.2 | Clean fixed resources after use in line with national and local policies and protocols |
| 4.3 | Clean reusable resources and make safe prior to storage |
| 4.4 | Dispose of waste in line with national and local policy |

| 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 <ul style="list-style-type: none"> •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: <ul style="list-style-type: none"> • 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 | |
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| 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/616/7728 : UNIT NOT IN USE | |
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| 1. Know the principles of a balanced diet | |
| Assessment Criterion - The learner can: | |
| 1.1 | Outline current government nutritional guidelines for a balanced diet |
| 1.2 | List the main food groups |
| 1.3 | Identify sources of essential nutrients |
| 1.4 | Explain the importance of a balanced diet |
| 1.5 | Explain the impact of poor diet on health and wellbeing |
| 2. Be able to work with others to plan and promote a balanced diet in health and social care settings | |
| 2.1 | Outline the factors that may affect nutritional intake in individuals |
| 2.2 | Describe how a healthy diet can be adapted for different groups |
| 2.3 | Work with others to plan an appropriate balanced diet with an individual |
| 2.4 | Work with others to promote an appropriate balanced diet when supporting an individual |
| 2.5 | Outline ways that others can be supported to understand a healthy diet for individuals |
| 3. Understand the principles of hydration | |
| 3.1 | Explain the importance of hydration |
| 3.2 | Outline the signs of dehydration |
| 3.3 | Explain the impact of dehydration on health and wellbeing • 4 Be able to carry out role in promoting hydration in health and social care settings |
| 4.1 | Outline the factors that may affect hydration |
| 4.2 | Describe how hydration can be promoted for different groups |
| 4.3 | Demonstrate ways of working with the individual and others to promote hydration • 5 Know how to prevent malnutrition |
| 5.1 | List the signs of malnutrition |
| 5.2 | Describe the risk factors that may lead to malnutrition |
| 5.3 | Outline ways of increasing nutritional density of foods and drinks through fortification |
| 5.4 | Outline appropriate use of nutritional supplements • 6 Be able to carry out role in screening and monitoring nutrition and hydration |
| 6.1 | Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual |
| 6.2 | Complete records for the screening and monitoring of nutrition and hydration in line with agreed ways of working |
| 6.3 | Explain actions to take when there are concerns about the nutrition and hydration of individuals |
| 6.4 | Demonstrate how to plan, monitor and record nutrition and hydration using a plan of care when supporting an individual • 7 Know the importance of special dietary requirements in health and social care settings |
| 7.1 | Identify instances where individuals have special dietary requirements |
| 7.2 | Outline special diets |
| 7.3 | Outline the potential risks of not following a special diet |

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| Unit: D/616/3901 : Assist in the administration of medication | |
| Assessment Criterion - The learner can: | |
| 1.1 | Identify the current national legislation and guidelines relevant to the administration of medication |
| 1.2 | Outline the organisational policies for the management and administration of medication |
| Understand own role in assisting in the administration of medication | |
| 2.1 | Describe own responsibilities and accountability in relation to assisting with the administration of medication |
| 2.2 | Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication |
| 2.3 | Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence |
| 3.1 | Explain the purpose and significance of the information which should be provided on the label of a medication |
| 3.2 | Describe the different routes for the administration of medication |
| 3.3 | Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility |
| 3.4 | Describe the various aids which can be used to help individuals take their medication |
| 3.5 | Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice |
| 3.6 | Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice |
| Understand the requirements and procedures for ensuring an individual's safety | |
| 4.1 | Explain the importance of identifying the individual for whom the medications are prescribed |
| 4.2 | Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it |
| Be able to prepare for the administration of medication | |
| 5.1 | Obtain or confirm valid consent for the administration of medication |
| 5.2 | Apply standard precautions for infection control |
| 5.3 | Select, check and prepare the medication according to the medication administration record or medication information leaflet |
| 5.4 | Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist |
| 5.5 | Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered |
| 6.1 | Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan |
| 6.2 | Assist the individual to be as self-managing as possible |
| 6.3 | Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication |
| 6.4 | Monitor the individual's condition throughout the administration process |
| 6.5 | Explain the types of adverse effects that may occur and the action to take if they do |
| 6.6 | Check and confirm that the individual has taken the medication and does not pass medication to others |
| Be able to contribute to the management of medications and administration records | |
| 7.1 | Explain the importance of keeping accurate and up-to-date records of the administration of medication |
| 7.2 | Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely |
| 7.3 | Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage |
| 7.4 | Maintain the confidentiality of information relating to the individual at all times |
| 7.5 | Check the stock level of medications and take action to obtain new stocks when required |

| Unit: D/616/3915 : Cleaning, Decontamination and Waste Management | |
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| 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 |

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| 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 |

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| 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: <ul style="list-style-type: none"> • in line with legislation and local policies • in a way which minimises pain, discomfort and trauma to the individual |
| 5.3 | Describe how to report any immediate problems with the administration |
| 5.4 | Monitor the 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/616/4613 : Support individuals at the end of life | |
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| 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: <ul style="list-style-type: none"> • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies |
| 4.6 | Contribute to partnership working with key people to support the 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 | |
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| 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 | |
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| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals | |
| Assessment Criterion - The learner can: | |
| 1.1 | Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals |
| 1.2 | Summarise own responsibilities and accountability in relation to moving and positioning individuals |
| 1.3 | Describe health and safety factors in relation to moving and positioning individuals |
| 2. Understand anatomy and physiology in relation to moving and positioning individuals | |
| 2.1 | Outline the anatomy and physiology of the human body in relation to moving and positioning individuals |
| 2.2 | Describe the impact of specific conditions on the movement and positioning of an individual |
| 3. Be able to minimise risk before moving and positioning individuals | |
| 3.1 | Carry out preparatory checks using: <ul style="list-style-type: none"> • the 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: <ul style="list-style-type: none"> • adequate space for the move • potential hazards are removed |
| 3.6 | Apply standard precautions for infection control |
| 4. Be able to move and position an individual | |
| 4.1 | Confirm the 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: <ul style="list-style-type: none"> • provides relevant information • addresses needs and concerns • provides support and reassurance • is respectful of personal beliefs and preferences |
| 4.3 | Position the individual in accordance with their care plan |
| 4.4 | Communicate effectively with others involved in the manoeuvre |
| 4.5 | Describe the aids and equipment that may be used for moving and positioning |
| 4.6 | Use equipment to maintain the individual in the appropriate position |
| 4.7 | Encourage the 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 |
| 5.1 | Describe when advice and/or assistance should be sought in relation to moving or positioning an individual |
| 5.2 | Describe sources of information available in relation to moving and positioning individuals |

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:**

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| 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

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| 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/616/3924 : Support individuals undergoing healthcare activities | |
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| 1. Understand healthcare activities in order to support individuals | |
| Assessment Criterion - The learner can: | |
| 1.1 | Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to supporting individuals undergoing healthcare activities |
| 1.2 | Describe anatomy and physiology in relation to the healthcare activity |
| 1.3 | Explain the purposes and use of medical equipment and devices required for the procedure |
| 1.4 | Explain the roles and responsibilities of team members |
| 1.5 | State protection/precautionary measures: <ul style="list-style-type: none"> • for the procedure being carried out • how they should be applied • the implications and consequences of not applying these measures |
| 1.6 | Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states |
| 1.7 | Explain how to complete records of the actions taken and the individual's condition during the healthcare activity |
| 2. Be able to prepare individuals to undergo healthcare activities | |
| 2.1 | Introduce self and confirm the individuals identity |
| 2.2 | Explain the procedure to the individual and relevant others |
| 2.3 | Confirm that valid consent has been obtained |
| 2.4 | Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities |
| 2.5 | Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities |
| 2.6 | Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and preferences |
| 2.7 | Refer any concerns or questions to others if unable to answer |
| 2.8 | Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times |
| 3. Be able to support individuals undergoing healthcare activities | |
| 3.1 | Inform and reassure individuals |
| 3.2 | Apply standard precautions for infection prevention and control |
| 3.3 | Apply health and safety measures relevant to the healthcare activity and environment |
| 3.4 | Recognise any ill effects or adverse reactions |
| 3.5 | Take actions in response to any ill effects or adverse reactions |
| 3.6 | Ensure that an individuals privacy and dignity are maintained at all times |
| 4. Be able to support individuals following the healthcare activities | |
| 4.1 | Provide the individual with the facilities and support for the period of recovery |
| 4.2 | Monitor an individual and recognise signs of ill effects or adverse reactions |
| 4.3 | Take action in response to any ill effects or adverse reactions |
| 4.4 | Give individuals and relevant others instructions and advice, within scope of own role |
| 4.5 | Explain how to confirm any requirements for transport and escorts and make the necessary arrangements |
| 4.6 | Make records appropriate to the role |
| 4.7 | Maintain confidentiality of information in accordance with guidelines and procedures |

| Unit: F/616/4006 : End of life and dementia care | |
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| 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 <ul style="list-style-type: none"> • Medication • Non medication techniques |
| 3. Understand how to support carers of individuals with dementia at end of life | |
| 3.1 | Explain why 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 |

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| Unit: H/616/3902 : Undertake personal hygiene activities with individuals | |
| Be able to work in a person-centred way | |
| Assessment Criteria | |
| 1 | Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing |
| Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals | |
| Assessment Criterion - The learner can: | |
| 1.2 | Identify current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals |
| 1.3 | Explain the importance of using aseptic techniques |
| 1.4 | Explain the importance of using aseptic techniques |
| Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing | |
| 3.2 | Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing |
| Be able to prepare for undertaking personal hygiene activities with individuals | |
| 5.2 | Explain the importance of following the individual's care plan |
| 5.3 | Explain why resources should be prepared prior to commencing the activity |
| 5.4 | Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan |
| 5.5 | Confirm the individual's identity and gain valid consent |
| 5.6 | Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual |
| Be able to undertake personal hygiene activities with individuals | |
| 1 | Apply health and safety measures relevant to the procedure and environment |
| 2 | Apply standard precautions for infection control |
| 3 | Carry out personal hygiene activities in accordance with the individual's care plan |
| 4 | Ensure that the individual's privacy and dignity is maintained |
| 5 | Observe the individual while providing support and reassurance and address any concerns |
| 6 | Describe action to take in response to adverse reactions |
| Be able to record and report the outcome of the personal hygiene activity | |
| 1 | Record the outcome of the personal hygiene activity |
| 2 | Report the outcomes of the activity to a member of the care team in line with local policy |

| Unit: H/616/3916 : Contribute to the care of a deceased person | |
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| 1. Know the factors that affect how individuals are cared for after death | |
| Assessment Criterion - The learner can: | |
| 1.1 | Outline legal requirements and agreed ways of working that underpin the care of deceased individuals |
| 1.2 | Describe how beliefs, religious and cultural factors affect how deceased individuals are cared for |
| 1.3 | Identify the physical changes that take place after death and how this may affect laying out and moving individuals |
| 1.4 | Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals |
| 1.5 | Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions |
| 2. Be able to contribute to supporting those who are close to deceased individuals | |
| 2.1 | Describe the likely immediate impact of an individual's death on others who are close to the deceased individual |
| 2.2 | Support others immediately following the death of the individual in ways that: <ul style="list-style-type: none"> • reduce their distress • respect the deceased individual |
| 3. Be able to contribute to preparing deceased individuals prior to transfer | |
| 3.1 | Contact key people according to the deceased individual's personal beliefs, expressed wishes and preferences |
| 3.2 | Confirm with key people the expressed wishes and preferences of the deceased individual about how they will be viewed and moved after death |
| 3.3 | Follow agreed ways of working to ensure that the deceased person is correctly identified |
| 3.4 | Prepare the deceased individual in a manner that respects their dignity, beliefs and culture |
| 3.5 | Apply standard precautions for infection control during preparation of the deceased individual |
| 3.6 | Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements |
| 4. Be able to contribute to transferring deceased individuals | |
| 4.1 | Contact appropriate organisations |
| 4.2 | Carry out agreed role in transferring the deceased individual |
| 4.3 | Record details of the care and transfer of the deceased individual |
| 5. Be able to manage own feelings in relation to the death of individuals | |
| 5.1 | Identify ways to manage own feelings in relation to an individual's death |
| 5.2 | Access support systems to deal with own feelings in relation to an individual's death |

| Unit: H/616/3933 : Provide agreed support for foot care | |
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| 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 individual's assessed foot care needs |
| 2.2 | Ensure the setting for foot care meets the individual's preferences and maintains privacy |
| 2.3 | Gain consent to provide treatment to the individual |
| 2.4 | Prepare the equipment required for treatment |
| 2.5 | Prepare the individual's feet for treatment, in a way that promotes active participation |
| 2.6 | Describe how and when to access additional guidance about assessed foot care needs |
| 3. Be able to promote the individual's engagement in their own foot care | |
| 3.1 | Support the individual's understanding of any treatments, equipment or dressings to be used |
| 3.2 | Invite feedback from the individual on how their foot care is carried out |
| 3.3 | Explain why advice should not be given unless agreed with the podiatrist |
| 4. Be able to provide foot care safely | |
| 4.1 | Carry out agreed foot care treatments in accordance with instructions |
| 4.2 | Operate equipment safely and in accordance with instructions |
| 4.3 | Use protective equipment, protective clothing and hygiene techniques to minimise risks |
| 4.4 | Dispose of waste products safely |
| 4.5 | Provide follow up instructions to individual on completion of treatment |
| 5. Be able to record and report on foot care | |
| 5.1 | Record the condition of the individual's feet before treatment |
| 5.2 | Record treatments carried out |
| 5.3 | Explain how to record any adverse reactions or responses to treatments or dressings |
| 5.4 | Report on foot care treatments, conditions and reactions in agreed ways |

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:**

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| 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

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| 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

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| 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

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| 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

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| 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

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| 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: J/616/3911 : The principles of Infection Prevention and Control | |
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| 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/616/3925 : Contribute to monitoring the health of individuals affected by health conditions | |
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| 1. Understand monitoring of the health of individuals affected by health conditions | |
| Assessment Criterion - The learner can: | |
| 1.1 | Explain the importance of monitoring the health of individuals affected by a health condition |
| 1.2 | Describe ways in which the health of individuals can be monitored |
| 2. Be able to carry out observations of the health of individuals affected by health conditions | |
| 2.1 | Identify what observations have been agreed to monitor the health condition of an individual |
| 2.2 | Carry out required observations in ways that: <ul style="list-style-type: none"> • respect the individuals dignity and privacy • reassure the individual and minimise any fears or concerns |
| 3. Be able to record and report on observations | |
| 3.1 | Identify requirements for recording and reporting on changes in the individuals condition and well-being |
| 3.2 | Record required indicators of an individuals condition |
| 3.3 | Report changes in the individuals condition |
| 3.4 | Explain why changes to recording and reporting requirements in relation to an individuals health condition may be required |
| 4. Be able to respond to changes in an individuals condition | |
| 4.1 | Take immediate action when changes in an individuals health cause concern |
| 4.2 | Work with others to review information about changes in an individuals health |
| 4.3 | Clarify own understanding about changes to requirements for monitoring |
| 4.4 | Implement required changes to monitoring processes |

| Unit: J/616/7702 : Understand how to provide support when working in end of life care | |
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| 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: K/616/3903 : Support individuals to meet personal care needs**1. Be able to work with individuals to identify their needs and preferences in relation to personal care****Assessment Criterion - The learner can:**

- 1.1 Encourage the individual to communicate their needs, preferences and personal beliefs affecting their personal care
- 1.2 Establish the level and type of support and individual needs for personal care
- 1.3 Agree with the individual how privacy will be maintained during personal care

2. Be able to provide support for personal care

- 2.1 Obtain valid consent for activities
- 2.2 Support the individual to understand the reasons for hygiene and safety precautions
- 2.3 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
- 2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
- 2.5 Describe ways to ensure the individual can summon help when alone during personal care
- 2.6 Ensure safe disposal of waste materials

3. Be able to support individuals to use the toilet

- 3.1 Provide support for the individual to use toilet facilities in ways that respect dignity
- 3.2 Support the individual to make themselves clean and tidy after using toilet facilities
- 3.3 Support the individual to wash their hands after using the toilet

4. Be able to support individuals to maintain personal hygiene

- 4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care
- 4.2 Ensure toiletries, materials and equipment are within reach of the individual
- 4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation

5. Be able to support individuals to manage their personal appearance

- 5.1 Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation
- 5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure

6. Be able to monitor and report on support for personal care

- 6.1 Seek feedback from the individual and others on how well support for personal care meets the individuals needs and preferences
- 6.2 Monitor personal care functions and activities in agreed ways
- 6.3 Record and report on an individuals personal care in agreed ways

| Unit: K/616/3917 : Undertake agreed pressure area care | |
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| 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: <ul style="list-style-type: none"> • materials • equipment • resources |
| 5. Be able to prepare to undertake pressure area care | |
| 5.1 | Prepare equipment and environment in accordance with health and safety guidelines |
| 5.2 | Obtain valid consent for the pressure area care |
| 6. Be able to undertake pressure area care | |
| 6.1 | Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> • respects the 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/616/3920 : Obtain and test specimens from individuals | |
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| 1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens | |
| Assessment Criterion - The learner can: | |
| 1.1 | Outline current legislation, national guidelines, organisational policies and protocols which affect working practice |
| 1.2 | Identify the hazards and other consequences related to incorrect labelling of specimens |
| 2. Understand the processes involved in obtaining and testing specimens from individuals | |
| 2.1 | Identify the different types of specimens that may be obtained |
| 2.2 | Describe the tests and investigations that may be carried out upon the specimens |
| 2.3 | Identify the correct equipment and materials used in the collection and transport of specimens |
| 3. Be able to prepare to obtain specimens from individuals | |
| 3.1 | Introduce yourself to the individual, and confirm the individuals identity |
| 3.2 | Explain the procedure and obtain valid consent |
| 3.3 | Ensure the individuals privacy and dignity is maintained at all times |
| 3.4 | Identify any aspects of the individuals ethnic and religious background which might affect the procedure |
| 3.5 | Communicate with the individual in a medium appropriate to their needs and preferences |
| 3.6 | Demonstrate that the required preparations have been completed, including materials and equipment |
| 4. Be able to obtain specimens from individuals | |
| 4.1 | Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves |
| 4.2 | Describe possible problems in collecting specimens and how and when these should be reported |
| 4.3 | Demonstrate the correct collection, labelling and storage of specimens |
| 4.4 | Complete and attach relevant documentation |
| 5. Be able to test specimens | |
| 5.1 | Explain tests for a range of specimens obtained |
| 5.2 | Demonstrate appropriate health and safety measures relevant to the procedure and environment |
| 6. Be able to report on the outcomes on the test of specimens | |
| 6.1 | Demonstrate the correct process for reporting and recording test results |
| 6.2 | Describe the actions to be taken when the results are outside the normal range |
| 6.3 | Communicate test results in accordance with agreed ways of working |
| 6.4 | Describe why it is important to understand the implications the test results may have on the individual |

| Unit: K/616/3934 : Promote positive behaviour | |
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| 1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support | |
| Assessment Criterion - The learner can: | |
| 1.1 | Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice |
| 2. Be able to promote positive behaviour | |
| 2.1 | Explain a range of factors associated with challenging behaviours |
| 2.2 | Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour |
| 2.3 | Demonstrate how to model to others best practice in promoting positive behaviour |
| 2.4 | Evaluate the effectiveness of proactive strategies on promoting positive behaviour |
| 3. Understand the context and use of proactive and reactive strategies | |
| 3.1 | Explain the difference between proactive and reactive strategies |
| 3.2 | Identify the proactive and reactive strategies |
| 3.3 | Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour Explain the importance of maintaining a person or child centred approach when using proactive strategies |
| 3.4 | Explain the importance of reinforcing positive behaviour with individuals |
| 3.5 | Evaluate the impact of using reactive rather than proactive strategies on an individual's well being |
| 4. Understand the use of restrictive interventions | |
| 4.1 | Define restrictive interventions |
| 4.2 | Explain when restrictive interventions may and may not be used |
| 4.3 | Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour |
| 4.4 | Describe safeguards that must be in place if restrictive interventions are used |
| 4.5 | Explain reporting and recording requirements of incidents where restrictive interventions have been used |
| 5. Be able to respond appropriately to incidents of challenging behaviour | |
| 5.1 | Identify types of challenging behaviours |
| 5.2 | Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines |
| 5.3 | Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour |
| 5.4 | Complete records following an incident of challenging behaviour |
| 6. Be able to support individuals and others following an incident of challenging behaviour | |
| 6.1 | Support an individual to return to a calm state following an incident of challenging behaviour |
| 6.2 | Describe how to support an individual to reflect on an incident, to include: <ul style="list-style-type: none"> • How they were feeling at the time prior to and directly before the incident • Their behaviour • The consequences of their behaviour • How they were feeling after the incident |
| 6.3 | Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour |
| 6.4 | Debrief others involved in an incident of challenging behaviour |
| 6.5 | Describe the steps that should be taken to check for injuries following an incident of challenging behaviour |
| 7. Be able to review and revise approaches to promoting positive behaviour | |
| 7.1 | Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour |
| 7.2 | Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities |
| 7.3 | Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour |

| Unit: K/616/7711 : Support individuals with a learning disability to access healthcare | |
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| 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 |

| Unit: L/616/3912 : Contribute to the effectiveness of teams | |
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| 1. Understand the importance of own role and how it contributes to the team performance | |
| Assessment Criterion - The learner can: | |
| 1.1 | Describe the teams overall objectives and purpose |
| 1.2 | Explain how own role and responsibilities contribute to team activities, objectives and purposes |
| 1.3 | Identify other team members, their roles and responsibilities within the team |
| 1.4 | Explain their activities and ideas to other members in the team |
| 2. Be able to reflect on own performance | |
| 2.1 | Use feedback or suggestions from others to enable them to improve own practice within the team |
| 2.2 | Propose suggestions or ideas to benefit team members and improve team working |
| 2.3 | Undertake development and learning to interact with the team more effectively |
| 3. Be able to manage time and commitments effectively | |
| 3.1 | Fulfill own commitments to other team members within agreed timescales and according to overall work priorities |
| 3.2 | Inform appropriate team members when commitments cannot be fulfilled within specified timescales |
| 4. Be able to establish effective working relationships with all members of the team | |
| 4.1 | Behave towards other team members in a way that supports the effective functioning of the team |
| 4.2 | Resolve differences of opinion and conflicts within the team in ways which respects other team members points of view |

| Unit: L/616/3926 : Undertake physiological measurements | |
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| 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: <ul style="list-style-type: none"> • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure |
| 2.2 | Explain the principles of body temperature to include: <ul style="list-style-type: none"> • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia |
| 2.3 | Explain the principles of respiratory rates to include: <ul style="list-style-type: none"> • normal respiratory rates • factors affecting respiratory rates in ill and well individuals |
| 2.4 | Explain the principles of pulse rates to include: <ul style="list-style-type: none"> • normal pulse rates limits • factors affecting pulse rates raising or lowering • 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: L616/7698 : Understand Physical Disability | |
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| 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: <ul style="list-style-type: none"> • 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 |

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| Unit: L/616/7720 : The person centred approach to the care and support of individuals with dementia | |
| 1. Understand approaches that enable individuals with dementia to experience well-being | |
| Assessment Criterion - The learner can: | |
| 1.1 | Describe what is meant by a person centred approach |
| 1.2 | Outline the benefits of working with an individual with dementia in a person centred manner. |
| 2. Understand the role of carers in the care and support of individuals with dementia | |
| 2.1 | Describe the role that carers can have in the care and support of Individuals with dementia |
| 2.2 | Explain the value of developing a professional working relationship with carers. |
| 3. Understand the roles of others in the support of individuals with dementia | |
| 3.1 | Describe the roles of others in the care and support of individuals with dementia |
| 3.2 | Explain when it may be necessary to refer to others when supporting individuals with dementia |
| 3.3 | Explain how to access the additional support of others when supporting individuals with dementia |

| 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: <ul style="list-style-type: none"> • biological factors • social factors • psychological factors • emotional factors |
| 1.3 | Explain how risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health |
| 2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups | |
| 2.1 | Explain the steps that an individual may take to promote their mental well-being and mental health |
| 2.2 | Explain how to support an individual in promoting their mental well-being and mental health |
| 2.3 | Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health |
| 2.4 | Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community |
| 2.5 | Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community |

| Unit: M/616/3918 : Provide support for sleep | |
|---|--|
| 1. Understand the importance of sleep | |
| Assessment Criterion - The learner can: | |
| 1.1 | Explain how sleep contributes to an individual's well-being |
| 1.2 | Identify reasons why an individual may find it hard to sleep |
| 1.3 | Describe the possible short-term and long-term effects on an individual who is unable to sleep well |
| 2. Be able to establish conditions suitable for sleep | |
| 2.1 | Describe conditions likely to be suitable for sleep |
| 2.2 | Minimise aspects of the environment likely to make sleep difficult for an individual |
| 2.3 | Adjust own behaviour to contribute to a restful environment |
| 2.4 | Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep |
| 3. Be able to assist an individual to sleep | |
| 3.1 | Explain the importance of a holistic approach to assisting sleep |
| 3.2 | Encourage the individual to communicate the support they need to sleep |
| 3.3 | Assist the individual to find a position for sleep consistent with their plan of care |
| 3.4 | Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working |
| 4. Be able to monitor sleep | |
| 4.1 | Establish with the individual and others how sleep will be monitored |
| 4.2 | Record agreed observations relating to the individual's sleep and the assistance given |
| 5. Know how to access information and advice about difficulties with sleep | |
| 5.1 | Describe situations in which additional information or assistance about sleep would be needed |
| 5.2 | Explain how to access additional information and assistance |

| 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: <ul style="list-style-type: none"> • mood disorders, • personality disorders, • anxiety disorders, • psychotic disorders, • substance-related disorders, • eating disorders, • cognitive disorders |
| 1.2 | Explain the key strengths and limitations of the psychiatric classification system |
| 1.3 | Explain alternative frameworks for understanding mental distress |
| 1.4 | Explain indicators of mental ill health |
| 2. Understand the impact of mental ill health on individuals and others in their social network | |
| 2.1 | Explain how individuals experience discrimination |
| 2.2 | Explain the effects mental ill health may have on an individual |
| 2.3 | Explain the effects mental ill health may have on those in the individuals familial, social or work network |
| 2.4 | Explain how to intervene to promote an individuals mental health and well-being |

| Unit: M/616/3935 : Prepare individuals for healthcare activities | |
|--|--|
| 1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities | |
| Assessment Criterion - The learner can: | |
| 1.1 | Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an individual for healthcare activities |
| 1.2 | Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities |
| 2. Be able to prepare individuals for healthcare activities | |
| 2.1 | Greet the individual, introduce yourself and own role |
| 2.2 | Confirm the individuals identity, explain the activity to be undertaken and obtain valid consent |
| 2.3 | Maintain the individuals privacy and dignity at all times |
| 2.4 | Apply standard precautions for infection prevention and control |
| 2.5 | Confirm that the individual has complied with any pre-procedural instruction |
| 2.6 | Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences |
| 2.7 | Respond to any questions the individual may have, referring to others when required |
| 2.8 | Prepare the individual for the healthcare activity in accordance to the requirements of the activity |
| 2.9 | Explain how to respond to any issue or emergency situation that arises |
| 3. Be able to record and report healthcare activities | |
| 3.1 | Record information in line with national and local policy and protocol |
| 3.2 | Describe how to report any issues that arise to the relevant person |

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:

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| 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

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|-----|--|
| 4.1 | Identify the support required from families to fulfil their role |
| 4.2 | Provide accessible information about available resources for support |
| 4.3 | Work with family members to access resources for support |

5. Be able to exchange and record information about partnership work with families

- | | |
|-----|---|
| 5.1 | Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none">• implementation of the plan• changes to needs and preferences |
| 5.2 | Record information in line with agreed ways of working about: <ul style="list-style-type: none">• progress towards outcomes• effectiveness of partnership working |

6. Be able to contribute to reviewing partnership work with families

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|-----|---|
| 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

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|-----|--|
| 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/616/7709 : 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/616/7726 : Diabetes Awareness | |
|---|--|
| 1. Understand what is meant by diabetes | |
| Assessment Criterion - The learner can: | |
| 1.1 | Describe what is meant by the term diabetes |
| 1.2 | Outline key features of type 1 diabetes |
| 1.3 | Outline key features of type 2 diabetes |
| 1.4 | Describe signs and symptoms that indicate an individual may have diabetes |
| 2. Understand risk factors for developing type 2 diabetes | |
| 2.1 | Identify risk factors associated with the development of Type 2 diabetes |
| 2.2 | Describe ways individuals can reduce their risk of developing type 2 diabetes |
| 2.3 | Outline the long term health consequences of developing type 2 diabetes |
| 3. Understand the treatment and management options for individuals with diabetes | |
| 3.1 | Outline the treatments and other support available for individuals with diabetes: |
| 3.2 | Describe the importance of self-care for the individuals with diabetes |
| 3.3 | Identify tests used to monitor diabetes |
| 4. Understand how to respond to hypoglycaemia emergency | |
| 4.1 | Describe what is meant by the term hypoglycaemia |
| 4.2 | List the signs and symptoms of hypoglycaemia |
| 4.3 | Identify the possible causes of hypoglycaemia |
| 4.4 | Describe what action to take if an individual has hypoglycaemia emergency |
| 5. Understand how to respond to hyperglycaemia emergency | |
| 5.1 | Describe what is meant by the term hyperglycaemia |
| 5.2 | List the signs and symptoms of hyperglycaemia |
| 5.3 | Identify the possible causes of hyperglycaemia |
| 5.4 | Describe what action to take if an individual has hyperglycaemia emergency |
| 6. Understand the links between diabetes and other conditions | |
| 6.3 | Describe the links and possible complications between diabetes and <ul style="list-style-type: none"> • dementia • depression • pregnancy |

| Unit: R/616/3913 : Support individuals who are distressed | |
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| 1. Understand causes and effects of distress on individuals | |
| Assessment Criterion - The learner can: | |
| 1.1 | Identify causes of distress |
| 1.2 | Describe signs that may indicate an individual is distressed |
| 1.3 | Explain how distress may affect the way an individual communicates |
| 2. Understand potential impacts on own well-being when supporting an individual who is distressed | |
| 2.1 | Explain how supporting an individual who is distressed may impact on own well being |
| 2.2 | Identify sources of support to manage own feelings when supporting an individual who is distressed |
| 3. Be able to prepare to support individuals who are experiencing distress | |
| 3.1 | Access information and advice in relation to supporting an individual who is distressed |
| 3.2 | Recognise signs of distress that indicate the need for specialist intervention |
| 3.3 | Describe how to access specialist intervention |
| 4. Be able to support individuals who are experiencing distress | |
| 4.1 | Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual |
| 4.2 | Work in ways to alleviate immediate distress |
| 4.3 | Respond to the individuals reactions |
| 4.4 | Involve others when supporting an individual who is distressed |
| 5. Be able to support individuals to manage distress | |
| 5.1 | Encourage the individual to express thoughts and feelings |
| 5.2 | Work with the individual and others to identify triggers for distress |
| 5.3 | Work with an individual and others to manage triggers or alleviate causes of distress |
| 5.4 | Encourage the individual to review ways of coping with distress |
| 6. Be able to record and report on an individuals distress | |
| 6.1 | Maintain records relating to the individuals distress and the support provided |
| 6.2 | Report on periods of distress in line with agreed ways of working |

| Unit: R/616/3927 : Obtain and test capillary blood samples | |
|---|---|
| 1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples | |
| Assessment Criterion - The learner can: | |
| 1.1 | Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples |
| 2. Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples | |
| 2.1 | Describe the structure and purpose of capillary blood vessels |
| 2.2 | Explain blood clotting processes and the factors that influence blood clotting |
| 3. Be able to prepare to obtain capillary blood samples | |
| 3.1 | Confirm the individuals identity and obtain valid consent |
| 3.2 | Select and prepare an appropriate site for obtaining the sample taking into account the individuals preferences and age |
| 3.3 | Provide support and reassurance to address the individuals needs and concerns |
| 3.4 | Communicate accurate information in a way that is sensitive to the individuals personal beliefs and preferences |
| 4. Be able to obtain capillary blood samples | |
| 4.1 | Apply health and safety measures relevant to the procedure and environment |
| 4.10 | Respond to any indication of an adverse reaction, complication or problem during the procedure |
| 4.11 | Explain the correct process for labelling and other protocols in relation to blood samples |
| 4.12 | Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications |
| 4.2 | Apply standard precautions for infection prevention and control |
| 4.3 | Describe the different reasons for obtaining capillary blood samples |
| 4.4 | Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual |
| 4.5 | Use the selected materials, equipment and containers/slides in accordance with agreed procedures |
| 4.6 | Obtain blood samples in the correct sequence when obtaining multiple samples |
| 4.7 | Ensure stimulation of blood flow |
| 4.8 | Select alternative sites where necessary |
| 4.9 | Carry out the correct procedure for encouraging closure and blood clotting at the site |
| 5. Be able to test and record the results of blood samples | |
| 5.1 | Test the sample using the approved method in line with organisational procedure |
| 5.2 | Describe normal or expected results for particular tests |
| 5.3 | Recognise and interpret normal, expected and abnormal results |
| 5.4 | Ensure that results are passed on to an appropriate staff member for interpretation as required |
| 5.5 | Record results fully and accurately and forward according to local requirements |
| 6. Be able to pass on the results of blood samples | |
| 6.1 | Communicate the results of the tests and any further action required to the individual |
| 6.2 | Respond to questions and concerns from individuals, providing accurate information |
| 6.3 | Refer issues outside own responsibility to an appropriate staff member |

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/616/4527 : Support individuals to access and use information about services and facilities**1. Know ways to support individuals to access information on services and facilities**

Assessment Criterion - The learner can:

- 1.1 Identify the types of services and facilities about which individuals may require information
- 1.2 Identify possible barriers to accessing and understanding information
- 1.3 Describe ways to overcome barriers to accessing information
- 1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals
- 1.5 Describe types of support individuals may need to enable them to identify and understand information

2. Be able to work with individuals to select and obtain information about services and facilities

- 2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities
- 2.2 Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes
- 2.3 Support an individual to obtain selected information in their preferred format and language

3. Be able to work with individuals to access and use information about services and facilities

- 3.1 Support an individual to access the content of information about services and facilities
- 3.2 Demonstrate ways to check an individual's understanding of the information
- 3.3 Work with an individual to access a service or facility using the information, in ways that promote active participation
- 3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information

4. Be able to support individuals to evaluate the information accessed on services and facilities

- 4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences
- 4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information
- 4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals

| 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/616/7721 : Meet Food Safety Requirements when Providing Food and Drink for Individuals | |
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| 1. Understand the importance of food safety measures when providing food and drink for individuals | |
| Assessment Criterion - The learner can: | |
| 1.1 | Identify potential food safety hazards when <ul style="list-style-type: none"> • preparing, serving, clearing away and storing food • and drink |
| 1.2 | explain the importance of implementing food safety measures when providing food and drink for <ul style="list-style-type: none"> • individuals |
| 1.3 | explain why personal protective clothing should be <ul style="list-style-type: none"> • used when handling food and drink |
| 1.4 | explain why surfaces, utensils and equipment must <ul style="list-style-type: none"> • be clean before beginning a new task |
| 1.5 | explain the importance of clearing and disposing of <ul style="list-style-type: none"> • food waste promptly and safely |
| 1.6 | explain the importance of storing different types of food and drink safely |
| 2. Be able to maintain hygiene when handling food and drink | |
| 2.1 | Explain when hands must be washed to maintain food hygiene |
| 2.2 | Demonstrate effective handwashing for handling food and drink |
| 2.3 | Use personal protective equipment (PPE) to maintain hygiene when handling food and drink |
| 2.4 | Ensure that all surfaces, utensils and equipment are clean before beginning a new task |
| 3. Be able to meet food safety requirements when preparing and serving food and drink for individuals | |
| 3.1 | Describe practices to control hazards when preparing and serving food and drink |
| 3.2 | Prepare food and drink in ways that minimise risks to own safety and that of others |
| 3.3 | Serve food and drink in ways that minimise risks to own safety and that of others |
| 4. Be able to meet food safety requirements when clearing away food and drink | |
| 4.1 | Clear away food and drink in ways that minimise risks to own safety and that of others |
| 4.2 | Dispose of food waste promptly and safely |
| 4.3 | Clean utensils and equipment effectively after use |
| 4.4 | Store utensils and equipment safely |
| 5. Be able to store food and drink safely | |
| 5.1 | Describe practices to control food safety hazards when storing different types of food and drink |
| 5.2 | Store different types of food and drink safely |
| 6. Know how to access additional advice or support about food safety | |
| 1 | Identify sources of information about food safety |
| 2 | Describe how to access additional advice and support about own role in maintaining food safety when providing food and drink for individuals |

| 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 |

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| Unit: T/616/3919 : Support individuals to carry out their own health care procedures | |
| 1. Understand health care procedures likely to be undertaken by individuals | |
| Assessment Criterion - The learner can: | |
| 1.1 | Identify treatments and physical measurements likely to be undertaken by individuals |
| 1.2 | Explain reasons why physical measurements and specimens might need to be taken |
| 1.3 | Describe possible adverse reactions individuals may experience when undertaking their own health care procedures |
| 2. Be able to support individuals to prepare to carry out their own health care procedures | |
| 2.1 | Establish with others own role in supporting individuals to carry out their own health care procedures |
| 2.2 | Promote safe storage of supplies |
| 2.3 | Support the individual to prepare equipment and the environment to carry out procedures |
| 2.4 | Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of |
| 2.5 | Support the individuals understanding of techniques for procedures |
| 2.6 | Check the individuals understanding of when to seek advice or take immediate action when carrying out health care procedures |
| 3. Be able to support individuals to carry out health care procedures | |
| 3.1 | Assist the individual to carry out health care procedures in a way that promotes active participation |
| 3.2 | Promote safe disposal of supplies used for procedures |
| 3.3 | Support the individual to record measurements and store records safely |
| 4. Be able to monitor health care procedures undertaken by individuals | |
| 4.1 | Monitor the accuracy, timing and outcomes of health care procedures carried out by the individual |
| 4.2 | Record and report any adverse reactions or other concerns, in line with agreed ways of working |
| 4.3 | Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed |

Unit: T/616/3922 : Assist the practitioner to carry out health care activities**1. Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities****Assessment Criterion - The learner can:**

| | |
|---|---|
| 1.1 | Summarise own roles, responsibilities and accountability with regard to: <ul style="list-style-type: none">• current legislation• national guidelines• policies, protocols and good practice guidelines |
| 2. Be able to assist the practitioner in carrying out health care activities | |
| 2.1 | Identify the information needed by the practitioner: <ul style="list-style-type: none">• prior to carrying out health care activities• during health care activities |
| 2.2 | Confirm the identity of the individual |
| 2.3 | Confirm valid consent has been obtained |
| 2.4 | Carry out tasks as required by the practitioner, the care plan and own scope of practice |
| 2.5 | Communicate information to other team members while maintaining confidentiality |
| 2.6 | Explain how to seek guidance and refer on to the appropriate person if any adverse events occur in line with organisational requirements |
| 2.7 | Collaborate during activities that require team work |
| 2.8 | Record information as directed by the practitioner in line with national and local policy |

| 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: Y/616/3914 : Support individuals to eat and drink**1. Be able to support individuals to make choices about food and drink****Assessment Criterion - The learner can:**

| | |
|---|---|
| 1.1 | Establish the individuals dietary requirements |
| 1.2 | Establish with the individual and key people the food and drink the individual wishes to consume |
| 1.3 | Encourage the individual to select suitable options for food and drink |
| 1.4 | Describe ways to resolve any concerns about the choice of food and drink |
| 1.5 | Describe how and when to seek guidance about an individuals choice of food and drink |
| 2. Be able to prepare to provide support for eating and drinking | |
| 2.1 | Identify support an individual requires when eating and drinking |
| 2.2 | Apply standard precautions for infection control |
| 2.3 | Support the individual to prepare to eat and drink |
| 2.4 | Provide suitable utensils to assist the individual to eat and drink |
| 3. Be able to provide support for eating and drinking | |
| 3.1 | Describe factors that promote an individuals dignity, comfort and enjoyment while eating and drinking |
| 3.2 | Support the individual to consume manageable amounts of food and drink at their own pace |
| 3.3 | Encourage the individual to eat and drink |
| 3.4 | Support the individual to clean themselves if food or drink is spilt |
| 3.5 | Respond to an individuals feedback or observed reactions while eating and drinking |
| 4. Be able to clear away after eating and drinking | |
| 4.1 | Explain why it is important to be sure that an individual has finished eating and drinking before clearing away |
| 4.2 | Confirm that the individual has finished eating and drinking |
| 4.3 | Clear away used crockery and utensils in a way that promotes active participation |
| 4.4 | Support the individual to wash their hands and make themselves clean and tidy after eating and drinking |
| 4.5 | Store or dispose any left-over food and drink |
| 5. Be able to monitor eating and drinking and the support provided | |
| 5.1 | Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter |
| 5.2 | Monitor, record and report: <ul style="list-style-type: none">• the food and drink the individual consumes• any issues or concerns in relation to the individual and their eating and drinking |
| 5.3 | Report support provided for eating and drinking |

| 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 |