Handbook

ACD3 – VTCT (Skillsfirst) Level 3 Diploma in Adult Care (RQF)

610/0209/4

Version 12

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Diploma in Adult Care (RQF)
Qualification number	610/0209/4
Product code	ACD3
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	58
Total Qualification Time (TQT)	580
Guided Learning (GL) hours	391
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	Learners would be expected to have met the standards of the Care Certificate as part of their induction programme.
Support materials	Support materials can be found on the website (if applicable)
Qualification partnership	

2 Qualification information

2.1 Qualification aim and design

This qualification sets out the minimum requirements for a qualification that develops and confirms the competence of those who work in health and adult care services in England.

The titling of each mandatory unit within the qualification mirrors the Skills for Care performance requirements listed in the agreed specification, whilst the skills and knowledge requirements listed are all included within the unit content.

Learners completing this qualification will work in adult social care and have responsibility for providing person-centred, values-driven care and support for those accessing the service. They will work under the direction of their manager or supervisor, but will have a degree of autonomy. Learners would be expected to have met the standards of the Care Certificate as part of their induction programme. As well as demonstrating best practice, they will be working towards promoting and modelling it.

Learners may or may not have supervisory responsibility for others.

This qualification recognises the knowledge, skills and behaviours needed to demonstrate effective communication, values and behaviours, health and safety, personal development and the responsibilities of self and others, including safeguarding. It could also be used as CPD for experienced and specialist supervisory staff in adult care seeking a qualification to recognise their competence.

2.2 Progression opportunities

This qualification provides progression to the following qualification:

- Level 4 Diploma in Adult Care (RQF)

In addition to other related higher-level qualifications.

3 Qualification structure

To be awarded the Level 3 Diploma in Adult Care (RQF) learners must achieve all mandatory units. All **58** credits must be achieved, of which a minimum of **19** credits must be from optional units.

The minimum TQT required to achieve this qualification is **580**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 39 credits				
ACS1	Ways of working in care settings	3	3	M/650/0705
ACS2	Safeguarding in care settings	3	4	R/650/0706
ACS3	Mental capacity and restrictive practice in care settings	3	2	T/650/0707
ACS4	Duty of care in care settings	3	2	Y/650/0708
ACS5	Promote effective communication in care settings	3	4	A/650/0709
ACS6	Handling information in care settings	3	2	H/650/0710
ACS7	Promote person-centred practice in care settings	3	3	J/650/0711
ACS8	Promote choice and independence in care settings	3	2	K/650/0712
ACS9	Promote health and well-being in care settings	3	3	L/650/0713
ACS10	Promote equality, diversity, inclusion and human rights in care settings	3	3	M/650/0714
ACS11	Promote health, safety and security in care settings	3	4	R/650/0715
ACS12	Promote Infection prevention and control in care settings	3	2	T/650/0716
ACS13	Promote continuing personal development in care settings	3	3	Y/650/0717
ACS14	Promote personal well-being in care settings	3	2	A/650/0718

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group O): minimum 19 credits				
ADV301	Purpose and principles of independent advocacy	3	4	M/502/3146
ASM1	Recognise indications of substance misuse and refer individuals to specialists	3	4	M/601/0648
ASM24	Develop and sustain effective working relationships with staff in other agencies	3	4	R/601/3526
ASM34	Administer medication to individuals, and monitor the effects	3	5	Y/501/0598
ACCA32	Regulatory processes for adult care	5	3	H/6503862
CH31	Undertake stoma care	3	4	R/602/2677
CH33	Undertake treatments and dressings of lesions and wounds	3	4	J/602/3101
CH47	Administer oral nutritional products to individuals	3	5	J/602/4006
CH60	Support carers to meet the care needs of individuals	3	5	R/602/4011
CMH302	Understand mental health problems	3	3	J/602/0103
DA4	Understand the treatment and management of diabetes	2	5	L/505/1147
DEM301R	Understand the process and experience of dementia	3	3	F/615/4480
DEM302	Understand and meet the nutritional requirements of individuals with dementia	3	3	T/601/9187
DEM304	Enable rights and choices of individuals with dementia whilst minimising risks	3	4	A/601/9191
DEM312	Understand and enable interaction and communication with individuals who have dementia	3	4	Y/601/4693
DEM313	Equality, diversity and inclusion in dementia care practice	3	4	F/601/4686
ELC1	Understand how to work in end of life care	2	3	A/503/8085
ELC2	Understanding the role of the care worker in time of death	2	3	H/505/1980
HSC2001	Provide support for therapy sessions	2	2	D/601/9023
HSC2003	Provide support to manage pain and discomfort	2	2	K/601/9025
HSC2017	Provide agreed support for foot care	2	3	R/601/8663
HSC3003	Provide support to maintain and develop skills for everyday life	3	4	L/601/8028
HSC3013	Support individuals to access and use services and facilities	3	4	F/601/7927
HSC3020	Facilitate person-centred assessment planning implementation and review	3	6	H/601/8049
HSC3045	Promote positive behaviour	3	6	F/601/3764

HSC3046	Introduction to personalisation in social care	3	3	K/601/9493
HSC3048	Support individuals at the end of life	3	7	T/601/9495
HSC3052	Undertake physiological measurements	3	3	R/601/8662
HSC3053	Obtain venous blood samples	3	3	D/601/8860
HSC3057	Work with families, carers and individuals during times of crisis	4	5	F/601/9029
HSC3066	Support positive risk taking for individuals	3	4	L/601/9549
HSC3075P	Understand Parkinson's for health and social care staff	3	2	R/615/4483
LD308	Support individuals with a learning disability to access healthcare	3	3	J/601/8657
LD310	Understand how to support individuals with autistic spectrum conditions	3	3	T/601/5317
LDSSMP3	Professional practice in learning development and support services	3	5	D/600/9799
ACLGBT9	Support LGBT people with learning disabilities	2	3	H/650/3853
ACLGBT11	Support a LBGT person at end of life	2	2	K/650/3855
MF4	Develop and implement marketing plans	4	6	K/600/9790
ML43	Recruitment, selection and induction practice	4	6	R/506/2909
PBD1	Use devices and handle information	2	2	D/618/8474
PBD2	Be safe and responsible online	2	2	H/618/8475
PBD3	Principles of social media within a business	2	3	K/618/8476
PDOP33	Understand the impact of acquired brain injury on individuals	3	3	Y/601/6167
SCM301	Understand stroke care management	3	4	H/615/4486
SSOP24	Contribute to supporting individuals in the use of assistive technology	2	3	H/601/3451
SSOP32	Promote effective communication with individuals with sensory loss	3	4	K/601/3483
SSOP33	Support individuals with multiple conditions and/or disabilities	3	4	A/601/5190
SSOP37	Support individuals to access education, training or employment	4	4	H/601/3546
ACTM1	Leading people	3	6	M/650/3848
ACTM2	Managing people	3	6	R/650/3849
ACTM3	Building relationships	3	4	D/650/3851
ACTM5	Operational management	3	8	F/650/3852

3.1 Optional unit content mapping

Mapping of the optional units within this qualification to the additional requirements specified by Skills for Care can be found in the Appendix.

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Assessors and those responsible for internal quality assurance are appointed by the recognised centre and approved by Skillsfirst through the external verifier.

4.3 Occupational competence

To be occupationally competent, an assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at the unit level, which might mean different assessors across a whole qualification. Being occupationally competent means that the assessor is also occupationally knowledgeable. The occupational competence of an assessor should be maintained by continuing learning and demonstrating professional development. This could also be demonstrated through registration with a health and social care regulator, such as the Health & Care Professions Council or other similar regulators.

4.4 Occupational knowledge

To be occupationally knowledgeable, each assessor should possess knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.5 Qualification requirements of those involved in assessment and internal quality assurance

Assessors must hold, or be working towards, the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an assessor is occupationally competent, but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by unqualified assessors, until the individual is fully qualified.

Those responsible for internal quality assurance must hold, or be working towards, the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify, however, they must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

Skillsfirst would like to remind centres that it is their responsibility to familiarise themselves with Skills for Care's assessment principles. For further information go to: www.skillsforcare.org.uk

4.6 Expert witnesses

4.6.1 Overview

Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Skillsfirst's requirements for the assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

4.6.2 Requirements for expert witnesses

An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.7 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and those responsible for internal quality assurance plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IQAs in ensuring that their knowledge remains current in the occupational area and demonstrates best practice in: delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to these requirements.

4.8 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit, which may be supplied via:

- Observation of workplace activities
- Expert witness testimony
- Professional discussion and questions
- Learner reports/reflective accounts and inspection of products using evidence appropriate to the learner's job role

Centres must refer to individual optional units for specific assessment methods as these may vary.

It is expected that learners will practice core values and attitudes, such as: dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality.

5.2 Assessment principles

Learners must be registered with Skillsfirst before formal assessment commences.

Assessors must be able to evidence and justify the assessment decisions that they have made.

Skills-based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and minimise the impact on individuals and their families and carers. Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Assessment of knowledge-based learning outcomes

- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally, assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

5.3 Simulation and witness testimony

Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording will require consent by the individual (and their families or carers) and should not be used where this compromises the privacy, dignity or confidentiality of any individual.

Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills. Witness testimony from others, including individuals and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

5.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

ACS1 – Ways of working in care settings

Unit reference number: M/650/0705

Level: 3 **Credit value: 3** **Guided Learning (GL) hours: 21**

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand agreed ways of working

LO2 Be able to work in ways that are agreed with the employer

LO3 Understand working relationships in care settings

LO4 Understand how to work in partnership with others

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Delegated healthcare task: A delegated healthcare task is a health intervention or activity usually of a clinical nature, which a registered healthcare professional delegates to a paid care worker. It is recognised that not all care and support workers will have healthcare tasks delegated to them. However, it is important learners develop an understanding of what these are and the requirements around them. This will help prepare learners for potential delegated responsibility in the future.

Delegated healthcare tasks may include, but are not limited to:
- supporting skin integrity and wound healing by changing dressing
- supporting a person's nutrition using a PEG (Percutaneous endoscopic gastrostomy)
- supporting a person to manage their diabetes through insulin administration and monitoring

Quality assurance processes: This will include own role, understanding and accountability with internal governance and processes used such as assurance and auditing procedures

Agreed ways of working: These will include policies and procedures, job descriptions and less formal agreements and expected practices

Working relationships: Learners must consider the following groups of people they have working relationships with (unless their role means they do not have a relationship with a particular group of people):
- individuals accessing care and support services
- the friends, family and loved ones of those accessing care and support services
- peers and team members
- other colleagues (paid and volunteers) within the organisation
- managers and senior management
- paid workers and volunteers from other organisations and teams

Others: In this context, others may include:
- individuals accessing care and support services
- the friends, family and loved ones of those accessing care and support services
- peers and team members
- manager and senior management
- paid workers and volunteers from other organisations and teams

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand agreed ways of working	1.1 Explain the importance of working within the scope of own role, responsibility and training
	1.2 Define the term '**delegated healthcare task**' and explain who might delegate a healthcare task, and why
	1.3 Interpret their own role in **quality assurance processes** and promoting positive experiences for individuals accessing care

Learning Outcome	Assessment Criteria
LO2 Be able to work in ways that are agreed with the employer	2.1 Demonstrate how to access full and up-to-date details of agreed ways of working with the employer
	2.2 Implement agreed ways of working with the employer

Learning Outcome	Assessment Criteria
LO3 Understand working relationships in care settings	3.1 Explain how a working relationship is different from a personal relationship
	3.2 Interpret different **working relationships** in care settings
	3.3 Explain why it is important to work in partnership with **others**
	3.4 Describe the different skills and approaches used when working in partnership with others
	3.5 Explain how and when to access support and advice about: • partnership working • resolving conflicts in relationships and partnerships

Learning Outcome	Assessment Criteria
LO4 Understand how to work in partnership with others	4.1 Demonstrate ways of working that can help improve partnership working with others

ACS1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2022	Rebranded	Qualification Administrator

Unit Handbook

ACS2 – Safeguarding in care settings

Unit reference number: R/650/0706

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 35**

Unit aim

This unit is aimed at those working in a wide range of care settings. This unit introduces the important area of safeguarding individuals from abuse. It provides an understanding of the national and local context of safeguarding and protection from abuse and neglect, ways to reduce the likelihood of abuse or neglect occurring and the principles of online safety. It also provides the learning with knowledge of how to recognise signs of abuse and neglect, how to respond to suspected or disclosed abuse and neglect and how to recognise and report unsafe practices.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the national and local context of safeguarding and protection from abuse and neglect

LO2 Know how to recognise signs of abuse and neglect

LO3 Understand ways to reduce the likelihood of abuse or neglect occurring

LO4 Know how to respond to suspected or disclosed abuse and neglect

LO5 Know how to recognise and report unsafe practices

LO6 Understand the principles of online safety

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Relevant legislation: Learners should consider how different legislation relates to, and influences, safeguarding practices. This may include, but not be limited to:
- Liberty Protection Safeguards
- Mental Capacity Act 2005
- Human Rights Act 1998
- Equality Act 2010
- Mental Health Act 1983
- Health and Social Care Act 2012
- Care Act 2014

Principles: These may include, but not be limited to, the 6 principles of safeguarding embedded within the Care Act 2014: Empowerment, Prevention, Proportionality, Protection, Partnership and Accountability.

National policies and frameworks: These may include, but not be limited to: Making Safeguarding Personal

Local systems: These may include:
- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality.

Own role in safeguarding: This includes:
- whistle blowing **(**where a person (the whistle blower) exposes any kind of information or activity that is deemed illegal, unethical, or incorrect.)
- accountability for decision making
- information sharing

Factors: These may include:
- a setting or situation
- the individual and their care and support needs

Indicators: Learners should consider different kinds of abuse/neglect and the physical, emotional, behavioural and social indicators that suggest they may be occurring or have occurred.

Individual/s: In this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.

Different types of abuse and neglect: These include:
- physical abuse
- domestic abuse (learners should consider acts of control and coercion)
- sexual abuse
- psychological abuse
- financial/material abuse
- modern slavery
- discriminatory abuse
- organisational abuse
- neglect/acts of omission
- self-neglect.

Ways of working: These include:
- working with person centred values (these include individuality, rights, choice, privacy, independence, dignity, respect, care, compassion, courage, communication, competence, partnership)
- enabling active participation (this is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient)
- promoting choice and rights
- working in partnership with others.

Actions: These actions constitute the learner's responsibilities in responding to disclosures or suspicions of abuse in line with internal policies and procedures. They include actions to take if the disclosure or suspicion implicates:
- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others

Unsafe practices: These may include:
- poor working practices
- resource difficulties
- operational difficulties

Well-being: Well-being is a broad concept referring to a person's quality of life; taking in to account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being.

Online activities: these include the use of:
- electronic communication devices
- the internet
- social networking sites
- carrying out financial transactions online

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the national and local context of safeguarding and protection from abuse and neglect	1.1 interpret the relevant legislation, principles, national policies and frameworks and local systems that relate to safeguarding and protection from abuse and neglect
	1.2 describe the roles of different agencies in safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect
	1.3 identify current reports into serious failures in upholding individuals' rights to live free from abuse and neglect and explain how they influence current practice
	1.4 identify sources on information and advice about own role in safeguarding

Learning Outcome	Assessment Criteria
LO2 Know how to recognise signs of abuse and neglect	2.1 define what is meant by the terms: • safeguarding • abuse • harm
	2.2 describe the factors that contribute to an individual being more at risk of abuse or neglect
	2.3 interpret what is meant by different types of abuse and neglect
	2.4 describe indicators that show that an individual may be being abused
	2.5 describe indicators of perpetrator behaviour

Learning Outcome	Assessment Criteria
LO3 Understand ways to reduce the likelihood of abuse or neglect occurring	3.1 explain how the likelihood of abuse may be reduced by different ways of working
	3.2 explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.

Learning Outcome	Assessment Criteria
LO4 Know how to respond to suspected or disclosed abuse and neglect	4.1 describe the **actions** to take if there are suspicions an individual is being abused or neglected
	4.2 explain how to respond if an individual discloses that they are being abused
	4.3 describe the issues relating to consent to share information
	4.4 explain how to share information about suspicions or disclosures of abuse or neglect
	4.5 explain how to keep the individual and others appropriately informed and involved about their safeguarding concern in line with policies and procedures
	4.6 describe ways to ensure evidence is preserved
	4.7 explain how and when to seek support in relation to responding to safeguarding concerns
	4.8 explain how to respond to suspicion or disclosure that a child or young person is being abused or neglected

Learning Outcome	Assessment Criteria
LO5 Know how to recognise and report unsafe practices	5.1 describe unsafe practices that may affect individuals' well-being
	5.2 explain the actions to take if unsafe practices have been identified
	5.3 describe the action to take if suspected abuse or unsafe practices have been reported but no action taken in response

Learning Outcome	Assessment Criteria
LO6 Understand the principles of online safety	6.1 explain the importance of balancing online safety measures with the benefits individuals can gain from accessing online systems, and the individual's right to make informed decisions
	6.2 interpret the potential risks to individuals presented by **online activities**
	6.3 describe ways of working inclusively with individuals to reduce the risks presented by online activities

ASC2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS3 – Mental capacity and restrictive practice in care settings

Unit reference number: T/650/0707

Level: 3
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of care settings. The unit provides learners with an understanding of the principles of mental capacity, the application of the principles of mental capacity and consent, as well as restrictive practices.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles of mental capacity

LO2 Understand the application of the principles of mental capacity and consent

LO3 Understand restrictive practices

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Principles: This must include the 'best interest' principle.

Legislation and codes of practice: These include, but are not limited to:
- Liberty Protection Safeguards
- Mental Capacity Act 2005
- Human Rights Act 1998
- Equality Act 2010
- Mental Health Act 1983
- Health and Social Care Act 2012
- Care Act 2014
- Data Protection Act 2018

Factors: These include, but are not limited to:
- fluctuating capacity
- time and decision specificity
- environment
- noise
- time of day
- coercive/controlling behave from others.

Individual/s: In this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.

Strategies and skills: These include effective communication and engagement skills to provide practical support. This may include:
- providing information in different formats
- using communication aids
- addressing environmental factors
- listening
- recognising and responding appropriately to coercive behaviours.

Steps to take: These will include adhering to the principles of the Mental Capacity Act as well as adhering to organisations policies and procedures and include best interest decisions.

Restrictive practice: Learners should consider restrictions and restraint. They should consider practices intended to restrict and restrain individuals as well as practices that do so inadvertently. Learners should demonstrate awareness of physical, mechanical, chemical, seclusion, segregation, psychological restraint and the threat of restraint.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of mental capacity	1.1 Describe the purpose and **principles** of relevant **legislation** and **codes of practice** relating to mental capacity, and explain how these principles interact
	1.2 Identify the **factors** that influence an **individual's** mental capacity and ability to express consent
	1.3 Explain the relationship between an individuals' mental capacity, consent, choice and safety
	1.4 Define what is meant by 'valid consent'

Learning Outcome	Assessment Criteria
LO2 Understand the application of the principles of mental capacity and consent	2.1 Interpret their own role and responsibilities in relation to relevant principles, legislation and codes of practice and upholding individuals' rights
	2.2 Explain why it is important to establish an individual's consent when providing care and support
	2.3 Explain how personal values and attitudes can influence perceptions of situations and of individuals' capacity
	2.4 Describe the **strategies and skills** that could be used to maximise individuals' capacity to make their own decisions
	2.5 Interpret their own role in identifying when an assessment of capacity may be required, explain the **steps to take** if consent cannot be readily established and their own role in this situation

Learning Outcome	Assessment Criteria
LO3 Understand restrictive practices	3.1 Define what is meant by '**restrictive practice**'
	3.2 Explain the importance and impact of seeking the least restrictive option for individuals
	3.3 Describe how to raise concerns when restrictions appear out of proportion with evident risk
	3.4 Interpret organisational policies and procedures in relation to restrictive practices and their own role in implementing these

ACS3 Document History

Version	Issue Date	Changes	Role
V0.1	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

ACS4 – Duty of care in care settings

Unit reference number: Y/650/0708

> **Level: 3**
> **Credit value: 2**
> **Guided Learning (GL) hours: 14**

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of how duty of care contributes to safe practice, as well as providing knowledge of how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care, how to respond to concerns and complaints, as well as how to recognise and respond to adverse events, incidents, errors and near misses.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how duty of care contributes to safe practice

LO2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

LO3 Know how to respond to concerns and complaints

LO4 Know how to recognise and respond to adverse events, incidents, errors and near misses

Version 1.0

Unit content

Assessment guidance

Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: In this context, this refers to everyone a worker is likely to come in to contact with, including:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in their own work role
	1.2 Explain how duty of care relates to duty of candour
	1.3 Explain how duty of care contributes to the safeguarding and protecting **individual**s' right to live in safety and be free from abuse and neglect

Learning Outcome	Assessment Criteria
LO2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Identify potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2 Explain how to work effectively with individuals and others to manage conflicts and dilemmas related to duty of care to achieve positive outcomes for individuals
	2.3 Explain where to get additional support and advice about conflicts and dilemmas

Learning Outcome	Assessment Criteria
LO3 Know how to respond to concerns and complaints	3.1 Interpret their own role in listening and responding to comments and complaints
	3.2 Interpret the agreed procedures for handling comments and complaints
	3.3 Explain the importance of empowering individuals and **others** to express their comments and complaints

Learning Outcome	Assessment Criteria
LO4 Know how to recognise and respond to adverse events, incidents, errors and near misses	4.1 Explain what is meant by: • an adverse event • an incident • an error • a near miss
	4.2 Explain how to recognise, report and respond to adverse events, incidents, errors and near misses
	4.3 Explain how their own role in recognising and responding to adverse events, incidents, errors and near misses can prevent further occurrences and improve quality of care

ACS4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

ACS5 – Promote effective communication in care settings

Unit reference number: A/650/0709

Level: 3
Credit value: 4
Guided Learning (GL) hours: 28

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of why effective communication is important in the work setting and considers the variety in peoples' communication needs and preferences and confidentiality in care settings. It also provides an understanding of the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences. This unit also provides learners with the skills and knowledge to be able to communicate effectively with others by meeting the communication and language needs, wishes and preferences of individuals

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand why effective communication is important in the work setting

LO2 Understand the variety in peoples' communication needs and preferences

LO3 Be able to communicate effectively with others

LO4 Be able to meet the communication and language needs, wishes and preferences of individuals

LO5 Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences

LO6 Understand confidentiality in care settings

Version 1.0

Unit content

Assessment guidance

Work setting: This may include one specific location or a range of locations depending on the context of the learners' role.

Communication styles, methods and skills: Learners should consider:
- verbal, such as words, voice, tone, pitch, spoken and written
- non-verbal, such as body language, proximity, eye contact, touch, gestures, behaviour
- additional methods to support communication, such as signs, symbols and pictures, objects of reference
- face to face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations
- active listening skills, such as paraphrasing, reflection, summarising, reframing, providing encouragement
- interpretation of non-verbal communication
- ability to use silence to provide space and support

Barriers: These may include, but are not limited to:
- environment
- time
- own physical, emotional or psychological state or that of others
- own skills, abilities or confidence
- own or others' prejudices
- conflict

Services: These may include, but are not limited to:
- translation services
- interpretation services
- speech and language services
- advocacy services

Poor or inappropriate: This may include, but is not limited to:
- patronising individuals
- not listening to individuals
- not making time to communicate effectively
- not respecting individuals' communication preferences, needs or strengths
- using communication skills to control or take ownership of an interaction
- interrupting or talking over someone
- offering inappropriate or unsolicited advice
- placating an individual.

Others: In this context, this refers to everyone a worker is likely to come in to contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Needs, wishes and preferences: These may be based on experiences, desires, values, beliefs or culture and may change over time.

Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand why effective communication is important in the work setting	1.1 Describe the different reasons people communicate
	1.2 Explain how communication affects relationships in the **work setting**
	1.3 Explain how communication skills can be used to manage complex, sensitive, abusive, and difficult situations
	1.4 Explain the importance of maintaining open and honest communication

Learning Outcome	Assessment Criteria
LO2 Understand the variety in peoples' communication needs and preferences	2.1 Describe the range of **communication styles, methods and skills** available
	2.2 Explain how people may use and or interpret communication methods and styles in different ways
	2.3 Identify the factors to consider when promoting effective communication
	2.4 Explain how digital and other technologies can be used to promote and enhance communication between self and others
	2.5 Describe the **barriers** that may be present when communicating with others
	2.6 Explain how to access extra support or **services** to enable effective communication with and between individuals
	2.7 Describe the impact of **poor or inappropriate** communication practices

Learning Outcome	Assessment Criteria
LO3 Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication methods and skills
	3.2 Apply communication skills appropriately in relation to message and audience for maximum impact
	3.3 Use communication skills to build relationships with **others**
	3.4 Demonstrate how to overcome barriers to communication with a range of people

Learning Outcome	Assessment Criteria
LO4 Be able to meet the communication and language needs, wishes and preferences of individuals	4.1 Establish the communication and language **needs, wishes and preferences** of **individuals** in order to maximise the quality of interaction
	4.2 Demonstrate a range of communication styles, methods and skills to meet individuals' needs
	4.3 Respond to an individual's reactions when communicating
	4.4 Demonstrate professionalism when using a variety of communication methods

Learning Outcome	Assessment Criteria
LO5 Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences	5.1 Interpret the purpose and principles of independent advocacy
	5.2 Explain when to offer support to individuals to access an advocate
	5.3 Explain how to support individuals to gain access to advocacy services

Learning Outcome	Assessment Criteria
LO6 Understand confidentiality in care settings	6.1 Interpret the meaning of the term 'confidentiality'
	6.2 Explain the importance of maintaining confidentiality when communicating with others
	6.3 Explain when and why confidentiality may need to be breached
	6.4 Identify the potential tension between maintaining an individual's confidentiality and disclosing concerns

ACS5 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

ACS6 – Handling information in care settings

Unit reference number: H/650/0710

Level: 3   **Credit value: 2**   **Guided Learning (GL) hours: 14**

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of the requirements for handling information in care settings and how to implement good practice in handling information

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand requirements for handling information in care settings

LO2 Implement good practice in handling information

Version 1.0

Unit content

Assessment guidance

Data and cyber security: Learners should consider features that ensure the confidentiality, availability and integrity of information. This should include:
- reducing data breaches
- securing devices
- safe use of email wherever relevant.

Others: In this context, this refers to everyone a worker is likely to come in to contact with, including:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Data breach: This is the accidental or unlawful destruction, loss, alteration unauthorised disclosure of, or access to, personal or secure data.

Storing and accessing: Where learners are required to store and access information manually and electronically, their assessment must include both manual and electronic storage and access arrangements.

Records: Where learners are required to use both electronic and manual recording systems, assessment must include both ways of record keeping.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand requirements for handling information in care settings	1.1 Interpret the legal requirements, policies and codes of practice for handling information in care settings
	1.2 Describe the features of manual and electronic information storage systems that help ensure **data** and cyber security
	1.3 Explain how to support **others** to keep information secure
	1.4 Define what would be considered a **'data breach'** in the handling of information, and how to respond

Learning Outcome	Assessment Criteria
LO2 Implement good practice in handling information	2.1 Ensure data security when **storing and accessing** information
	2.2 Maintain and promote confidentiality in day to day communication
	2.3 Maintain **records** that are up to date, complete, accurate and legible
	2.4 Support audit processes in line with their own role and responsibilities

ACS6 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS7 – Promote person-centred practice in care settings

Unit reference number: J/650/0711

Level: 3
Credit value: 3
Guided Learning (GL) hours: 21

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of the importance of individuals' relationships and the application of person-centred practices in care settings. It will also provide the learner with the skills and knowledge to able to work in a person-centred way.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to work in a person-centred way

LO2 Understand the application of person-centred practices in care settings

LO3 Understand the importance of individuals' relationships

Version 1.0

Unit content

Assessment guidance

Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: Others may include team members, other colleagues, those who use or commission their own health or social care services, families, carers and advocates.

History, preferences, wishes, strengths and needs: These may be based on experiences, desires, values, beliefs or culture and may change over time.

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

Person centred values: These include:
- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership

Strength-based approaches: Also referred to as 'asset-based approaches'. This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence.

Care plans: A care plan may be known by other names e.g. support plan or individual plan. It is the document where day to day requirements and preferences for care and support are detailed. Learners should consider how they use care plans when providing person centred care, but importantly should consider how care plans are used to create and enable person centred care. They should consider how the individuals' needs, wishes and preferences are included and reflected in the care plan. They should consider who should be involved in creating a care plan (the individual and those important to them, as well as professionals) and how the care plan is reviewed to ensure it continues to reflect the individual's aspirations.

Other resources: These may include, but are not limited to:
- one-page profiles
- advanced care plans
- assessments from other organisations
- information from other people important to the individual.

Planning for their futures: This may include, but is not limited to:
- living arrangements
- health and well-being
- relationships
- education or employment
- end of life care

Relationships: Learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should also consider intimacy, sexuality and sexual relationships.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to work in a person-centred way	1.1 Work with an **individual** and **others** to establish and understand the individual's **history, preferences, wishes, strengths and needs**
	1.2 Work with individuals to identify how they want to actively participate in their care and support, considering their: • history • preferences • wishes • strengths and needs
	1.3 Be **responsive** to individuals' changing needs or preferences and adapt actions and approaches accordingly
	1.4 Demonstrate respect for individuals' lifestyles, choices and relationships
	1.5 Promote understanding and application of **active participation** amongst others

Learning Outcome	Assessment Criteria
LO2 Understand the application of person-centred practices in care settings	2.1 Explain how person-centred values can be applied in a range of situations
	2.2 Explain how to effectively build relationships with individuals
	2.3 Explain how and why **person-centred values** and **strength-based approaches** must influence all aspects of care work
	2.4 Explain how to use **care plans** and **other resources** to apply person-centred values and strength-based approaches
	2.5 Explain how the active participation of individuals and others in care planning promotes person-centred values and strength-based approaches to meet the holistic needs of an individual, now and in **planning for their futures**
	2.6 Explain how to seek feedback to support the delivery of person-centred care in line with roles and responsibilities
	2.7 Explain how to support an individual to question or challenge decisions concerning them that are made by others

Learning Outcome	Assessment Criteria
LO3 Understand the importance of individuals' relationships	3.1 Describe the different people and **relationships** that may be important to individuals', including intimate or sexual relationships
	3.2 Explain the impact maintaining and building relationships can have for individuals
	3.3 Describe their own role in supporting individuals to maintain and build relationships

ACS7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS8 – Promote choice and independence in care settings

Unit reference number: K/650/0712

Level: 3
Credit value: 2
Guided Learning (GL) hours: 7

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of the role of risk assessments in promoting person-centred approaches, choice and independence. It also provides the learner with the skills and knowledge to promote individuals' independence and their rights to make choices.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Promote individuals' rights to make choices

LO2 Promote individuals' independence

LO3 Understand the role of risk assessments in promoting person-centred approaches, choice and independence

Version 1.0

Unit content

Assessment guidance

Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Informed consent: Where an individual, with capacity to consent, voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits and alternatives.

Technologies: These might include assistive technology and/or digital technology.

Risk assessment methods: In line with organisational policies, procedures and practices.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Promote individuals' rights to make choices	1.1 Support **individual**s to make informed choices and decisions
	1.2 Establish **informed consent** when providing care and support
	1.3 Use support mechanisms and guidance to support the individual's right to make choices
	1.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices

Learning Outcome	Assessment Criteria
LO2 Promote individuals' independence	2.1 Involve individuals in their care and support
	2.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care
	2.3 Identify a range of **technologies** that can support or maintain individual's independence

Learning Outcome	Assessment Criteria
LO3 Understand the role of risk assessments in promoting person-centred approaches, choice and independence	3.1 Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks
	3.2 Identify the different **risk assessments methods** that can be used in different situations and describe their own role within these
	3.3 Explain the importance of reviewing and updating individuals' risk assessments
	3.4 Explain when individuals' risk assessments should be reviewed and updated
	3.5 Identify who should be involved in the review and update of individuals' risk assessments

ACS8 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS9 – Promote health and well-being in care settings

Unit reference number: L/650/0713

> **Level: 3**
> **Credit value: 3**
> **Guided Learning (GL) hours: 14**

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of the importance of individuals' well-being. It also provides the learner with the skills and knowledge to know how to monitor individuals' health, promote individuals' health and well-being and to be able to assess and respond to changes in an individual's health and well-being.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of individuals' well-being

LO2 Know how to monitor individuals' health

LO3 Be able to assess and respond to changes in an individual's health and well-being

LO4 Promote individuals' health and well-being

Version 1.0

Unit content

Assessment guidance

Individuals' well-being: In this context, well-being refers to that of people accessing care and support services. Well-being is broad concept referring to a person's quality of life. It takes into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being.

Factors: Factors affecting well-being will be different for different people. Learners should show consideration for environmental, physical, social and psychological factors.

Range of services and resources: Learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals' different well-being strengths and needs.

Early indicators: These may also be referred to as 'soft signs' of deterioration and include: Restlessness, confusion, temperature changes, changes in mobility, pain, discoloured skin, changes in appetite, breathing difficulties, changes to urine or bowel habits, sickness, changes in mood or temperament.

Appropriate tools: Tools will vary depending on learner's role and organisational practices. They may include, but are not limited to:
- 'Stop and Watch'
- RESTORE2,
- NEWS2,
- SBARD (Situation, Background, Assessment, Recommendation, Decision)
- technological aids

Appropriate action: Actions will vary depending on learners' role and organisational practices, as well as the specific change in an individual's well-being. Action may include referring to a colleague or another organisation.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of individuals' well-being	1.1 Identify the relationship between identity, self-image and self-esteem and explain the impact this can have on an **individual's well-being**
	1.2 Describe **factors** that positive and negatively influence the individuals' well-being
	1.3 Describe the **range of services and resources** available to support individuals' well-being and how to access this
	1.4 Explain how an individuals' well-being may affect their behaviours and relationships

Learning Outcome	Assessment Criteria
LO2 Know how to monitor individuals' health	2.1 Explain how to engage and involve individuals in monitoring their own health and well-being
	2.2 Describe the **early indicators** of physical and mental health deterioration
	2.3 Explain how to escalate concerns about an individual's health deterioration, and to whom

Learning Outcome	Assessment Criteria
LO3 Be able to assess and respond to changes in an individual's health and well-being	3.1 Engage and involve individuals in understanding and monitoring their health and well-being
	3.2 Use **appropriate tools** to monitor and report changes in health and well-being
	3.3 Record observations of health and well-being and take **appropriate action**

Learning Outcome	Assessment Criteria
LO4 Promote individuals' health and well-being	4.1 Support an individual in a way that promotes their sense of identity, self-image and self-esteem
	4.2 Demonstrate ways to contribute to an environment that promotes well-being
	4.3 Demonstrate a person-centred approach to working with individuals and others to improve individuals' health and well-being

ACS9 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS10 – Promote equality, diversity, inclusion and human rights in care settings

Unit reference number: M/650/0714

Level: 3
Credit value: 3
Guided Learning (GL) hours: 21

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of the range of influencers on working practices to promote equality, diversity, inclusion and human rights and the importance of equality, diversity, inclusion and human rights within own work setting. It also provides the learner with the skills and knowledge to know how to promote equality, diversity, inclusion, and human rights and to work in an inclusive way.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand influencers on working practices to promote equality, diversity, inclusion and human rights

LO2 Understand the importance of equality, diversity, inclusion and human rights within own work setting

LO3 Know how to promote equality, diversity, inclusion, and human rights

LO4 Work in an inclusive way

Version 1.0

Unit content

Assessment guidance

Legislation: These must relate to equality, diversity, inclusion, discrimination and human rights and may include:
- Equality Act 2010
- Human Right Act 1998
- Health and Social Care Act 2012

External factors: These may include, but are not limited to:
- societal movements and campaigns
- periods in modern history

Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Own role in promoting: This may include the learner's role:
- within their team, workplace or organisation
- within networks of practice
- within the community
- supporting or advising other professionals with regards to reasonable adjustments for individuals

Effects: These may include effects on the individual, their loved ones, those who inflict discrimination and the wider community and society.

Others: In this context, this refers to everyone a worker is likely to come in to contact with, including:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand influencers on working practices to promote equality, diversity, inclusion and human rights	1.1 Interpret how **legislation**, policies and codes of practice apply to, and influence, their own work role
	1.2 Describe how **external factors** influence their own work role

Learning Outcome	Assessment Criteria
LO2 Understand the importance of equality, diversity, inclusion and human rights within own work setting	2.1 Interpret the definition and relevance to their own practice of: • diversity • equality • inclusion • discrimination • unconscious bias • protected characteristics • human rights
	2.2 Explain how inclusive practice and cultures promote equality, diversity, inclusion and human rights
	2.3 Explain how the promotion of equality, diversity, inclusion and human rights can lead to improved outcomes for **individuals**
	2.4 Explain how their organisation promotes equality, diversity, inclusion and human rights
	2.5 Interpret their **own role in promoting** equality, diversity inclusion and human rights within their organisation

Learning Outcome	Assessment Criteria
LO3 Know how to promote equality, diversity, inclusion, and human rights	3.1 Describe the potential **effects** of discrimination
	3.2 Explain how unconscious biases may affect their own and **others'** behaviours
	3.3 Explain how to respond to, and challenge, discrimination in a way that promotes positive change
	3.4 Explain how to report any discriminatory or exclusive behaviours, and to whom

Learning Outcome	Assessment Criteria
LO4 Work in an inclusive way	4.1 Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values and preferences
	4.2 Promote a culture that supports inclusive practices
	4.3 Reflect on and make improvements to their own practice in promoting equality, diversity, inclusion and human rights

ACS10 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS11 – Promote health, safety and security in care settings

Unit reference number: R/650/0715

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 14**

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of their own responsibilities, and the responsibilities of others, relating to health and safety and the procedures for responding to accidents and sudden illness. It also provides the learner with the skills and knowledge to carry out their own responsibilities for health and safety, move and handle equipment and other objects safely, handle hazardous substances and materials and to promote fire safety and implement security measures in the work setting.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand their own responsibilities, and the responsibilities of others, relating to health and safety

LO2 Understand procedures for responding to accidents and sudden illness

LO3 Carry out their own responsibilities for health and safety

LO4 Move and handle equipment and other objects safely

LO5 Handle hazardous substances and materials

LO6 Promote fire safety in the work setting

LO7 Implement security measures in the work setting

Version 1.0

Unit content

Assessment guidance

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

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

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

Tasks: These may include:
- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Describe the legislation relating to health and safety in a care **work setting**
	1.2 Interpret the main points of health and safety **policies and procedures** as agreed with the employer
	1.3 Explain the main health and safety responsibilities of: • self • the employer or manager • **others** in the work setting
	1.4 Describe those **tasks** in the work setting that should not be carried out without special training

Learning Outcome	Assessment Criteria
LO2 Understand procedures for responding to accidents and sudden illness	2.1 Describe the different types of accidents and sudden illnesses that may occur in own work setting
	2.2 Describe the procedures to be followed if an accident or sudden illness should occur

Learning Outcome	Assessment Criteria
LO3 Carry out own responsibilities for health and safety	3.1 Use policies and procedures or other agreed ways of working that relate to health and safety
	3.2 Support others' understanding and follow safe practices
	3.3 Monitor potential health and safety risks
	3.4 Use risk assessment in relation to health and safety
	3.5 Minimise and manage potential risks and hazards
	3.6 Access additional support or information relating to health and safety

Learning Outcome	Assessment Criteria
LO4 Move and handle equipment and other objects safely	4.1 Interpret the main points of legislation that relate to moving and handling
	4.2 Explain the principles for safe moving and handling
	4.3 Move and handle equipment and other objects safely

Learning Outcome	Assessment Criteria
LO5 Handle hazardous substances and materials	5.1 Describe the types of hazardous substances that may be found in the work setting
	5.2 Demonstrate safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials

Learning Outcome	Assessment Criteria
LO6 Promote fire safety in the work setting	6.1 Describe the practices that prevent fires from: • starting • spreading
	6.2 Describe the emergency procedures to be followed in the event of a fire in the work setting
	6.3 Demonstrate measures that prevent fires from starting
	6.4 Ensure clear evacuation routes are maintained at all time

Learning Outcome	Assessment Criteria
LO7 Implement security measures in the work setting	7.1 Explain the importance of ensuring that others are aware of own whereabouts
	7.2 Use agreed procedures for checking the identity of anyone requesting access to: • premises • information
	7.3 Use measures to protect own security and the security of others in the work setting

ACS11 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS12 – Promote Infection prevention and control in care settings

Unit reference number: T/650/0716

Level: 3
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of how to prevent and control the spread of infection. It also provides the learner with the skills and knowledge to prevent and control the spread of infection in their work setting.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to prevent and control the spread of infection

LO2 Prevent and control the spread of infection

Version 1.0

Unit content

Assessment guidance

Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: In this context, this refers to everyone a worker is likely to come in to contact with, including:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Decontamination: After cleaning, environments and equipment may require disinfection and sterilisation.

Use appropriate personal protective equipment (PPE): This should include the different equipment available and donning/doffing and disposal.

Hand hygiene: Refers to following recommended hand-washing techniques and the use of appropriate sanitizer.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to prevent and control the spread of infection	1.1 Identify different types of infection and describe how they are spread (chain of infection)
	1.2 Explain how to identify **individuals** who have, or are at risk of developing, an infection and the actions to take to reduce the risks to them and **others**
	1.3 Explain their own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection
	1.4 Explain their own role in supporting others to follow practices that reduce the spread of infection
	1.5 Explain their own responsibilities for ensuring the appropriate cleaning and **decontamination** of environments and equipment

Learning Outcome	Assessment Criteria
LO2 Prevent and control the spread of infection	2.1 Risk assess a range of situations and select and use **appropriate personal protective equipment (PPE)** correctly
	2.2 Identify when it is necessary to perform **hand hygiene**
	2.3 Select appropriate products and perform hand hygiene using recommended techniques
	2.4 Ensure that own health and hygiene does not pose a risk to individuals and others

ACS12 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS13 – Promote continuing personal development in care settings

Unit reference number: Y/650/0717

Level: 3
Credit value: 3
Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of the value of reflective practice. It also provides the learner with the skills and knowledge to know what is required to be competent in their own role, to demonstrate commitment to their own development and to use reflective practice to improve ways of working. The unit also provides the learner with the opportunity to develop leadership behaviours.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Know what is required to be competent in own role

LO2 Demonstrate commitment to own development

LO3 Understand the value of reflective practice

LO4 Use reflective practice to improve ways of working

LO5 Develop leadership behaviours

Version 1.0

Unit content

Assessment guidance

Duties and responsibilities: Learners should discuss their duties and responsibilities in the context of providing person centred care and support.

Standards: These may include Codes of Practice, regulations, minimum standards, national occupational standards.

Continuing professional development: Refers to the process of monitoring and documenting the skills, knowledge and experience gained both formally and informally, beyond initial training.

Sources of support: These may include:
- formal or informal support
- supervision
- appraisal
- mentoring
- peer support
- within and outside the organisation

Others: In this context, this will likely refer to line-manager, assessor and/or supervisor. It could also include:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- professionals from other services

Personal and professional development plan: This plan might be known by different names, but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives, timescales for review.

Scope: Learners should recognise that it is also important to reflect on the practice or behaviours of others as well as reflect on events, activities and situations in order to gain insight and understanding.

Learning activities: Evaluation must cover a range of learning activities and must include reference to online learning. This may include, but not be limited to:
- e-learning
- virtual classrooms
- online tutorials
- webinars
- internet research
- face to face methods (where learner has access)

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know what is required to be competent in own role	1.1 Describe the **duties and responsibilities** of their own work role
	1.2 Interpret the expectations of their own work role as expressed in relevant **standards**
	1.3 Explain the relationship between **continuing professional development** and the provision of quality care
	1.4 Identify the **sources of support** for planning and reviewing own development

Learning Outcome	Assessment Criteria
LO2 Demonstrate commitment to own development	2.1 Assess their own knowledge, performance and understanding against relevant standards
	2.2 Work with **others** to identity and prioritise own learning needs, professional interests and development aspirations
	2.3 Work with others to agree their own **personal and professional development plan**
	2.4 Work with others to achieve and review personal and professional development plan
	2.5 Record progress in relation to personal and professional development

Learning Outcome	Assessment Criteria
LO3 Understand the value of reflective practice	3.1 Describe the benefits and **scope** of reflective practice
	3.2 Explain the importance of reflective practice in supporting continuous improvements to their own practice and provision of quality care

Learning Outcome	Assessment Criteria
LO4 Use reflective practice to improve ways of working	4.1 Reflect on how **learning activities** have affected practice
	4.2 Reflect on how their own values, beliefs and experiences may affect working practices
	4.3 Reflect on their own ability to use initiative, make decisions and take responsibility for their own actions
	4.4 Use reflections and feedback from others to evaluate their own performance and to inform development

Learning Outcome	Assessment Criteria
LO5 Develop leadership behaviours	5.1 Demonstrate high standards of practice to encourage others to make a positive difference
	5.2 Share ideas to improve services with others
	5.3 Promote partnership approaches to supporting individuals

ACS13 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS14 – Promote personal well-being in care settings

Unit reference number: A/650/0718

Level: 3
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides learners with an understanding of their own well-being and the importance of maintaining and improving their own well-being. It also provides the learner with the skills and knowledge to know how to maintain and improve their own well-being and how to manage their own stress and anxiety.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand own well-being

LO2 Understand the importance of maintaining and improving own well-being

LO3 Know how to maintain and improve own well-being

LO4 Know how to manage own stress and anxiety

Version 1.0

Unit content

Assessment guidance

Factors: These should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace.

Own well-being: In this context, well-being refers to that of the learner. Well-being is a broad concept referring to a person's quality of life taking in to account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being.

Indicators: These should specific to the learner. The learner should show consideration of physical, emotional and psychological indicators.

Others: These may include
- team members
- other colleagues
- individuals accessing care and support services
- families
- carers
- other professionals

Learners may also wish to consider their personal relationships.

Strategies: These should be specific to the learner. Strategies should include those that enable the learner to maintain their well-being as well as strategies to implement if indicators of deterioration are recognised.

Support offers: The range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to. These may include, but not be limited to:
- internal: supervision, employee assistance scheme, mentor or buddying systems
- external: self-help tools, apps and websites, local groups and networks

Stress: Stress can have positive, as well as negative, effects on a person. In this context, reference is made to the negative impacts of stress.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own well-being	1.1 Define what is meant by: • personal well-being • self-care • resilience
	1.2 Identify those **factors** that positively and negatively influence their **own well-being**
	1.3 Interpret the **indicators** of their own well-being and well-being deterioration

Learning Outcome	Assessment Criteria
LO2 Understand the importance of maintaining and improving own well-being	2.1 Explain how their own well-being impacts on • their own role and behaviour • **others**

Learning Outcome	Assessment Criteria
LO3 Know how to maintain and improve own well-being	3.1 Describe a range of **strategies** to maintain and improve own well-being
	3.2 Describe a range of well-being **support offers** available and how to access them
	3.3 Explain how to access professional help if needed

Learning Outcome	Assessment Criteria
LO4 Know how to manage own stress and anxiety	4.1 Define what is meant by: • **stress** • anxiety
	4.2 Describe indicators of stress and anxiety in oneself
	4.3 Describe factors that can trigger stress and anxiety in oneself
	4.4 Explain how stress and anxiety may affect their own reactions and behaviours towards others
	4.5 Describe a range of strategies for managing their own stress and anxiety
	4.6 Explain how to access a range of support offers

ACS14 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ADV301 – Purpose and principles of independent advocacy

Unit reference number: M/502/3146

Level: 3
Credit value: 4
Guided Learning (GL) hours: 25

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand independent advocacy

LO2 Explain principles and values underpinning independent advocacy

LO3 Describe the development of advocacy

LO4 Explain different types of advocacy support and their purpose

LO5 Understand the roles and responsibilities of an Independent Advocate

LO6 Understand advocacy standard

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand independent advocacy	1.1 Define independent advocacy
	1.2 Explain the limits to advocacy and boundaries to the service
	1.3 Identify the different steps within the advocacy process
	1.4 Distinguish when independent advocacy can and cannot help
	1.5 Identify a range of services independent advocates commonly signpost to
	1.6 Explain the difference between advocacy provided by independent advocates and other people

Learning Outcome	Assessment Criteria
LO2 Explain principles and values underpinning independent advocacy	2.1 Explain the key principles underpinning independent advocacy
	2.2 Explain why the key principles are important

Learning Outcome	Assessment Criteria
LO3 Describe the development of advocacy	3.1 Explain the purpose of independent advocacy
	3.2 Identify key milestones in the history of advocacy
	3.3 Explain wider policy context of advocacy

Learning Outcome	Assessment Criteria
LO4 Explain different types of advocacy support and their purpose	4.1 Compare a range of advocacy models
	4.2 Explain the purpose of different advocacy models
	4.3 Identify the commonalities and differences in a range of advocacy models

Learning Outcome	Assessment Criteria
LO5 Understand the roles and responsibilities of an Independent Advocate	5.1 Explain roles and responsibilities within independent advocacy
	5.2 Describe the limits and boundaries of an independent advocate
	5.3 Describe the skills, attitudes and personal attributes of a good advocate
	5.4 Identify when and who to seek advice from when faced with dilemmas

Learning Outcome	Assessment Criteria
LO6 Understand advocacy standards	6.1 describe a range of standards which apply to independent advocacy
	6.2 explain how standards can impact on the advocacy role and service

ADV301 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ASM1 – Recognise indications of substance misuse and refer individuals to specialists

Unit reference number: M/601/0648

Level: 3
Credit value: 4
Guided Learning (GL) hours: 24

Unit aim

This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Recognise indications of substance misuse

LO2 Assess and monitor risk

LO3 Handle information and maintain records

LO4 Refer individuals to appropriate services

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Recognise indications of substance misuse	1.1 Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
	1.2 Identify possible indications of substance misuse (e.g. physical, behavioural, social, emotional)
	1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse
	1.4 Show how to obtain specialist assistance where required
	1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date

Learning Outcome	Assessment Criteria
LO2 Assess and monitor risk	2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
	2.2 Review the assessment of risk and explain why this is important
	2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk

Learning Outcome	Assessment Criteria
LO3 Handle information and maintain records	3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so
	3.2 Identify the rights of individuals and the principle of confidentiality

Learning Outcome	Assessment Criteria
LO4 Refer individuals to appropriate services	4.1 Identify the range of services relevant to substance misuse available locally and nationally
	4.2 Demonstrate how to refer individuals to services in line with organisational requirements
	4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements

ASM1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ASM24 – Develop and sustain effective working relationships with staff in other agencies

Unit reference number: R/601/3526

Level: 3
Credit value: 4
Guided Learning (GL) hours: 24

Unit aim

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

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the context of working in partnership

LO2 Be able to develop effective working relationships with staff in other agencies

LO3 Be able to sustain effective working relationships

Version 1.0

Unit content

Assessment

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the context of working in partnership	1.1 Identify the nature, roles and functions, policies and procedures of principal agencies
	1.2 Identify structures, function, and methods of communication and decision making
	1.3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements
	1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working
	1.5 Identify the effect of agency culture and structure upon policy and practice of working in partnership
	1.6 Explain the principles and benefits of working in partnership

Learning Outcome	Assessment Criteria
LO2 Be able to develop effective working relationships with staff in other agencies	2.1 Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties
	2.2 Reach agreements about roles and responsibilities and arrangements for decision making
	2.3 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies
	2.4 Confirm arrangements for joint work which are • appropriate to the nature and purpose of the work • likely to be effective in establishing and maintaining relationships • respect confidentiality while balancing risks of sharing or not sharing information
	2.5 Identify effective methods to monitor and review the progress of joint work
	2.6 Obtain advice and support promptly when team discussion and supervision are appropriate
	2.7 Complete records accurately and clearly; and store them according to agency requirements
	2.8 Communicate information to people who are authorised to have it

Learning Outcome	Assessment Criteria
LO3 Be able to sustain effective working relationships	3.1 Identify the benefits and advantages of joint working and use these to develop own practice
	3.2 Identify factors which might hinder joint working
	3.3 Explain methods of identifying and resolving conflict within and between agencies and between individuals
	3.4 Demonstrate methods of assessing the effectiveness of joint working relationships
	3.5 Explain and defend the views of your agency and its policies
	3.6 Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved
	3.7 Complete records accurately and clearly and store them according to agency requirements
	3.8 Communicate information to people who are authorised to have it

ASM24 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ASM34 – Administer medication to individuals, and monitor the effects

Unit reference number: Y/501/0598

> **Level: 3**
> **Credit value: 5**
> **Guided Learning (GL) hours: 30**

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand legislation, policy and procedures relevant to administration of medication.

LO2 Know about common types of medication and their use.

LO3 Understand procedures and techniques for the administration of medication.

LO4 Be able to prepare for the administration of medication.

LO5 Be able to administer and monitor individuals' medication.

Version 1.0

Unit content

Assessment

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand legislation, policy and procedures relevant to administration of medication	1.1 Identify current legislation, guidelines, policies and protocols relevant to the administration of medication.

Learning Outcome	Assessment Criteria
LO2 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 the measurement of 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

Learning Outcome	Assessment Criteria
LO3 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.

Learning Outcome	Assessment Criteria
LO4 Be able to prepare for the administration of medication	4.1 Apply standard precautions for infection control
	4.2 Explain the appropriate timing of medication e.g. check that the individual has not taken any medication recently
	4.3 Obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns
	4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet

Learning Outcome	Assessment Criteria
LO5 Be able to administer and monitor individuals' medication	5.1 Select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary.
	5.2 Safely administer the medication: • in line with legislation and local policies • in a way which minimises pain, discomfort and trauma to the individual
	5.3 Describe how to report any immediate problems with the administration.
	5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay.
	5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others.
	5.6 Maintain the security of medication and related records throughout the process and return them to the correct place for storage.
	5.7 Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements.

ASM34 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACCA32 – Regulatory processes for adult care

Unit reference number: H/650/3862

Level: 5
Credit value: 3
Guided Learning (GL) hours: 19

Unit aim

This unit will give the learner the opportunity to gain an understanding of systems and requirements for the regulation of adult care services, the key roles, remits and responsibilities in registered services, the wider range of regulatory requirements that apply to the service and the inspection process.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand systems and requirements for the regulation of adult care services

LO2 Understand key roles, remits and responsibilities in registered services

LO3 Understand the inspection process

LO4 Understand the wider range of regulatory requirements that apply to the service

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. Learning outcome 4 must be assessed in a real work environment.

Assessment guidance

An example of a regulation process that applies to the service or aspects of it could be health and safety

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand systems and requirements for the regulation of adult care services	1.1 Summarise the reasons for the inspection system in England, its key drivers and underpinning legislation
	1.2 Analyse which services are subject to registration and to inspection
	1.3 Summarise the key areas of enquiry for inspection
	1.4 Explain the grading system and implications of each grade
	1.5 Evaluate the available sources of information and support

Learning Outcome	Assessment Criteria
LO2 Understand key roles, remits and responsibilities in registered services	2.1 Explain the key roles, remits and responsibilities of: • the Registered Manager • the Nominated Individual (and who may be appointed to this role) • the 'fit and proper person' • inspectors

Learning Outcome	Assessment Criteria
LO3 Understand the inspection process	3.1 Explain who needs to be aware of and/or involved in the inspection process
	3.2 Summarise how to prepare for an inspection
	3.3 Explain what is involved during an inspection and the information required
	3.4 Analyse the ways to address the outcome and impact of an inspection

Learning Outcome	Assessment Criteria
LO4 Understand the wider range of regulatory requirements that apply to the service	4.1 Summarise the range of regulation processes that apply to the service or aspects of it
	4.2 Analyse the types of information required for each regulation process
	4.3 Analyse areas where different regulatory frameworks may present conflicting requirements
	4.4 Summarise the ways to address conflicts caused by different regulatory frameworks

ACCA32 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

CH31 – Undertake stoma care
Unit reference number: R/602/2677

Level: 3
Credit value: 4
Guided Learning (GL) hours: 30

Unit aim

This unit is aimed at those who provide care to individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care. This unit is applicable in a variety of care environments including hospitals, care homes, the individuals own home or other community environments such as GP surgeries.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand current legislation national guidelines, policies, protocols and good practice related to assessment for stoma care

LO2 Understand the anatomy and physiology in relation to conditions requiring stoma care

LO3 Be able to prepare individuals for stoma care

LO4 Be able to carry out stoma care for individuals

LO5 Be able to monitor and check individuals following stoma care

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current legislation, national guidelines, policies, protocols and good practice related to assessment for stoma care	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice related to undertaking stoma care
	1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care

Learning Outcome	Assessment Criteria
LO2 Understand the anatomy and physiology in relation to conditions requiring stoma care	2.1 Describe the reasons why a stoma may be fashioned
	2.2 Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy
	2.3 Describe the potential consequences of contamination of stoma drainage systems
	2.4 Describe the effects of diet and mobility on stoma function

Learning Outcome	Assessment Criteria
LO3 Be able to prepare individuals for stoma care	3.1 Confirm the individual's identity and gain valid consent
	3.2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
	3.3 Carry out preparatory checks against the individual's care plan
	3.4 Apply standard precautions for infection prevention and control
	3.5 Apply health and safety measures relevant to the procedure and environment
	3.6 Prepare equipment and materials for stoma care as prescribed/detailed in the individual's plan of care

Learning Outcome	Assessment Criteria
LO4 Be able to carry out stoma care for individuals	4.1 Describe the factors which will affect the level of assistance required
	4.2 Agree the level of support required with the individual
	4.3 Demonstrate techniques to carry out stoma care in line with local policy and protocol
	4.4 Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable
	4.5 Assist individuals to select and consume food and drink
	4.6 Assist individuals to take any medication prescribed to maintain effective stoma function
	4.7 Give individuals the opportunity to dispose of their own used stoma care equipment
	4.8 Give individuals the opportunity to maintain their personal hygiene
	4.9 Provide active support for individuals to manage their own stoma
	4.10 Dispose of equipment and soiled linen in line with local policy and protocol

CH31 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CH33 – Undertake treatments and dressings of lesions and wounds

Unit reference number: J/602/3101

Level: 3
Credit value: 4
Guided Learning (GL) hours: 25

Unit aim

This unit develops the learner's knowledge and skills in carrying out treatments and dressings of lesions and wounds. A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/lesions. An insight into the process of wound healing is also required.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand safety measures specific to undertaking treatments and dressings of lesions and wounds

LO2 Understand wound infection and healing

LO3 Understand the rationale for carrying out procedures when treating wounds/lesions

LO4 Be able to prepare to treat and dress lesions and wounds

LO5 Be able to carry out treatments and dressings to lesions/wounds

LO6 Be able to record and report outcomes of the activities

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand safety measures specific to undertaking treatments and dressings of lesions and wounds	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds
	1.2 Explain the importance of maintaining compliance with health and safety guidance at all times
	1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures
	1.4 Explain the importance of wearing personal protective equipment

Learning Outcome	Assessment Criteria
LO2 Understand wound infection and healing	2.1 Define and explain asepsis, antisepsis and cross infection
	2.2 Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings
	2.3 Explain the process of wound healing and identify factors which promote and delay the process
	2.4 Outline potential sources and consequences of wound contamination and appropriate measures to avoid and deal with these

Learning Outcome	Assessment Criteria
LO3 Understand the rationale for carrying out procedures when treating wounds/lesions	3.1 Identify the types and functions of equipment, materials and dressings used in own work area
	3.2 Explain the importance of following procedures outlined in the Care Plan and the potential consequences of poor practice

Learning Outcome	Assessment Criteria
LO4 Be able to prepare to treat and dress lesions and wounds	4.1 Identify their own responsibilities and accountability with regards to legislation, policies and procedures while caring for
	4.2 Confirm the individual's identity and gain **valid consent** to carry out the procedure
	4.3 Provide information, support and reassurance to address the individual's needs and concerns
	4.4 Confirm all equipment and materials to be used are fit for purpose as outlined in the care plan
	4.5 Maintain the sterility of dressings prior to and during application

CH33 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CH47 – Administer oral nutritional products to individuals

Unit reference number: J/602/4006

Level: 3
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines

LO2 Understand common nutritional products and their uses

LO3 Understand how to manage possible reactions to the use of nutritional products

LO4 Be able to prepare for oral administration of nutritional products

LO5 Be able to administer oral nutritional products to individuals

LO6 Be able to maintain stock of nutritional products

Version 1.0

Unit content

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products
	1.2 Explain how to take information from medication administration charts to inform the administration of oral nutritional products
	1.3 Explain how to prepare oral nutritional product
	1.4 Explain how to ensure the dignity, safety and privacy of an individual during the procedure
	1.5 Explain how to check if the individual has taken the oral nutritional product

Learning Outcome	Assessment Criteria
LO2 Understand common nutritional products and their uses	2.1 Describe common nutritional products and their uses
	2.2 Explain how common nutritional products should be stored
	2.3 Describe the effects of common nutritional products, relevant to the **individuals'** condition
	2.4 Explain the importance of information labelling of nutritional products

Learning Outcome	Assessment Criteria
LO3 Understand how to manage possible reactions to the use of nutritional products	3.1 Describe common adverse reactions to nutritional products and how to recognise them
	3.2 Explain how to deal with common adverse reactions
	3.3 Explain how to deal with non-compliance when attempting to administer nutritional products
	3.4 Identify support staff to help manage reactions to the use of nutritional products
	3.5 Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products

Learning Outcome	Assessment Criteria
LO4 Be able to prepare for oral administration of nutritional products	4.1 Apply standard precautions for infection control
	4.2 Apply health and safety measures relevant to the procedure and environment
	4.3 Confirm the individual's identity and gain **valid consent** prior to administering nutritional products
	4.4 Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action
	4.5 Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences
	4.6 Prepare an individual to receive oral administration of nutritional products
	4.7 Select and prepare nutritional products according to the administration record and standard hygiene precautions
	4.8 Select materials, equipment and aids, which can be used for the oral administration of nutritional products

Learning Outcome	Assessment Criteria
LO5 Be able to administer oral nutritional products to individuals	5.1 Administer oral nutritional products to an individual according to the administration record and in a way, which minimises pain, discomfort and trauma for the individual
	5.2 Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately
	5.3 Dispose of waste products in line with local policy and protocol
	5.4 Update records in line with local policy and protocol

Learning Outcome	Assessment Criteria
LO6 Be able to maintain stock of nutritional products	6.1 Monitor and rotate stock levels, reporting any discrepancies to the appropriate person
	6.2 Maintain the correct storage conditions for oral nutritional products
	6.3 Dispose of out of date and part-used nutritional products in line with local policy and protocol
	6.4 Maintain stock records

CH47 Document History

Version	Issue Date	Changes	Role
v0.1	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CH60 – Support carers to meet the care needs of individuals

Level: 3
Credit value: 5
Guided Learning (GL) hours: 30

Unit aim

This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community

LO2 Understand why some individuals may need to be supported

LO3 Understand how to ensure individuals receive the support they need from carers

LO4 Be able to support carers to meet the care needs of individuals

Version 1.0

Unit content

Assessment guidance

Individuals can be adults, children, young people or older people

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which influence practice related to supporting **individuals** in the community

Learning Outcome	Assessment Criteria
LO2 Understand why some individuals may need to be supported	2.1 Identify the potential future pattern of disorders which may affect the lifestyle of **individuals**
	2.2 Describe the potential effects of dysfunction on the lifestyle of **individuals**
	2.3 Explain how increased dependence may affect **individuals**, carers and the provision of services

Learning Outcome	Assessment Criteria
LO3 Understand how to ensure individuals receive the support they need from carers	3.1 Explain reasons for linking support with need
	3.2 Explain the importance of establishing partnerships with carers
	3.3 Describe reasons for assessing a carer's strengths and weaknesses with regard to supporting **individuals**
	3.4 Describe the demands placed on a carer
	3.5 Describe potential tensions between the demands placed on a carer and other commitments
	3.6 Identify signs which would indicate potential problems with service delivery
	3.7 Explain how to report concerns regarding the care of an individual

Learning Outcome	Assessment Criteria
LO4 Be able to support carers to meet the care needs of individuals	4.1 Inform the carer of the individual's needs and care plan
	4.2 Discuss and agree the type of support needed by the carer for them to meet the individual's care needs
	4.3 Make arrangements for the provision of resources necessary for the carer to support the individual
	4.4 Provide the carer with information on how to contact the care team
	4.5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team
	4.6 Update records related to service delivery agreements in line with local policy and protocol

CH60 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CMH302 – Understand mental health problems

Unit reference number: J/602/0103

Level: 3
Credit value: 3
Guided Learning (GL) hours: 14

Unit aim

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

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know the main forms of mental ill health

LO2 Know the impact of mental ill health on individuals and others in their social network

Version 1.0

Unit content

Assessment guidance

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the main forms of mental ill health	1.1 Describe the main types of mental ill health according to the psychiatric (dsm/icd) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders
	1.2 Explain the key strengths and limitations of the psychiatric classification system
	1.3 Explain two alternative frameworks for understanding mental distress
	1.4 Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour

Learning Outcome	Assessment Criteria
LO2 Know the impact of mental ill health on individuals and others in their social network	2.1 Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health
	2.2 Explain how mental ill health may have an impact on the individual including: • Psychological and emotional • Practical and financial • The impact of using services • Social exclusion • Positive impacts
	2.3 Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: • Psychologically and emotionally • Practically and financially • The impact of using services • Social exclusion • Positive impacts
	2.4 Explain the benefits of early intervention in promoting an individual's mental health and well-being

CMH302 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

DA4 – Understand the treatment and management of diabetes

Unit reference number: L/505/1147

Level: 2
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

This unit will enable learners to understand how diabetes is treated and to prevent further complications.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand how diabetes is treated

LO2 Know the treatment for hypoglycaemia

LO3 Know the treatment for hyperglycaemia

LO4 Understand the complications that can occur as a result of having diabetes

LO5 Understand ways to prevent or detect complications associated with diabetes

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how diabetes is treated	1.1 Outline the care pathway for diabetes
	1.2 Describe the different types of medication used to treat Type 1 and Type 2 diabetes
	1.3 Describe the importance of diet and exercise for optimising blood glucose levels
	1.4 Identify how different forms of treatment can impact on an individual's daily life

Learning Outcome	Assessment Criteria
LO2 Know the treatment for hypoglycaemia	2.1 Identify common causes of hypoglycaemia
	2.2 Outline the signs and symptoms of hypoglycaemia
	2.3 Identify how hypoglycaemia is confirmed in an emergency
	2.4 Describe the action to take if an individual has hypoglycaemia

Learning Outcome	Assessment Criteria
LO3 Know the treatment for hyperglycaemia	3.1 Identify possible causes of hyperglycaemia
	3.2 Outline the signs and symptoms of hyperglycaemia
	3.3 Describe what action to take if an individual has hyperglycaemia

Learning Outcome	Assessment Criteria
LO4 Understand the complications that can occur as a result of having diabetes	4.1 Outline how stress and illness affects blood glucose
	4.2 Identify what is meant by diabetic ketoacidosis
	4.3 Describe a range of complications associated with diabetes
	4.4 Explain the links between diabetes and: • Cardiovascular disease • Dementia • Depression
	4.5 Outline the long-term health consequences of developing type 2 diabetes

Learning Outcome	Assessment Criteria
LO5 Understand ways to prevent or detect complications associated with diabetes	5.1 Suggest ways to prevent illness and infection
	5.2 Identify how regular monitoring can help to prevent complications
	5.3 Outline the regular screening process used for early detection of long-term complications
	5.4 Explain the importance of foot care for people with diabetes
	5.5 Describe the need for pre-pregnancy planning for those with diabetes
	5.6 Explain the importance of optimising blood glucose levels during pregnancy

DA4 Document History

Version	Issue Date	Changes	Role
V1	31/01/202	Re-branding	Qualification Administrator

Unit Handbook

DEM301R – Understand the process and experience of dementia

Unit reference number: F/615/4480

Level: 3
Credit value: 3
Guided Learning (GL) hours: 22

Unit aim

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

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the neurology of dementia

LO2 Understand the impact of recognition and diagnosis of dementia

LO3 Understand how dementia care must be underpinned by a person-centred approach

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the neurology of dementia	1.1 Describe a range of causes of dementia syndrome
	1.2 Describe the types of memory impairment commonly experienced by individuals with dementia
	1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
	1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
	1.5 Explain why the abilities and needs of an individual with dementia may fluctuate

Learning Outcome	Assessment Criteria
LO2 Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis
	2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
	2.3 Explain the process of reporting possible signs of dementia within agreed ways of working
	2.4 Describe the possible impact of receiving a diagnosis of dementia on: • The individual • Their family and friends

Learning Outcome	Assessment Criteria
LO3 Understand how dementia care must be underpinned by a person centred approach	3.1 Compare a person centred and a non-person centred approach to dementia care
	3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
	3.3 Describe how myths and stereotypes related to dementia may affect the individual and their carers
	3.4 Describe ways in which individuals and carers can be supported to overcome their fears

DEM301R Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

DEM302 – Understand and meet the nutritional requirements of individuals with dementia

Unit reference number: T/601/9187

Level: 3
Credit value: 3
Guided Learning (GL) hours: 26

Unit aim

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

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the nutritional needs that are unique to individuals with dementia

LO2 Understand the effect that mealtime environments can have on an individual with dementia

LO3 Be able to support an individual with dementia to enjoy good nutrition

Version 1.0

Unit content

Assessment guidance

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

Person-centred approach: This is a way of working which aims to put the person at the centre of the care situation; taking into account their individuality, wishes and preferences

Meal times may include:
- Meal planning
- Food shopping
- Food preparation
- Pre- and post-meal activities
- Dining
- Snacking

Well-being may include:
- Appropriate weight gain/loss
- Improved sleep patterns
- Reduced confusion
- Improved physical health
- Improved emotional state
- Reduced infections
- Reduced constipation

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the nutritional needs that are unique to individuals with dementia	1.1 Describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition
	1.2 Explain how poor nutrition can contribute to an individual's experience of dementia
	1.3 Outline how other health and emotional conditions may affect the nutritional needs of an individual with dementia
	1.4 Explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink
	1.5 Explain why it is important to include a variety of food and drink in the diet of an individual with dementia

Learning Outcome	Assessment Criteria
LO2 Understand the effect that mealtime environments can have on an individual with dementia	2.1 Describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia
	2.2 Describe how mealtime environments and food presentation can be designed to help an individual eat and drink
	2.3 Describe how a person-centred approach can support an individual, with dementia at different levels of ability, to eat and drink

Learning Outcome	Assessment Criteria
LO3 Be able to support an individual with dementia to enjoy good nutrition	3.1 Demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences
	3.2 Demonstrate how meal times for an individual with dementia are planned to support his/her ability to eat and drink
	3.3 Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed
	3.4 Demonstrate how a person-centred approach to meeting nutritional requirements has improved the well-being of an individual with dementia

DEM302 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

DEM304 – Enable rights and choices of individuals with dementia whilst minimising risks

Unit reference number: A/601/9191

Level: 3
Credit value: 4
Guided Learning (GL) hours: 26

Unit aim

This unit is about developing the learners' knowledge, understanding and skill of enabling the rights and choices of the individual with dementia whilst minimising risks.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand key legislation and agreed ways of working that supports the fulfilment of rights and choices of individuals with dementia while minimising risk of harm

LO2 Be able to maximise the rights and choices of individuals with dementia

LO3 Be able to involve carers and others in supporting individuals with dementia

LO4 Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices

Version 1.0

Unit content

Assessment guidance

Key legislation may include:
- Human Rights Act 1998
- Mental Capacity Act 2005
- Adults with Incapacity (Scotland) Act 2000
- Mental Health Act 2007
- The Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Carers (Equal opportunities) Act 2004

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

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

Carers and others may include:
- Care worker
- Family
- Advocate
- Colleagues
- Managers
- Social worker
- Occupational therapist
- GP
- Speech and language therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent mental capacity advocate
- Independent mental health advocate
- Dementia care advisor
- Support groups

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

Key physical aspects may include:
- Signage
- Colour
- Furniture
- Flooring
- Technology
- Room layout
- Storage
- Space for personal belongings

Key physical aspects may include:
- Communication skills
- Positive approach
- Relationship centred approach
- Professional boundaries
- Abilities focus
- Whole team approach

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1 Explain the impact of **key legislation** that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
	1.2 Evaluate **agreed ways of working** that relate to rights and choices of an **individual** with dementia
	1.3 Explain how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working

Learning Outcome	Assessment Criteria
LO2 Be able to maximise the rights and choices of individuals with dementia	2.1 Demonstrate that the **best interests** of an individual with dementia are considered when planning and delivering care and support
	2.2 Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests
	2.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions
	2.4 Describe how the ability of an individual with dementia to make decisions may fluctuate

Learning Outcome	Assessment Criteria
LO3 Be able to involve carers and others in supporting individuals with dementia	3.1 Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm
	3.2 Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk
	3.3 Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution

Learning Outcome	Assessment Criteria
LO4 Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices	4.1 Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia
	4.2 Demonstrate that **key physical aspects** of the environment are enabling care workers to show respect and dignity for an individual with dementia
	4.3 Demonstrate that **key social aspects** of the environment are enabling care workers to show respect and dignity for an individual with dementia

DEM304 Document History

Version	Issue Date	Changes	Role
V1	31/02/2023	Re-branding	Qualification Administrator

Unit Handbook

DEM312 – Understand and enable interaction and communication with individuals who have dementia

Unit reference number: Y/601/4693

Level: 3
Credit value: 4
Guided Learning (GL) hours: 30

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the factors that can affect interactions and communication of individuals with dementia

LO2 Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques

LO3 Be able to communicate positively with an individual who has dementia by valuing their individuality

LO4 Be able to use positive interaction approaches with individuals with dementia

Version 1.0

Unit content

Assessment guidance

Carers may include:
- Partner
- Family
- Friends
- Neighbours

Others may include:
- Care worker
- Colleague
- Manager
- Social worker
- Occupational therapist
- GP
- Speech & language therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral nurses
- Independent mental capacity advocate
- Community psychiatric nurse
- Dementia care advisors
- Advocate
- Support groups

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

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

Social environment can provide interactions which create stimulation and enjoyment, such as:
- Opportunities to meet with family and friends
- Able to talk about early life, past career and good memories
- Engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite
- Walks

Engagement with activities e.g. reminiscence, listening to favourite music, continuing social routines, e.g. going to the hairdressers, out for coffee etc.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the factors that can affect interactions and communication of individuals with dementia	1.1 Explain how different forms of dementia may affect the way an individual communicates
	1.2 Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
	1.3 Describe how to support different communication abilities and needs of an individual with dementia who has sensory impairment
	1.4 Describe the impact the behaviours of carers and **others** may have on an individual with dementia

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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 individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness

Learning Outcome	Assessment Criteria
LO4 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

DEM312 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

DEM313 – Equality, diversity and inclusion in dementia care practice

Unit reference number: F/601/4686

Level: 3
Credit value: 4
Guided Learning (GL) hours: 31

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand that each individual's experience of dementia is unique

LO2 Understand the importance of diversity, equality and inclusion in dementia care and support

LO3 Be able to work in a person-centred manner to ensure inclusivity of the individual with dementia

LO4 Be able to work with others to encourage support for diversity and equality

Version 1.0

Unit content

Assessment guidance

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

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

Others may include:
- Care worker
- Colleague
- Manager
- Social worker
- Occupational therapist
- GP
- Speech & language therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral nurses
- Independent mental capacity advocate
- Community psychiatric nurse
- Dementia care advisors
- Advocate
- Support groups

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand that each individual's experience of dementia is unique	1.1 Explain why it is important to recognise and respect an individual's **heritage**
	1.2 Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
	1.3 Describe how the experience of dementia may be different for individuals: • who have a learning disability • who are from different ethnic backgrounds • who are at the end of life
	1.4 Describe how the experience of an individual's dementia may impact on carers

Learning Outcome	Assessment Criteria
LO2 Understand the importance of diversity, equality and inclusion in dementia care and support	2.1 Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
	2.2 Describe the ways in which an individual with dementia may be subjected to discrimination and oppression
	2.3 Explain the potential impact of discrimination on an individual with dementia
	2.4 Analyse how diversity, equality and inclusion are addressed in dementia care and support

Learning Outcome	Assessment Criteria
LO3 Be able to work in a person-centred manner to ensure inclusivity of the individual with dementia	3.1 Demonstrate how to identify an individual's uniqueness
	3.2 Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion
	3.3 Demonstrate practical ways of helping an individual with dementia to maintain their dignity
	3.4 Demonstrate how to engage and include an individual with dementia in daily life

Learning Outcome	Assessment Criteria
LO4 Be able to work with other to encourage support for diversity and equality	4.1 Work with others to promote diversity and equality for individuals with dementia
	4.2 Demonstrate how to share the individual's preferences and interests with others
	4.3 Explain how to challenge discrimination and oppressive practice of **others** when working with an **individual** with dementia

DEM313 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

ELC1 – Understand how to work in end of life care

Unit reference number: A/503/8085

Level: 2
Credit value: 3
Guided Learning (GL) hours: 28

Unit aim

This unit aims to provide the knowledge of policies and how to communicate in end of life care.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know different perspectives on death and dying

LO2 Understand the aims, principles and policies of end of life care

LO3 Understand factors regarding communication in end of life care

LO4 Know how to access the range of support services available to individuals and others

Version 1.0

Unit content

Assessment guidance

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know different perspectives on death and dying	1.1 Outline the factors that can affect an individual's views on death and dying
	1.2 Outline the factors that can affect their own views on death and dying
	1.3 Outline how the factors relating to views on death and dying can impact on practice
	1.4 Define how attitudes of others may influence an individual's choices around death and dying

Learning Outcome	Assessment Criteria
LO2 Understand the aims, principles and policies of end of life care	2.1 Explain the aims and principles of end of life care
	2.2 Explain why it is important to support an individual in a way that promotes their dignity
	2.3 Describe the importance of maintaining comfort and well-being in end of life care
	2.4 Explain the stages of the local end of life care pathway
	2.5 Describe the principles of advance care planning
	2.6 Define local and national policy and guidance for care after death

Learning Outcome	Assessment Criteria
LO3 Understand factors regarding communication in end of life care	3.1 Explain how an individual's priorities and the ability to communicate may vary over time
	3.2 Explain your role in responding to key questions and cues from individuals and others regarding their end of life experience
	3.3 Describe how you might respond to difficult questions from individuals and others
	3.4 Outline strategies to manage emotional responses from individuals and others
	3.5 Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection

Learning Outcome	Assessment Criteria
LO4 Know how to access the range of support services available to individuals and others	4.1 Identify the range of support services and facilities available to an individual and others
	4.2 Identify the key people who may be involved within a multi-disciplinary end of life care team
	4.3 Identify the potential barriers an individual may face when accessing end of life care
	4.4 Suggest ways to minimise the barriers an individual may face when accessing end of life care

ELC1 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

ELC2 – Understanding the role of the care worker in time of death

Unit reference number: H/505/1980

Level: 2
Credit value: 3
Guided Learning (GL) hours: 24

Unit aim

This unit aims to provide the knowledge of how to support an individual at the end of life.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how to support an individual as they are approaching death

LO2 Understand how to care for a deceased individual

LO3 Know the support needed by family, significant others and friends of the deceased individual

LO4 Understand relevant legislation and policies

Version 1.0

Unit content

Assessment guidance

Sudden death e.g. need for a Coroner, need for a post-mortem.

Legislation and policies should be current**.**

Legal and organisational responsibilities e.g. roles and responsibilities within and outside the organisation; who should be informed; who informs the family; what to do if you find a person has died; recording and reporting.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to support an individual as they are approaching death	1.1 Describe the stages of an individual's adjustment to their imminent death
	1.2 Outline why it is necessary to allow individuals sufficient time and understanding to express their feelings, wishes and preferences
	1.3 Describe why wishes expressed by an individual at end of life should be met whenever possible
	1.4 Describe how information given to and received from an individual at end of life should be recorded and reported
	1.5 Describe why it is necessary to ensure the environment is of the individual's choosing, and consistent with their personal beliefs and preferences
	1.6 Identify measures that can be taken to ensure the comfort of an individual in the final hours of life

Learning Outcome	Assessment Criteria
LO2 Understand how to care for a deceased individual	2.1 Outline the steps that need to be taken immediately after a death has occurred
	2.2 Describe how caring for a deceased individual is influenced by: • Religious beliefs • Cultural beliefs • Family role • Cause of death
	2.3 State how the preparation and movement of a deceased individual is affected by **sudden death**
	2.4 State the meaning of the term 'last offices'
	2.5 Give examples of how the individual's personal beliefs and preferences affect the performance of last offices

Learning Outcome	Assessment Criteria
LO3 Know the support needed by family, significant others and friends of the deceased individual	3.1 Explain why it is necessary to provide family, significant others and friends of the deceased individual with time and privacy
	3.2 Identify the possible reactions to death and loss shown by family, significant others and friends of the deceased individual
	3.3 Identify organisations that may provide information and support for family, significant others and friends of the deceased individual
	3.4 Outline ways to manage own feelings to minimise any undue effect on others

Learning Outcome	Assessment Criteria
LO4 Understand relevant legislation and policies	4.1Identify **legislation and policies** that may influence how a body is dealt with following death
	4.2 Summarise the **legal and organisational responsibilities** following the death of an individual

ELC2 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC2001 – Provide support for therapy sessions

Unit reference number: D/601/9023

Level: 2
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the benefits of therapy sessions

LO2 Be able to prepare for therapy sessions

LO3 Be able to provide support in therapy sessions

LO4 Be able to observe and record therapy sessions

LO5 Be able to contribute to the review of therapy sessions

Version 1.0

Unit content

Assessment guidance

Therapy sessions may include:
- Occupational therapy
- Physiotherapy
- Hydrotherapy
- Aromatherapy

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

Others may include:
- Therapist
- Line manager
- Family
- Friends
- Advocates
- Others who are important to the individual's well-being

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

Details of the relationship between the unit and relevant national occupational standards

HSC212 Support individuals during therapy sessions

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the benefits of therapy sessions	1.1 Identify different types of therapy sessions in which an individual may participate
	1.2 Describe how therapy sessions can benefit an individual

Learning Outcome	Assessment Criteria
LO2 Be able to prepare for therapy sessions	2.1 Establish own responsibilities in preparing for a therapy session
	2.2 Identify with the individual their preferences and requirements for the therapy session
	2.3 Follow instructions to prepare the environment, materials, equipment and self for the session

Learning Outcome	Assessment Criteria
LO3 Be able to provide support in therapy sessions	3.1 Provide support during a therapy session that takes account of: • the therapist's directions • the individual's preferences and requirements
	3.2 Promote the active participation of the individual during the session
	3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session

Learning Outcome	Assessment Criteria
LO4 Be able to observe and record therapy sessions	4.1 Agree what observations need to be carried out during therapy sessions
	4.2 Agree how observations will be recorded
	4.3 Carry out agreed observations
	4.4 Record agreed observations as required

Learning Outcome	Assessment Criteria
LO5 Be able to contribute to the review of therapy sessions	5.1 Contribute to a review of therapy sessions to identify issues and progress
	5.2 Contribute to agreeing changes to therapy sessions with the individual and others

HSC2001 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC2003 – Provide support to manage pain and discomfort

Unit reference number: K/601/9025

Level: 2
Credit value: 2
Guided Learning (GL) hours: 15

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort. It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand approaches to managing pain and discomfort.

LO2 Be able to assist in minimising individuals' pain or discomfort.

LO3 Be able to monitor, record and report on the management of individuals' pain or discomfort.

Version 1.0

Unit content

Assessment guidance

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

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand approaches to managing pain and discomfort	1.1 Explain the importance of a holistic approach to managing pain and discomfort
	1.2 Describe different approaches to alleviate pain and minimise discomfort
	1.3 Outline **agreed ways of working** that relate to managing pain and discomfort

Learning Outcome	Assessment Criteria
LO2 Be able to assist in minimising individuals' pain or discomfort	2.1 Describe how pain and discomfort may affect an **individual's** well-being and communication
	2.2 Encourage an individual to express feelings of discomfort or pain
	2.3 Encourage an individual to use self-help methods of pain control
	2.4 Assist an individual to be positioned safely and comfortably
	2.5 Carry out agreed measures to alleviate pain and discomfort

Learning Outcome	Assessment Criteria
LO3 Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort
	3.2 Complete records in required ways
	3.3 Report findings and concerns as required

HSC2003 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC2017 – Provide agreed support for foot care

Unit reference number: R/601/8063

Level: 2
Credit value: 3
Guided Learning (GL) hours: 23

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the signs and causes of foot and toe-nail abnormalities

LO2 Be able to prepare to provide support for assessed foot care needs

LO3 Be able to promote the individual's engagement in their own foot care

LO4 Be able to provide foot care safely

LO5 Be able to record and report on foot care

Version 1.0

Unit content

Assessment guidance

Medical conditions may include:
- Diabetes
- Arthritis
- Peripheral vascular disease
- Eczema
- Hallux abduct valgus operations

Assessed foot care needs are the needs and treatments specified for an individual by a podiatrist.

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

Equipment may include:
- Rasps
- Files
- Scissors
- Forceps
- Drills
- Probes

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the signs and causes of foot and toe-nail abnormalities	1.1 Describe the effects of common **medical conditions** on the feet and toe-nails
	1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails

Learning Outcome	Assessment Criteria
LO2 Be able to prepare 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 Prepare the **equipment** required for treatment
	2.4 Prepare the individual's feet for treatment, in a way that promotes **active participation**
	2.5 Describe how and when to access additional guidance about **assessed foot care needs**

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

HSC2017 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3003 – Provide support to maintain and develop skills for everyday life

Unit reference number: L/601/8028

Level: 3
Credit value: 4
Guided Learning (GL) hours: 28

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the context of supporting skills for everyday life

LO2 Be able to support individuals to plan for maintaining and developing skills for everyday life

LO3 Be able to support individuals to retain, regain or develop skills for everyday life

LO4 Be able to evaluate support for developing or maintaining skills for everyday life

Version 1.0

Unit content

Assessment guidance

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

Others may include:
- family
- advocates
- team members
- line manager
- specialists
- others who are important to the individual's well-being

The **plan** may include:
- goals (short, medium and long term)
- the type and level of support needed to achieve goals
- roles and responsibilities
- ways to address any associated risks
- ways to monitor the plan

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

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the context of supporting skills for everyday life	1.1 Compare methods for developing and maintaining skills for everyday life
	1.2 Analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life
	1.3 Explain how maintaining, regaining or developing skills can benefit individuals

Learning Outcome	Assessment Criteria
LO2 Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1 Work with an individual and **others** to identify skills for everyday life that need to be supported
	2.2 Agree with the individual a **plan** for developing or maintaining the skills identified
	2.3 Analyse possible sources of conflict that may arise when planning and ways to resolve them
	2.4 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it

Learning Outcome	Assessment Criteria
LO3 Be able to support individuals to retain, regain or develop skills for everyday life	3.1 Provide agreed support to develop or maintain skills, in a way that promotes **active participation**
	3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills
	3.3 Describe actions to take if an individual becomes distressed or unable to continue

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support
	4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
	4.3 Agree revisions to the plan
	4.4 Record and report in line with **agreed ways of working**

HSC3003 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3013 – Support individuals to access and use services and facilities

Unit reference number: F/601/7927

Level: 3
Credit value: 4
Guided Learning (GL) hours: 25

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand factors that influence individuals' access to services and facilities

LO2 Be able to support individuals to select services and facilities

LO3 Be able to support individuals to access and use services and facilities

LO4 Be able to support individuals to review their access to and use of services and facilities

Version 1.0

Unit content

Assessment guidance

Services and facilities may include:
- services provided within an individual's home
- services to enable an individual to meet their social care needs
- community facilities

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

Information to be challenged may include information that is:
- misleading
- inaccurate
- discriminatory
- inaccessible
- excluding individuals

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand factors that influence individuals' access to services and facilities	1.1 Describe how accessing a range of **services and facilities** can be beneficial to an **individual's** well being
	1.2 Identify barriers that individuals may encounter in accessing services and facilities
	1.3 Describe ways of overcoming barriers to accessing services and facilities
	1.4 Explain why it is important to support individuals to challenge **information** about services that may present a barrier to participation

Learning Outcome	Assessment Criteria
LO2 Be able to support individuals to select services and facilities	2.1 Work with an individual to identify a range of services and facilities likely to meet their assessed needs
	2.2 Agree with an individual their preferred options for accessing services and facilities
	2.3 Work with an individual to select services or facilities that meet their assessed needs and preferences

Learning Outcome	Assessment Criteria
LO3 Be able to support individuals to access and use services and facilities	3.1 Identify with an individual the resources, support and assistance required to access and use selected services and facilities
	3.2 Carry out agreed responsibilities to enable the individual to access and use services and facilities
	3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities

Learning Outcome	Assessment Criteria
LO4 Be able to support individuals to review their access to and use of services and facilities	4.1 Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences
	4.2 Support an individual to provide feedback on their experience of accessing and using services or facilities
	4.3 Work with an individual to evaluate the support provided for accessing and using services or facilities
	4.4 Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities

HSC3013 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3020 – Facilitate person-centred assessment planning implementation and review

Unit reference number: H/601/8049

Level: 3
Credit value: 6
Guided Learning (GL) hours: 45

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to facilitate person-centred assessment, planning, implementation and review.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the principles of person centred assessment and care planning

LO2 Be able to facilitate person centred assessment

LO3 Be able to contribute to the planning of care or support

LO4 Be able to support the implementation of care plans

LO5 Be able to monitor care plans

LO6 Be able to facilitate a review of care plans and their implementation

Version 1.0

Unit content

Assessment guidance

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

An **advocate** may act on behalf of an individual.

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

Others may include:
- carers
- friends and relatives
- professionals
- others who are important to the individual's well-being

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

Options and resources should consider:
- informal support
- formal support
- care or support services
- community facilities
- financial resources
- individual's personal networks

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of person centred assessment and care planning	1.1 Explain the importance of a holistic approach to assessment and planning of care or support
	1.2 Describe ways of supporting the individual to lead the assessment and planning process
	1.3 Describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it

Learning Outcome	Assessment Criteria
LO2 Be able to facilitate person centred assessment	2.1 Establish with the individual a partnership approach to the assessment process
	2.2 Establish with the individual how the process should be carried out and who else should be involved in the process
	2.3 Agree with the individual and others the intended outcomes of the assessment process and care plan
	2.4 Ensure that assessment takes account of the individual's strengths and aspirations as well as needs
	2.5 Work with the individual and others to identify support requirements and preferences

Learning Outcome	Assessment Criteria
LO3 Be able to contribute to the planning of care or support	3.1 Take account of factors that may influence the type and level of care or support to be provided
	3.2 Work with the individual and others to explore options and resources for delivery of the plan
	3.3 Contribute to agreement on how component parts of a plan will be delivered and by whom record the plan in a suitable format

Learning Outcome	Assessment Criteria
LO4 be able to support the implementation of care plans	4.1 Carry out assigned aspects of a care plan
	4.2 Support others to carry out aspects of a care plan for which they are responsible
	4.3 Adjust the plan in response to changing needs or circumstances

Learning Outcome	Assessment Criteria
LO5 Be able to monitor care plans	5.1 Agree methods for monitoring the way a care plan is delivered
	5.2 Collate monitoring information from agreed sources
	5.3 Record changes that affect the delivery of the care plan

Learning Outcome	Assessment Criteria
LO6 Be able to facilitate a review of care plans and their implementation	6.1 Seek agreement with the individual and others about: • who should be involved in the review process • criteria to judge effectiveness of the care plan
	6.2 Seek feedback from the individual and others about how the plan is working
	6.3 Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
	6.4 Work with the individual and others to agree any revisions to the plan
	6.5 Document the review process and revisions as required

HSC3020 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3045 – Promote positive behaviour

Unit reference number: F/601/3764

Level: 3
Credit value: 6
Guided Learning (GL) hours: 44

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

LO2 Understand the context and use of proactive and reactive strategies

LO3 Be able to promote positive behaviour

LO4 Be able to respond appropriately to incidents of challenging behaviour

LO5 Be able to support individuals and others following an incident of challenging behaviour

LO6 Be able to review and revise approaches to promoting positive behaviour

Version 1.0

Unit content

Assessment guidance

Challenging behaviour may include behaviours that are:
- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive

An **Individual** is classed as a child, young person or adult accessing a service

Well-being may include:
- emotional
- psychological
- physical

Factors may include
- communication
- environment
- power imbalance
- excessive demands
- boredom
- inconsistent approaches
- lack of boundaries or goals
- emotional expression
- sensory needs
- physical health
- mental health
- an individual's past experiences
- age and gender

Others may include:
- the individual
- colleagues
- families or carers
- other professionals
- members of the public
- advocates

Antecedent is what happens before the behaviour.

Behaviour is the actions which are perceived as challenging or unwanted.

Consequences are what happened as a result of the behaviour.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support is applied to their own working practice
	1.2 Define what is meant by restrictive interventions
	1.3 Explain when restrictive interventions may and may not be used
	1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used
	1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**
	1.6 Describe safeguards that must be in place if restrictive physical interventions are used

Learning Outcome	Assessment Criteria
LO2 Understand the context and use of proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies
	2.2 Identify the proactive and reactive strategies that are used within their own work role
	2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
	2.4 Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
	2.5 Explain the importance of reinforcing positive behaviour with individuals
	2.6 Evaluate the impact on an **individual's well-being** of using reactive rather than proactive strategies

Learning Outcome	Assessment Criteria
LO3 Be able to promote positive behaviour	3.1 Explain how a range of **factors** may be associated with challenging behaviours
	3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
	3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
	3.4 Demonstrate how to model to **others**' best practice in promoting positive behaviour

Learning Outcome	Assessment Criteria
LO4 Be able to respond appropriately to incidents of challenging behaviour	4.1 Identify types of challenging behaviours
	4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
	4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
	4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour

Learning Outcome	Assessment Criteria
LO5 Be able to support individuals and others following an incident of challenging behaviour	5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
	5.2 Describe how an individual can be supported to reflect on an incident including: • how they were feeling at the time prior to and directly before the incident • their behaviour • the consequence of their behaviour • how they were feeling after the incident
	5.3 Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
	5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour
	5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour

Learning Outcome	Assessment Criteria
LO6 Be able to review and revise approaches to promoting positive behaviour	6.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
	6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
	6.3 Demonstrate how reflection on their own role in an incident of challenging behaviour can improve the promotion of positive behaviour

HSC3045 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3046 – Introduction to personalisation in social care

Unit reference number: K/601/9493

Level: 3
Credit value: 3
Guided Learning (GL) hours: 22

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the meaning of personalisation in social care

LO2 Understand systems that support personalisation

LO3 Understand how personalisation affects the way support is provided

LO4 Understand how to implement personalisation

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the meaning of personalisation in social care	1.1 Define the term 'personalisation' as it applies in social care
	1.2 Explain how personalisation can benefit individuals
	1.3 Explain the relationship between rights, choice and personalisation
	1.4 Identify legislation and other national policy documents that promote personalisation

Learning Outcome	Assessment Criteria
LO2 Understand systems that support personalisation	2.1 List local and national systems that are designed to support personalisation
	2.2 Describe the impact that personalisation has on the process of commissioning social care
	2.3 Explain how direct payments and individual budgets support personalisation

Learning Outcome	Assessment Criteria
LO3 Understand how personalisation affects the way support is provided	3.1 Explain how person-centred thinking, person centred planning and person centred approaches support personalisation
	3.2 Describe how personalisation affects the balance of power between individuals and those providing support
	3.3 Give examples of how personalisation may affect the way an **individual** is supported from day to day

Learning Outcome	Assessment Criteria
LO4 Understand how to implement personalisation	4.1 Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation
	4.2 Identify potential barriers to personalisation
	4.3 Describe ways to overcome barriers to personalisation in day to day work
	4.4 Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service

HSC3046 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3048 – Support individuals at the end of life

Unit reference number: T/601/9495

> **Level: 3**
> **Credit value: 7**
> **Guided Learning (GL) hours: 53**

Unit aim

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

Learning outcomes

There are ten outcomes to this unit. The learner will:

LO1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life

LO2 Understand factors affecting end of life care

LO3 Understand advance care planning in relation to end of life care

LO4 Be able to provide support to individuals and key people during end of life care

LO5 Understand how to address sensitive issues in relation to end of life care

LO6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care

LO7 Be able to access support for the individual or key people from the wider team

LO8 Be able to support individuals through the process of dying

LO9 Be able to take action following the death of individuals

LO10 Be able to manage their own feelings in relation to the dying or death of individuals

Version 1.0

Unit content

Assessment guidance

Legislation and agreed ways of working will include policies and procedures where these apply, and may relate to:
- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults

Systems for advance care planning may include:
- gold standard framework
- preferred priorities for care

An **individual** is the person requiring end of life care

Key people may include:
- family members
- friends
- others who are important to the well-being of the individual

Support organisations and specialist services may include:
- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors

Other members of the team may include:
- line manager
- religious representatives
- specialist nurse
- occupational or other type of therapist
- social worker
- key people

Actions may include:
- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1 Outline legal requirements and **agreed ways of working** designed to protect the rights of individuals in end of life care
	1.2 Explain how **legislation** designed to protect the rights of individuals in end of life care applies to their own job role

Learning Outcome	Assessment Criteria
LO2 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 key people may have a distinctive role in an individual's end of life care
	2.4 Explain why support for an individual's health and well-being may not always relate to their terminal condition

Learning Outcome	Assessment Criteria
LO3 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 Describe their own role in supporting and recording decisions about advance care planning
	3.4 Outline ethical and legal issues that may arise in relation to advance care planning

Learning Outcome	Assessment Criteria
LO4 Be able to provide support to individuals and key people during end of life care	4.1 Support the individual and key people to explore their thoughts and feelings about death and dying
	4.2 Provide support for the individual and key people that respects their beliefs, religion and culture
	4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period
	4.4 Provide information to the individual and/or key people about the individual's illness and the support available
	4.5 Give examples of how an individual's well-being can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies
	4.6 Contribute to partnership working with key people to support the individual's well-being

Learning Outcome	Assessment Criteria
LO5 Understand how to address sensitive issues in relation to end of life care	5.1 Explain the importance of recording significant conversations during end of life care
	5.2 Explain factors that influence who should give significant news to an individual or key people
	5.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
	5.4 Analyse ways to address such conflicts

Learning Outcome	Assessment Criteria
LO6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care	6.1 Describe the role of **support organisations and specialist services** that may contribute to end of life care
	6.2 Analyse the role and value of an advocate in relation to end of life care
	6.3 Explain how to establish when an advocate may be beneficial
	6.4 Explain why support for spiritual needs may be especially important at the end of life
	6.5 Describe a range of sources of support to address spiritual needs

Learning Outcome	Assessment Criteria
LO7 Be able to access support for the individual or key people from the wider team	7.1 Identify when support would be best offered by **other members of the team**
	7.2 Liaise with other members of the team to provide identified support for the individual or key people

Learning Outcome	Assessment Criteria
LO8 Be able to support individuals through the process of dying	8.1 Carry out their own role in an individual's care
	8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
	8.3 Adapt support to reflect the individual's changing needs or responses
	8.4 Assess when an individual and key people need to be alone

Learning Outcome	Assessment Criteria
LO9 Be able to take action following the death of individuals	9.1 Explain why it is important to know about an individual's wishes for their after-death care
	9.2 Carry out **actions** immediately following a death that respect the individual's wishes and follow agreed ways of working
	9.3 Describe ways to support key people immediately following an individual's death

Learning Outcome	Assessment Criteria
LO10 Be able to manage their own feelings in relation to the dying or death of individuals	10.1 Identify ways to manage their own feelings in relation to an individual's dying or death
	10.2 Utilise support systems to deal with their own feelings in relation to an individual's dying or death

HSC3048 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3052 – Undertake physiological measurements

Unit reference number: R/601/8662

Level: 3
Credit value: 3
Guided Learning (GL) hours: 23

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand relevant legislation, policy and good practice for undertaking physiological measurements

LO2 Understand the physiological states that can be measured

LO3 Be able to prepare to take physiological measurements

LO4 Be able to undertake physiological measurements

LO5 Be able to record and report results of physiological measurement

Version 1.0

Unit content

Assessment guidance

Valid consent must be in line with agreed UK country definition

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice

Learning Outcome	Assessment Criteria
LO2 Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure
	2.2 Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia
	2.3 Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals
	2.4 Explain the principles of pulse rates to include: • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings
	2.5 Explain the principles of body mass index (BMI) in relation to weight/dietary control
	2.6 Explain the major factors that influence changes in physiological measurements
	2.7 Explain the importance of undertaking physiological measurements

Learning Outcome	Assessment Criteria
LO3 Be able to prepare to take physiological measurements	3.1 Explain to the individual what measurements will be undertaken and why these are done
	3.2 Reassure the individual during physiological measurements process
	3.3 Answer questions and deal with concerns during physiological measurements process
	3.4 Explain the help individuals may need before taking their physiological measurements
	3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
	3.6 Ensure all materials and equipment to be used are appropriately prepared
	3.7 Confirm the individual's identity and obtain **valid consent**

Learning Outcome	Assessment Criteria
LO4 Be able to undertake physiological measurements	4.1 Apply standard precautions for infection prevention and control
	4.2 Apply health and safety measures relevant to the procedure and environment
	4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
	4.4 Monitor the condition of the individual throughout the measurement
	4.5 Respond to any significant changes in the individual's condition
	4.6 Follow the agreed process when unable to obtain or read a physiological measurement
	4.7 Identify any issues outside own responsibility and refer these to other colleagues

Learning Outcome	Assessment Criteria
LO5 Be able to record and report results of physiological measurement	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

HSC3052 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3053 – Obtain venous blood samples

Unit reference number: D/601/8860

Level: 3
Credit value: 3
Guided Learning (GL) hours: 24

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand legislation, policy and good practice related to obtaining venous blood samples

LO2 Understand the anatomy and physiology relating to obtaining venous blood samples

LO3 Be able to prepare to obtain venous blood samples

LO4 Be able to obtain venous blood samples

LO5 Be able to prepare venous blood samples for transportation

Version 1.0

Unit content

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand legislation, policy and good practice related to obtaining venous blood samples	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples

Learning Outcome	Assessment Criteria
LO2 Understand the anatomy and physiology relating to obtaining venous blood samples	2.1 Describe the structure of venous blood vessels
	2.2 Explain blood clotting processes and the factors that influence blood clotting
	2.3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures

Learning Outcome	Assessment Criteria
LO3 Be able to prepare to obtain venous blood samples	3.1 Confirm the individual's identity and obtain **valid consent**
	3.2 Communicate with the individual in a manner which: • provides relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and preferences
	3.3 Select and prepare appropriate equipment for obtaining the venous blood sample
	3.4 Select and prepare an appropriate site taking into account the individual's preferences

Learning Outcome	Assessment Criteria
LO4 Be able to obtain venous blood samples	4.1 Apply health and safety measures relevant to the procedure and environment
	4.2 Apply standard precautions for infection prevention and control
	4.3 Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual
	4.4 Use the agreed procedure to obtain the venous blood sample to include: • utilisation of containers • required volume of blood • correct sequence when obtaining multiple samples • application and use of tourniquets at appropriate stages • stimulation of blood flow or selection of alternative site where necessary • utilisation of anti-coagulant with sample when necessary
	4.5 Respond to any indication of adverse reaction, complication or problem during the procedure
	4.6 Explain the correct procedure to deal with an arterial puncture when it occurs
	4.7 Terminate the blood collection procedure following guidelines and/or protocols to include: • removal of blood collection equipment • stopping blood flow • stopping bleeding • application of suitable dressing • personal care advice to the individual

Learning Outcome	Assessment Criteria
LO5 Be able to prepare venous blood samples for transportation	5.1 Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: • legibility of labelling and documentation • temperature control of storage • immediacy of transportation

HSC3053 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3057 – Work with families, carers and individuals during times of crisis

Unit reference number: F/601/9029

Level: 4
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

This unit is aimed at health and social care workers working with individuals and their carers and families.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis

LO2 Be able to develop risk management strategies when working with individuals, carers and families in times of crisis

LO3 Be able to respond during times of crisis

LO4 Be able to review the outcomes of requests for action during times of crisis

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1 Describe current legislation relevant to risk assessment and risk management
	1.2 Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provide
	1.3 Explain the different types of support and intervention available to individuals, carer and families in times of crisis
	1.4 Explain the factors that influence the kinds of support offered

Learning Outcome	Assessment Criteria
LO2 Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	2.1 Assess the risk of crisis situations occurring
	2.2 Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
	2.3 Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
	2.4 Formulate a risk management strategy using risk assessments
	2.5 Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
	2.6 Complete documentation in line with agreed ways of working

Learning Outcome	Assessment Criteria
LO3 Be able to respond during times of crisis	3.1 Evaluate the seriousness and urgency of a request for action
	3.2 Work with families, carers and individuals to agree the response to a crisis situation
	3.3 Record and communicate the agreed actions
	3.4 Implement agreed actions promptly in line with agreed ways of working

Learning Outcome	Assessment Criteria
LO4 Be able to review the outcomes of requests for action during times of crisis	4.1 Explain how to conduct a valid, reliable and comprehensive review
	4.2 Review outcomes of actions taken and decisions made
	4.3 Analyse the results of the review to inform future risk management strategies and actions to be taken

HSC3057 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3066 – Support positive risk taking for individuals

Unit reference number: L/601/9549

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 32**

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support positive risk-taking to benefit individuals.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the importance of risk taking in everyday life

LO2 Understand the importance of a positive, person-centred approach to risk assessment

LO3 Understand the legal and policy framework underpinning an individual's right to make decisions and take risks

LO4 Be able to support individuals to make decisions about risks

LO5 Be able to support individuals to take risks

LO6 Understand duty of care in relation to supporting positive risk-taking

Version 1.0

Unit content

Assessment guidance

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

Different areas of their life may include:
- health
- social
- financial

Others may include:
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of risk taking in everyday life	1.1 Explain ways in which risk is an integral part of everyday life
	1.2 Explain why individuals may have been discouraged or prevented from taking risks
	1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion

Learning Outcome	Assessment Criteria
LO2 Understand the importance of a positive, person-centred approach to risk assessment	2.1 Explain the process of developing a positive person-centred approach to risk assessment
	2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
	2.3 Explain how a service focused approach to risk assessment would differ from a person-centred approach
	2.4 Identify the consequences for individuals of a service focused approach to risk-assessment

Learning Outcome	Assessment Criteria
LO3 Understand the legal and policy framework underpinning an individual's right to make decisions and take risks	3.1 Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
	3.2 Describe how a human rights based approach supports an individual to make decisions and take risks

Learning Outcome	Assessment Criteria
LO4 Be able to support individuals to make decisions about risks	4.1 Support an individual to recognise potential risk in different areas of their life
	4.2 Support the individual to balance choices with their own and others' health, safety and well-being
	4.3 Describe how their own values, belief systems and experiences may affect working practice when supporting an individual to take risks
	4.4 Record all discussions and decisions made relating to supporting the individual to take risks

Learning Outcome	Assessment Criteria
LO5 Be able to support individuals to take risks	5.1 Complete a risk assessment with an individual following agreed ways of working
	5.2 Communicate the content of the risk assessment to others
	5.3 Support the individual to take the risk for which the assessment has been completed
	5.4 Review and revise the risk assessment with the individual
	5.5 Evaluate with the individual how taking the identified risk has contributed to their well being

Learning Outcome	Assessment Criteria
LO6 Understand duty of care in relation to supporting positive risk-taking	6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks
	6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger

HSC3066 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification administrator

Unit Handbook

HSC3075P – Understand Parkinson's for health and social care staff

Unit reference number: R/615/4483

Level: 3 **Credit value: 2** **Guided Learning (GL) hours: 14**

Unit aim

The purpose of this unit is to provide the learner with an understanding of Parkinson's and its impact on the individual.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the signs, symptoms and progression of Parkinson's

LO2 Understand the impacts of Parkinson's on the individual and others

LO3 Understand the processes, procedures, methods, techniques and services used to manage Parkinson's

LO4 Understand the issues associated with Parkinson's medication

LO5 Understand communication and cognitive challenges associated with Parkinson's at different stages

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the signs, symptoms and progression of Parkinson's	1.1 Define Parkinson's
	1.2 Explain what causes Parkinson's to develop
	1.3 Describe key symptoms of Parkinson's: • motor • non-motor
	1.4 Identify the common age of onset of Parkinson's
	1.5 Describe the typical phases and timeframe of the progression of Parkinson's
	1.6 Identify conditions within parkinsonism

Learning Outcome	Assessment Criteria
LO2 Understand the impacts of Parkinson's on the individual and others	2.1 Describe the impacts on quality of life of: • motor symptoms • non-motor symptoms
	2.2 Explain impacts of Parkinson's on an individual's relationships with others
	2.3 Explain impacts of fluctuations in Parkinson's on an individual and others

Learning Outcome	Assessment Criteria
LO3 Understand the processes, procedures, methods, techniques and services used to manage Parkinson's	3.1 Describe the processes, procedures and services involved in diagnosis and referral
	3.2 Describe how to access local, community and statutory agencies, support services and networks appropriate to the individual with Parkinson's
	3.3 Describe methods, practices and possible interventions used to support individuals to manage their symptoms
	3.4 Explain how an individual's preferences are taken into account when supporting them to manage their Parkinson's
	3.5 Explain how challenges in the management of diet and fluids can be overcome

Learning Outcome	Assessment Criteria
LO4 Understand the issues associated with Parkinson's medication	4.1 Explain the consequences when medication is not taken or given on time
	4.2 Explain the consequences for the individual of common side-effects of Parkinson's medication
	4.3 Describe how to alleviate the side effects of Parkinson's medication

Learning Outcome	Assessment Criteria
LO5 Understand communication and cognitive challenges associated with Parkinson's at different stages	5.1 Describe the communication and cognitive challenges at different stages of Parkinson's
	5.2 Describe the impact on the individual and others of: • communication challenges • cognitive challenges
	5.3 Explain how to implement techniques used to address: • communication challenges • cognitive challenges

HSC3075P Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

LD308 – Support individuals with a learning disability to access healthcare

Unit reference number: J/601/8657

Level: 3
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills necessary to support individuals with a learning disability to access and use a variety of healthcare services. It requires knowledge of the specific issues that a person with learning disabilities may experience when accessing healthcare services, ways of overcoming these issues, and how best to support an individual in a professional manner. It also requires the demonstration of skills in person centred practice related to accessing healthcare services

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare

LO2 Understand the function of different healthcare services that an individual with learning disabilities may need to access

LO3 Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access

LO4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities

LO5 Be able to complete and review plans for healthcare

LO6 Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services

LO7 Be able to support an individual with learning disabilities when accessing a variety of healthcare services

Version 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1 Describe what is meant by a rights-based approach to accessing healthcare
	1.2 Outline the main points of legislation that exists to support a rights based approach
	1.3 Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
	1.4 Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
	1.5 Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities

Learning Outcome	Assessment Criteria
LO2 Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1 Explain the work of healthcare services that an individual with learning disabilities may need to access
	2.2 Explain how an individual can access each type of healthcare service

Learning Outcome	Assessment Criteria
LO3 Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1 Describe the role and responsibility of professionals working in different types of healthcare services

Learning Outcome	Assessment Criteria
LO4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities	4.1 Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
	4.2 Explain the range of health checks available to individuals to support good health and well being
	4.3 Explain the importance of routine healthcare checks

Learning Outcome	Assessment Criteria
LO5 Be able to complete and review plans for healthcare	5.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare
	5.2 Complete plans for healthcare with an individual or significant other if appropriate
	5.3 Review plans for healthcare with an individual or significant other if appropriate

Learning Outcome	Assessment Criteria
LO6 Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1 Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
	6.2 Explain ways to overcome barriers to accessing healthcare services
	6.3 Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services

Learning Outcome	Assessment Criteria
LO7 Be able to support an individual with learning disabilities when accessing a variety of healthcare services	7.1 Use a person-centred approach to support an individual to access healthcare services
	7.2 Provide accessible information related to healthcare to individuals
	7.3 Work with others when supporting an individual to access healthcare services
	7.4 Support individuals in a range of practical healthcare situations
	7.5 Support the individual to make safe choices with regard to treatments and medication
	7.6 Record details of a healthcare visit in a format that an individual with learning disabilities can understand
	7.7 Identify an individual's needs to healthcare professionals to ensure that the service can be accessed

LD308 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

LD310 – Understand how to support individuals with autistic spectrum conditions

Unit reference number: T/601/5317

Level: 3
Credit value: 3
Guided Learning (GL) hours: 28

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the main characteristics of autistic spectrum conditions

LO2 Understand how autistic spectrum conditions can impact on the lives of individuals and those around them

LO3 Understand different theories and concepts about autism

LO4 Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions

LO5 Understand how to achieve effective communication with individuals with an autistic spectrum condition

LO6 Understand how to support individuals with an autistic spectrum condition

Version 1.0

Unit content

Assessment guidance

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

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

Specific preferences and needs includes: routines, timetables and structures, levels of sensory stimulation, special interests or rituals.

Harm may include being taken advantage of because of lack of social understanding; violating the law without realising s/he is doing

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the main characteristics of autistic spectrum conditions	1.1 Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
	1.2 Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'
	1.3 Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
	1.4 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
	1.5 Describe other conditions that may be associated with the autistic spectrum
	1.6 Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum

Learning Outcome	Assessment Criteria
LO2 Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	2.1 Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
	2.2 Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
	2.3 Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
	2.4 Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition

Learning Outcome	Assessment Criteria
LO3 Understand different theories and concepts about autism	3.1 Explain theories about autism related to • brain function and genetics • psychology
	3.2 Explain why there are alternative choices of terminology used to describe the autism spectrum
	3.3 Describe the strengths and limitations of different types of terminology
	3.4 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
	3.5 Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
	3.6 Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum

Learning Outcome	Assessment Criteria
LO4 Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1 Identify what legislation, national and local policies and guidance exists
	4.2 Explain what individuals or situations the legislation, national and local policy and guidance applies to
	4.3 Explain how the various ways in which, legislation, national and local policies and guidance applies to individuals on the autistic spectrum may differ according to their particular needs

Learning Outcome	Assessment Criteria
LO5 Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1 Give examples of how "challenging behaviour" can be a way of expressing emotions where there are communication differences
	5.2 Describe methods and systems used to develop and support an individual's communication
	5.3 Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style

Learning Outcome	Assessment Criteria
LO6 Understand how to support individuals with an autistic spectrum condition	6.1 Explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs
	6.2 Explain why consultation with families/parents/carers is important in person-centred planning and support
	6.3 Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
	6.4 Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
	6.5 Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
	6.6 Explain how needs change for individuals and their families at different stages of their lives
	6.7 Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition

LD310 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

LDSSMP3 – Professional practice in learning development and support services

Unit reference number: D/600/9799

Level: 3
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

This unit aims to enhance the quality of practice of individual LDSS workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the purposes of learning, development and support services

LO2 Understand current legislation, policies and influences on LDSS

LO3 Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners

LO4 Understand how the views of children, young people and carers can be used to improve learning, development and support services

LO5 Be able to use supervision to support continuing professional development and personal effectiveness

LO6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice

Version 1.0

Unit content

Assessment guidance

Principles and values
This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home nation.

Personal development plan and reflective practice log that identifies:
- personal strengths and weaknesses
- SMART objectives
- personal and professional development needs
- proposals for meeting development needs, including additional training if required
- the review process
- potential barriers to meeting the SMART objectives and how they can be overcome
- remedial actions that can be implemented if objectives are not being achieved
- a reflective practice log to be completed on an agreed timescale, e.g. weekly

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the purposes of learning, development and support services	1.1 Explain the purposes of learning, development and support services
	1.2 Explain the roles and responsibilities of those working within learning, development and support services

Learning Outcome	Assessment Criteria
LO2 Understand current legislation, policies and influences on LDSS	2.1 Explain the impact of current legislation, policies, and influences on LDSS
	2.2 Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people

Learning Outcome	Assessment Criteria
LO3 Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners	3.1 Explain the current **principles and values** that underpin and inform the work of LDSS practitioners and their impact on practice
	3.2 Implement the principles and values in own practice
	3.3 Explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers

Learning Outcome	Assessment Criteria
LO4 Understand how the views of children, young people and carers can be used to improve learning, development and support services	4.1 Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
	4.2 Explain how the views of children, young people and carers can be obtained
	4.3 Give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision

Learning Outcome	Assessment Criteria
LO5 Be able to use supervision to support continuing professional development and personal effectiveness	5.1 Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance
	5.2 Agree and implement changes to practice to enhance performance and promote continuing professional development

Learning Outcome	Assessment Criteria
LO6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice	6.1 Evaluate own skills, knowledge and practice against agreed criteria and objectives
	6.2 Develop a **personal development plan and reflective practice log**
	6.3 Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required

LDSSMP3 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

ACLGBT9 – Support LGBT people with learning disabilities

Unit reference number: H/650/3853

Level: 2
Credit value: 3
Guided Learning (GL) hours: 30

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the need for support for LGBT people with a learning disability and how to provide this support.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the need for support for LGBT people with a learning disability

LO2 Understand how to provide support to LGBT people with a learning disability

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the need for support for LGBT people with a learning disability	1.1 Describe the importance of providing support for LGBT people with a learning disability
	1.2 Explain the reasons for a lack of support for LGBT people with a learning disability
	1.3 Describe the importance of person centred planning for LGBT people with a learning disability

Learning Outcome	Assessment Criteria
LO2 Understand how to provide support to LGBT people with a learning disability	2.1 Describe how to support an LGBT person with a learning disability to make informed choices and personal relationships of their choice
	2.2 Describe how to meet: • multiple needs • choices • protected characteristics of an LGBT person with a learning disability

ACLGBT9 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

ACLGBT11 – Support a LBGT person at end of life

Unit reference number: K/650/3855

> **Level: 2**
> **Credit value: 2**
> **Guided Learning (GL) hours: 24**

Unit aim

The aim of this unit is to provide learners with the knowledge and understanding of how to respond sensitively to the wishes of an LGBT person at end of life and how to support their end of life care.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to respond sensitively to the wishes of an LGBT person at end of life

LO2 Understand how to support a LGBT person's end of life care

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to respond sensitively to the wishes of an LGBT person at end of life	1.1 Explain the term 'next of kin' in relation to an LGBT person at the end of life
	1.2 Describe how: • social isolation • partners • family • friends • support services might influence a LGBT person's choices around death and dying
	1.3 Describe the impact of religion and faith on a LGBT person's end of life care

Learning Outcome	Assessment Criteria
LO2 Understand how to support a LGBT person's end of life care	2.1 Describe the importance of advance care planning for an LGBT person
	2.2 Explain the purpose of a lasting powers of attorney (LPA) to support a LGBT person's end of life care

ACLGBT11 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

MF4 – Develop and implement marketing plans

Unit reference number: K/600/9790

> **Level: 4**
> **Credit value: 6**
> **Guided Learning (GL) hours: 25**

Unit aim

This unit will ensure that learners can produce a marketing strategy, implement a plan and monitor and evaluate the plan to determine future marketing activities.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to identify and prioritise marketing objectives for own area of responsibility

LO2 Be able to produce a marketing strategy in own area of responsibility

LO3 Be able to produce and implement a marketing plan for own area of responsibility

LO4 Monitor and evaluate the marketing plan in own area of responsibility

Version 1.0

Unit content

Assessment guidance

Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to identify and prioritise marketing objectives for own area of responsibility	1.1 Analyse the organisation's business plan to identify marketing objectives for own area of responsibility
	1.2 Explain the organisation's culture, vision and values
	1.3 Analyse and prioritise marketing objectives

Learning Outcome	Assessment Criteria
LO2 Be able to produce a marketing strategy in own area of responsibility	2.1 Describe and evaluate the target markets for own organisation's products or services
	2.2 Identify and consult with marketing specialists if required
	2.3 Identify marketing tools and models to develop a strategy
	2.4 Develop a marketing strategy based on key success criteria for own area of responsibility

Learning Outcome	Assessment Criteria
LO3 Be able to produce and implement a marketing plan for own area of responsibility	3.1 Evaluate the resource requirements for the marketing plan
	3.2 Produce a marketing plan based on the strategy
	3.3 Agree roles and responsibilities of stakeholders
	3.4 Communicate the marketing plan with key stakeholders

Learning Outcome	Assessment Criteria
LO4 Monitor and evaluate the marketing plan in own area of responsibility	4.1 Monitor progress of the marketing plan against business objectives
	4.2 Assess and evaluate the impact of the marketing plan
	4.3 Revise future marketing plans based on the impact evaluation

MF4 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

ML43 – Recruitment, selection and induction practice

Unit reference number: R/506/2909

Level: 4 **Credit value: 6** **Guided Learning (GL) hours: 33**

Unit aim

The aim of this unit is to provide learners with an understanding of principles and theories underpinning recruitment, selection and induction practice. It will also provide learners with an ability to recruit people into an organisation, select appropriate people for the role and induct those people into an organisation.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the principles and theories underpinning recruitment, selection and induction practice

LO2 Be able to recruit people into an organisation

LO3 Be able to select appropriate people for the role

LO4 Be able to induct people into an organisation

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles and theories underpinning recruitment, selection and induction practice	1.1 Explain workforce planning techniques
	1.2 Describe the information needed to identify recruitment requirements
	1.3 Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices
	1.4 Analyse the factors involved in establishing recruitment and selection criteria
	1.5 Evaluate the suitability of different recruitment and selection methods for different roles
	1.6 Analyse patterns of employment that affect the recruitment of staff
	1.7 Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements
	1.8 Explain the induction process
	1.9 Explain the relationship between human resource processes and the induction processes

Learning Outcome	Assessment Criteria
LO2 Be able to recruit people into an organisation	2.1 Determine current staffing needs
	2.2 Identify current skills needed from identified staffing needs
	2.3 Identify future workforce needs
	2.4 Develop a resourcing plan that addresses identified needs within budgetary limitations
	2.5 Evaluate the cost-effectiveness of different methods of recruitment for an identified role
	2.6 Explain how recruitment policies and practices meet legal and ethical requirements
	2.7 Select the most appropriate method of recruitment for identified roles

Learning Outcome	Assessment Criteria
LO3 Be able to select appropriate people for the role	3.1 Plan assessment processes that are valid and reliable
	3.2 Provide those involved in the selection process with sufficient information to enable them to make informed decisions
	3.3 Justify assessment decisions with evidence
	3.4 Inform applicants of the outcome of the process in line with organisational procedures
	3.5 Evaluate the effectiveness of the selection process
	3.6 Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments

Learning Outcome	Assessment Criteria
LO4 Be able to induct people into an organisation	4.1 Develop induction materials that meet operational and new starters' needs
	4.2 Explain to new starters organisational policies, procedures and structures
	4.3 Explain to new starters their role and responsibilities
	4.4 Explain to new starters their entitlements and where to go for help
	4.5 Assess new starters' training needs
	4.6 Confirm that training is available, that meets operational and new starters' needs
	4.7 Provide support that meets new starters' needs throughout the induction period

ML43 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

PBD1 – Use devices and handle information

Unit reference number: D/618/8474

Level: 2 **Credit value: 2** **Guided Learning (GL) hours: 10**

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides the learner with the skills and knowledge to locate, install and update applications and software on devices, as well as mange and handle information from online sources.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Locate, install and update applications and software on devices

LO2 Manage and handle information from online sources

Version 1.0

Unit content

Assessment guidance

Applications could include:
- business
- banking
- social

System settings include:
- wi-fi
- bluetooth
- storage space

Navigation tools include:
- hyperlinks
- menus

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Locate, install and update applications and software on devices	1.1 Search for **applications** using online sources
	1.2 Install applications from online sources
	1.3 Apply and update **system settings**
	1.4 Take action to resolve technical problems
	1.5 Use online learning resources to maintain and improve digital skills

Learning Outcome	Assessment Criteria
LO2 Manage and handle information from online sources	2.1 Search online sources for information and content using **navigation tools**
	2.2 Find and select current, relevant and reliable information from different online sources to complete complex work-related tasks
	2.3 Develop and use secure information storage systems

PBD1 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

PBD2 – Be safe and responsible online

Unit reference number: H/618/8475

Level: 2
Credit value: 2
Guided Learning (GL) hours: 10

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides the learner with the skills and knowledge to protect personal and work-related information and privacy, as well as maintaining personal well-being when using devices.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Protect personal and work-related information and privacy

LO2 Maintain personal well-being when using devices

Version 1.0

Unit content

Assessment guidance

Ways to **protect devices and data** could be
- using the appropriate settings to keep your social network activity private.
- using the appropriate settings on a mobile device to restrict or grant GPS location information.
- to block unwanted communications from selected users
- to manage 'cookie' settings.

Online services could include:
- finance
- medical
- retail
- business

Inappropriate language and behaviour could include:
- trolling or online harassment
- threatening, abusive or grossly offensive online communications

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Protect personal and work-related information and privacy	1.1 **Protect devices and data** from online risks and threats
	1.2 Explain the nature of and threats posed by: • worms • trojans • ransomware • identity theft
	1.3 Configure and use multi-level authentication to access and use **online services**
	1.4 Minimise risks when using a cloud provider to send digital content

Learning Outcome	Assessment Criteria
LO2 Maintain personal well-being when using devices	2.1 Explain the importance of respecting others online
	2.2 Describe online **inappropriate language and behaviour**
	2.3 Apply simple methods to avoid physical and psychological health risks while using devices
	2.4 Explain how to block or filter inappropriate content or behaviour

PBD2 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

PBD3 – Principles of social media within a business

Unit reference number: K/618/8476

Level: 2 **Credit value: 3** **Guided Learning (GL) hours: 21**

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides the learner with an introduction to the use of social media within a business and considers the impact of social media on a business.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Introduction to the use of social media within a business

LO2 Understand the impact of social media on a business

Version 1.0

Unit content

Assessment guidance

Social media channels could include, but are not limited to:
- Instagram
- YouTube
- Twitter
- LinkedIn
- Snapchat
- Facebook

Factors to consider could include:
- features
- benefits
- type of audience

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Introduction to the use of social media within a business	1.1 Explain the importance of: • a vision • a brand • aims • goals • objectives to a business
	1.2 Explain how social media fits into the objectives and marketing of a business
	1.3 Explain the factors to consider when identifying a social media plan for a business
	1.4 Explain how social media could fit into the marketing plan of a business
	1.5 Describe the different **social media channels**
	1.6 Explain the **factors to consider** when selecting social media channels to promote a business

Learning Outcome	Assessment Criteria
LO2 Understand the impact of social media on a business	2.1 Describe the components of a social media policy and guidelines for a business
	2.2 Explain the importance of measuring the outcomes, of using different social media channels
	2.3 Describe the methods used to measure and identify success on different social media channels
	2.4 Describe methods of monitoring the ways businesses or industries are using social media
	2.5 Identify ways to improve the use of social media for a business

PBD3 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

PDOP33 – Understand the impact of acquired brain injury on individuals

Unit reference number: Y/601/6167

Level: 3
Credit value: 3
Guided Learning (GL) hours: 28

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand acquired brain injury

LO2 Understand the impact on individuals of acquired brain injury

LO3 Understand the specialist communication needs of an individual with acquired brain injury

LO4 Understand the impact that personality changes can have on an individual and those providing support

LO5 Understand the impact of challenging behaviour

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to PDOP3.3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand acquired brain injury	1.1 Define acquired brain injury
	1.2 Describe possible causes of acquired brain injury
	1.3 Explain the difference between a traumatic brain injury and other forms of acquired brain injury
	1.4 Describe brain injuries that are • mild • moderate • severe

Learning Outcome	Assessment Criteria
LO2 Understand the impact on individuals acquired brain injury	2.1 Discuss initial effects of acquired brain injury on the individual
	2.2 Explain the long-term effects of acquired brain injury to include: • physical • functional • cognitive • behavioural effects
	2.3 Explain the concepts of loss in relation to acquired brain injury for individuals and carers

Learning Outcome	Assessment Criteria
LO3 Understand the specialist communication needs of an individual with acquired brain injury	3.1 Define dysphasia and dysarthria
	3.2 Explain the effects of dysphasia and dysarthria on communication
	3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria
	3.4 Evaluate different intervention strategies and assistive tools that support communication

Learning Outcome	Assessment Criteria
LO4 Understand the impact that personality changes can have on an individual and those providing support	4.1 Explain the impact of personality changes on the individual
	4.2 Explain the impact of personality changes on those caring for the individual
	4.3 Explain how lack of self - awareness/insight may affect the individual
	4.4 Explain the skills needed to support the individual and family/carers to come to terms with personality changes

Learning Outcome	Assessment Criteria
LO5 Understand the impact of challenging behaviour	5.1 Explain behaviours which are considered challenging
	5.2 Analyse the importance of their own attitudes, values and skills when supporting an individual to manage their behaviour
	5.3 Explain measures that should be taken to manage the risk from challenging behaviour
	5.4 Explain the process for reporting and referring challenging behaviour

PDOP33 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

SCM301 – Understand stroke care management

Unit reference number: H/615/4486

Level: 3 **Credit value: 4** **Guided Learning (GL) hours: 36**

Unit aim

The aim of this unit is to provide learners with an understanding of legislation, guidelines and best practice to support stroke care management. It will also enable learners to consider the effects of a stroke on an individual and to provide an understanding of how a person-centred approach may support stroke care management.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand how to support individuals to manage stroke according to legislation, policy and guidelines

LO2 Understand specific communication factors affecting individuals following a stroke

LO3 Understand changing physical needs of individuals affected by a stroke

LO4 Understand the impact of the effects of a stroke on daily living

LO5 Understand the associated complications for an individual with stroke

LO6 Understand the importance of adopting a person-centred approach in stroke care management

Version 1.0

Unit content

Assessment guidance

There is no assessment guidance.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to support individuals to manage stroke according to legislation, policy and guidance	1.1 Summarise current legislation, policy and guidance related to supporting individuals with stroke
	1.2 Explain what current best practice is in the initial stages of stroke care management
	1.3 Explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being
	1.4 Describe the potential implications of mental capacity for an individual following a stroke

Learning Outcome	Assessment Criteria
LO2 Understand specific communication factors affecting individuals following a stroke	2.1 Evaluate the effects of stroke on the brain in relation to the ability to communicate
	2.2 Describe a range of common communication methods and aids to support individuals affected by a stroke
	2.3 Analyse methods of facilitating communication using supported conversation techniques
	2.4 Identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication
	2.5 Describe the effects on the individual experiencing communication difficulties
	2.6 Identify additional agencies and resources to support with communication needs

Learning Outcome	Assessment Criteria
LO3 Understand changing physical needs of individuals affected by stroke	3.1 Describe the changes in the brain of an individual affected by a stroke
	3.2 Describe the physical effects of stroke on an individual
	3.3 Explain the impact a stroke may have on swallowing and nutrition
	3.4 Describe the possible effects of stroke on sensory ability
	3.5 Analyse the fluctuating nature of effects of stroke on an individual

Learning Outcome	Assessment Criteria
LO4 Understand the impact of the effects of stroke on daily living	4.1 Explain the use of daily activities to promote recovery and independence
	4.2 Explain the importance of repetition to promote recovery
	4.3 Identify the effects of fatigue in stroke rehabilitation
	4.4 Describe the implication of stroke on lifestyle

Learning Outcome	Assessment Criteria
LO5 Understand the associated complications for an individual with stroke	5.1 Explain the psychological and emotional effects on the individual with stroke
	5.2 Describe the cognitive needs of the individual with stroke
	5.3 Describe the health needs that may be associated with stroke

Learning Outcome	Assessment Criteria
LO6 Understand the importance of adopting a person-centred approach in stroke care management	6.1 Explain how person-centred vales must influence all aspects of stroke care management
	6.2 Explain the importance of working in partnership with others to support care management
	6.3 Describe the importance of working in ways that promote active participation in stroke care management

SCM301 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

SSOP24 – Contribute to supporting individuals in the use of assistive technology

Unit reference number: H/601/3451

Level: 2
Credit value: 3
Guided Learning (GL) hours: 19

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the range and purpose of assistive technology available to support individuals

LO2 Be able to contribute to the use of selected assistive technology

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the range and purpose of assistive technology available to support individuals	1.1 Define the term assistive technology
	1.2 List a sample of assistive technology aids
	1.3 Explain the functions of the sample of assistive technology aids selected
	1.4 Describe how the sample of assistive technology aids selected can be utilised to promote participation, access and inclusion

Learning Outcome	Assessment Criteria
LO2 Be able to contribute to the use of selected assistive technology	2.1 Support an individual to access information about assistive technology
	2.2 Support an individual to use assistive technology following instructions and/or agreed ways of working
	2.3 Provide feedback on the effectiveness of assistive technology

SSOP24 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	R-branding	Qualification Administrator

Unit Handbook

SSOP32 – Promote effective communication with individuals with sensory loss

Unit reference number: K/601/3483

Level: 3
Credit value: 4
Guided Learning (GL) hours: 30

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of effective two-way communication

LO2 Understand different methods that can support communication with individuals with sensory loss

LO3 Be able to support the individual with communication

LO4 Evaluate the effectiveness of methods of communication used to support an individual with sensory loss

Version 1.0

Unit content

Assessment guidance

Sensory loss could include:
- sight loss
- hearing loss
- deaf blindness

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of effective two-way communication	1.1 Identify the features of two-way communication
	1.2 Explain why two-way communication is important for individuals with **sensory loss**
	1.3 Explain how own role can impact on the dynamics of two-way communication with individuals with sensory loss

Learning Outcome	Assessment Criteria
LO2 Understand different methods that can support communication with individuals with sensory loss	2.1 Research the different methods that are used to support communication with individuals with sensory loss
	2.2 Identify the characteristics of communication that is not based on formal language systems

Learning Outcome	Assessment Criteria
LO3 Be able to support the individual with communication	3.1 Agree with an individual and/or other preferred methods of communication
	3.2 Prepare the environment to facilitate effective communication
	3.3 Use agreed methods of communication with an individual
	3.4 Check the effectiveness of communication with the individual throughout the interaction

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate the effectiveness of methods of communication used to support an individual with sensory loss	4.1 Evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others
	4.2 Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills
	4.3 Make suggestions to improve the use of agreed methods of communication to individuals and/or others
	4.4 Reflect on their own practice, on the use of agreed methods of communication
	4.5 Adapt their own practice to meet the needs of the individual

SSOP32 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

SSOP33 – Support individuals with multiple conditions and/or disabilities

Unit reference number: A/601/5190

Level: 3
Credit value: 4
Guided Learning (GL) hours: 31

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the impact of multiple conditions and/or disabilities on individuals

LO2 Understand own role in supporting individuals with multiple conditions and/or disabilities

LO3 Understand the support available for individuals with multiple conditions and/or disabilities

LO4 Be able to assist individuals with multiple conditions and/or disabilities

LO5 Be able to evaluate the support provided to an individual to engage in activities

Version 1.0

Unit content

Assessment guidance

Multiple conditions and/or disabilities could include a combination of factors relating to:
- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health

Well-being such as:
- emotional
- psychological
- physical

Activities could include:
- education
- employment
- leisure activities
- social activities
- household or domestic tasks

Informal networks could include:
- family
- friends
- neighbours
- special interest groups

Others could include:
- other professionals
- carers/family members
- advocates
- colleagues

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Describe possible **multiple conditions and/or disabilities** that individuals may have
	1.2 Explain how multiple conditions and/or disabilities may have an additional impact on the individual's **well-being** and quality of life
	1.3 Explain how multiple conditions and/or disabilities may impact on individuals' opportunity to participate in a range of **activities**

Learning Outcome	Assessment Criteria
LO2 Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1 Describe their own role in supporting the well-being of individuals with multiple conditions and/or disabilities
	2.2 Explain the steps to take when actions may be outside of the scope of their own role and responsibilities

Learning Outcome	Assessment Criteria
LO3 Understand the support available for individuals with multiple conditions and/or disabilities	3.1 Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in their own local area
	3.2 Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.3 Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.4 Explain the importance of **informal networks** in providing support to individuals with multiple conditions and/or disabilities

Learning Outcome	Assessment Criteria
LO4 Be able to assist individuals with multiple conditions and/or disabilities	4.1 Support an individual to identify needs and preferences
	4.2 Identify any resources or specialist equipment that may be required to support an individual to engage in activities
	4.3 Support an individual to engage in activities that meet their needs and preferences

Learning Outcome	Assessment Criteria
LO5 Be able to evaluate the support provided to an individual to engage in activities	5.1 Review with the individual and/or **others**, how well the activities have met the identified needs and preferences
	5.2 Reflect on their own support to an individual to engage in activities
	5.3 Explain where additional advice, guidance or support can be accessed to improve own practice
	5.4 Adapt own practice to support the needs of the individual

SSOP33 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

SSOP37 – Support individuals to access education, training or employment

Unit reference number: H/601/3546

Level: 4
Credit value: 4
Guided Learning (GL) hours: 31

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the value of engagement in training, education or employment for individuals

LO2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment

LO3 Understand the support available to individuals accessing education, training or employment

LO4 Be able to support an individual to identify and access education, training or employment that meet needs and preferences

LO5 Be able to support individuals to undertake education, training or employment

LO6 Be able to evaluate engagement in education, training or employment

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the value of engagement in training, education or employment for individuals	1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the well-being and quality of life of individuals

Learning Outcome	Assessment Criteria
LO2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
	2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
	2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities

Learning Outcome	Assessment Criteria
LO3 Understand the support available to individuals accessing education, training or employment	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment
	3.2 Clarify the support provided by the various agencies

Learning Outcome	Assessment Criteria
LO4 Be able to support an individual to identify and access education, training or employment that meet needs and preferences	4.1 Work with individuals to identify the education, training or employment opportunities taking account of their: • aspirations • skills and abilities • interests • experience • qualifications • support needs • preferred career pathway • personal circumstances • language / communication needs
	4.2 Work with the individual and/or others to source accessible information on education, training or employment opportunities
	4.3 Support the individual to select preferred education, training or employment
	4.4 Support the individual to complete applications to access education, training or employment
	4.5 Support the individual to prepare for an interview or selection for education, training or employment

Learning Outcome	Assessment Criteria
LO5 Be able to support individuals to undertake education, training or employment	5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment
	5.2 Work with the individual and/or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment

Learning Outcome	Assessment Criteria
LO6 Be able to evaluate engagement in education, training or employment	6.1 Review with the individual and/or others the continued support required to undertake education, training or employment
	6.2 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

SSOP37 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

ACTM1 – Leading people
Unit reference number: M/650/3848

Level: 3
Credit value: 6
Guided Learning (GL) hours: 29

Unit aim

The aim of this unit is to provide the learner with the opportunity to gain an understanding of organisational cultures, equality, diversity and inclusion and to utilise this knowledge to adopt an effective leadership style. To support the development of the team and people and to manage change effectively, as well as effectively communicating organisation strategy and team purpose.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Adopt an effective leadership style to achieve positive outcomes

LO2 Support the development of the team and people through coaching, role modelling values and behaviours

LO3 Understand organisational cultures, equality, diversity and inclusion

LO4 Communicate organisation strategy and team purpose

LO5 Manage change effectively

Version 1.0

Unit content

Assessment guidance

Leadership techniques may include:
- supporting
- empowering
- directing
- leading
- motivating
- promoting creativity

Motivational techniques could include:
- consulting and involving staff in decision-making
- empowering staff to be more accountable
- providing opportunities for development
- recognising/rewarding achievement
- inspiring staff to meet targets/goals

Changing circumstances and priorities could include:
- movement of timescales
- unavailability of staff members
- resource reduction
- amended process or procedure
- external influences

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to adopt an effective leadership style to achieve positive outcomes	1.1 Explain the benefits of effective leadership for an organisation
	1.2 Describe personal motivational drivers to achieve positive outcomes
	1.3 Describe characteristics of effective leaders
	1.4 Adopt an effective leadership style to achieve positive outcomes
	1.5 Use motivational techniques to achieve organisational targets and team purpose

Learning Outcome	Assessment Criteria
LO2 Be able to support the development of the team and people through coaching, role modelling values and behaviours	2.1 Describe the values, attitude, mindset, behaviours and skills needed to provide effective performance coaching
	2.2 Explain the benefits of successful performance coaching to the organisation
	2.3 Display behaviours and attitudes that show a commitment to the fulfilment of the organisation's vision and the expression of its values
	2.4 Provide coaching to ensure that their own team and colleagues understand their role in the achievement of team and organisational objectives
	2.5 Take action to secure the on-going commitment of their own team and colleagues to fulfil the organisation's visions and values

Learning Outcome	Assessment Criteria
LO3 Understand organisational cultures, equality, diversity and inclusion	3.1 Explain the difference between equality, diversity and inclusion
	3.2 Explain the impact of equality, diversity and inclusion across aspects of organisational culture
	3.3 Explain the potential consequences of breaches of equality legislation
	3.4 Explain the different forms of discrimination and harassment
	3.5 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace

Learning Outcome	Assessment Criteria
LO4 Be able to communicate organisation strategy and team purpose	4.1 Agree the allocated goals and targets to be achieved
	4.2 Empower others to take responsibility for their decisions and actions within their own responsibility
	4.3 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities
	4.4 Evaluate the achievement of the goals and targets

Learning Outcome	Assessment Criteria
LO5 Be able to manage change effectively	5.1 Explain the roles and responsibilities of a change management project team
	5.2 Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
	5.3 Brief team members on their roles and responsibilities and the objectives of the change
	5.4 Gain acceptance to the need for change from team members and other stakeholders
	5.5 Implement the plan within the agreed timescale
	5.6 Provide support to team members and other stakeholders according to identified needs
	5.7 Monitor the progress of the implementation against the plan
	5.8 Manage problems in accordance with contingency plans
	5.9 Evaluate the effectiveness of the implementation of changed plans

ACTM1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

ACTM2 – Managing people
Unit reference number: R/650/3849

Level: 3 **Credit value: 6** **Guided Learning (GL) hours: 36**

Unit aim

The aim of this unit is to provide the learner with the opportunity to gain an understanding of performance management techniques and to utilise this knowledge to build a high-performing team. To motivate team achievement and to set operational and personal goals and objectives, as well as effectively monitoring team performance, providing clear guidance and feedback.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Build a high-performing team by supporting and developing individuals

LO2 Motivate team achievement

LO3 Set operational and personal goals and objectives

LO4 Monitor team performance, providing clear guidance and feedback

LO5 Understand performance management techniques

Version 1.0

Unit content

Assessment guidance

Questioning techniques could include:
- open
- closed
- limited
- leading

Motivational techniques could include:
- consulting and involving staff in decision-making
- empowering staff to be more accountable
- providing opportunities for development
- recognising/rewarding achievement
- inspiring staff to meet targets/goals

Remedial measures could include:
- increase in resources
- decrease in resources
- adaption of leadership style

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to build a high-performing team by supporting and developing individuals	1.1 Understand the purpose and benefits of training sessions
	1.2 Explain how the use of questioning techniques can raise an awareness and increase responsibility and ownership in others
	1.3 Explain how a positive attitude can impact on the effective development of others
	1.4 Deliver effective training sessions to team members
	1.5 Give and receive feedback in order to increase the confidence and competence of team members
	1.6 Give and receive feedback in order to increase the confidence and competence of team

Learning Outcome	Assessment Criteria
LO2 Be able to motivate team achievement	2.1 Explain the difference between a group and a team
	2.2 Describe types of people and team management models
	2.3 Outline the characteristics and dynamics of an effective team
	2.4 Explain the techniques of building a team
	2.5 Demonstrate techniques to motivate team members

Learning Outcome	Assessment Criteria
LO3 Be able to set operational and personal goals and objectives	3.1 Agree the scope, purpose and outcome of the work
	3.2 Allocate the work on the basis of the strengths, competences and expertise of team members
	3.3 Monitor the work against the agreed scope, purpose and outcome
	3.4 Take remedial measures, if necessary
	3.5 Quality assure the work and use findings to recommend potential changes

Learning Outcome	Assessment Criteria
LO4 Be able to monitor team performance, providing clear guidance and feedback	4.1 Explain organisational policies, procedures, values and expectations to team members
	4.2 Communicate work objectives, priorities and plans in line with operational requirements
	4.3 Explain the benefits of encouraging suggestions for improvements to work practices
	4.4 Provide practical support and constructive feedback to team members facing difficulties
	4.5 Demonstrate the use of leadership styles in different circumstances
	4.6 Recognise positive team performance

Learning Outcome	Assessment Criteria
LO5 Understand performance management techniques	5.1 Identify the characteristics of an effective performance management system
	5.2 Describe the role of the HR function within performance management
	5.3 Explain the uses of specific, measurable, achievable, realistic and time-bound (smart) objectives and priorities
	5.4 Describe best practice in conducting appraisals
	5.5 Explain the factors to be taken into account when managing people's wellbeing and performance
	5.6 Explain the importance of following disciplinary and grievance processes
	5.7 Analyse the impact of legal requirements against effective performance management techniques

ACTM2 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

ACTM3 – Building relationships
Unit reference number: D/650/3851

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 15**

Unit aim

The aim of this unit is to provide the learner with the opportunity to build relationships with customers and manage these effectively, to identify and to share good practice and build trust with and across teams.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Build relationships with customers and manage these effectively

LO2 Build trust with and across the team

LO3 Identify and share good practice across teams

Version 1.0

Unit content

Assessment guidance

Techniques to minimise conflict may include:
- accommodating – this entails giving the opposing side what it wants
- avoiding – this strategy seeks to put off conflict indefinitely
- collaborating - the objective is to find a creative solution acceptable to everyone
- compromising – this strategy typically calls for both sides of a conflict to give up elements of their position in order to establish an acceptable, if not agreeable, solution
- competing – this results in a situation which one side wins and other loses

Positive behaviours could include:
- being clear and up-to-date about what needs to be achieved at all times and clearly communicating expectations to others
- remaining focused, resilient, and optimistic, even during challenging times and always displaying a "Can Do" attitude
- regularly giving positive recognition to others for the right thing
- encouraging the team to share ideas and best practice within the team as well as across teams
- displaying genuine passion and energy for the organisation and to its customers
- taking a personal interest and showing genuine respect and concern for others

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to build relationships with customers and managing these effectively	1.1 Identify customers with whom relationships should be developed with
	1.2 Analyse how great service quality can be delivered
	1.3 Identify potential areas for improvement from the analysis of customer feedback
	1.4 Demonstrate how customer expectations can be continuously exceeded
	1.5 Evaluate the benefits and value of great service quality and customer loyalty
	1.6 Communicate to teams and colleagues their roles, responsibilities and work plans to deliver great service quality

Learning Outcome	Assessment Criteria
LO2 Be able to build trust with and across the team	2.1 Explain how team members' personalities and cultural backgrounds may give rise to conflict
	2.2 Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour
	2.3 Explain to team members the constraints under which their colleagues work
	2.4 Negotiate the allocated work roles with team members and keep promises
	2.5 Analyse systems, processes and situations that are likely to give rise to conflict
	2.6 Take action to minimise the potential for conflict within the limits of their own authority

Learning Outcome	Assessment Criteria
LO3 Be able to identify and share good practice across teams	3.1 Recognise the contribution of others to the achievement of team and organisational objectives
	3.2 Explain the benefits of collaborating with others to achieve team and organisational objectives
	3.3 Demonstrate positive behaviours when dealing with others
	3.4 Fulfil agreements made with others to share good practice
	3.5 Provide support and feedback to others

ACTM3 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

ACTM5 – Operational management

Unit reference number: F/650/3852

> **Level: 3**
> **Credit value: 8**
> **Guided Learning (GL) hours: 30**

Unit aim

The aim of this unit is to provide the learner with the opportunity to communicate organisational strategy, to translate those goals into deliverable actions, to organise, prioritise and allocate work to teams and others and to adapt their behaviour and attitude to meet challenges and identify solutions by effectively using resources and by collating and analysing data creating reports.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Communicate organisational strategy and deliver against operational plans

LO2 Translate goals into deliverable actions for the team

LO3 Organise, prioritise and allocate work

LO4 Collate and analyse data, and create reports

LO5 Adapt to meet challenges and identify solutions

LO6 Effectively use resources

Version 1.0

Unit content

Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and the skills and knowledge requirements

Assessment guidance

Periodic reviews could include milestone reviews with teams or individuals and will be in relation to the timescales and deadlines of the plan.

The **appropriate format** of a report could be verbal, written, paper-based, electronic, or a combination of any of the four.

Service provision standards are what a customer can expect from a service and how it should be delivered by the service provider, e.g. in terms of timeliness, accuracy and suitability.

Changing circumstances and priorities could include:
- movement of timescales
- unavailability of staff members
- resource reduction
- amended process or procedure
- external influences

In this instance, a **SWOT analysis** will be used to examine the strengths, weaknesses, opportunities and threats that affect the department and allow the identification of possible solutions

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to communicate organisational strategy and deliver against operational plans	1.1 Identify organisational specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
	1.2 Use objectives and KPIs to develop an operational plan
	1.3 Communicate the requirements of the plan to those who will be affected
	1.4 Implement the plan within agreed budgets and timescales
	1.5 Conduct periodic reviews of the progress and effectiveness of the plan, using information from a range of sources
	1.6 Report on the effectiveness of the operational plan in the appropriate format

Learning Outcome	Assessment Criteria
LO2 Be able to translate goals into deliverable actions for the team	2.1 Describe the organisational service provision standards which affect own area of performance
	2.2 Monitor own area's service provision against organisational standards
	2.3 Identify positive and practical solutions to improve departmental quality of service
	2.4 Implement a plan of improvement within own authority

Learning Outcome	Assessment Criteria
LO3 Be able to organise, prioritise and allocate work	3.1 Agree the allocated goals and targets to be achieved
	3.2 Empower others to take responsibility for their decisions and actions within their own responsibility
	3.3 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities
	3.4 Evaluate the achievement of the goals and targets

Learning Outcome	Assessment Criteria
LO4 Be able to collate and analyse data, and create reports	4.1 Explain the benefits of measuring business performance
	4.2 Obtain information on own area's performance
	4.3 Produce a management report which includes information on own area's performance
	4.4 Distribute the report on their own area performance to others
	4.5 Use the report to identify potential areas of improvement

Learning Outcome	Assessment Criteria
LO5 Be able to adapt to meet challenges and identify solutions	5.1 Describe the internal and external influences on their own business environment
	5.2 Carry out a SWOT analysis on their own department
	5.3 Use the findings of the SWOT analysis to identify areas of operational change to own department
	5.4 Implement operational changes within limits of their own authority
	5.5 Evaluate impact of changes to operations within their own business environment

Learning Outcome	Assessment Criteria
LO6 Be able to effectively use resources	6.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise
	6.2 Use delegation techniques whilst delivering targets
	6.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters
	6.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities

ACTM5 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualification Administrator

7 Appendix

Optional unit content mapping

The following matrices show the mapping of the optional units within this qualification to the additional requirements specified by Skills for Care during their sector consultation during 2020, as well as previous optional content and sector priorities.

Digital Skill	Unit title	Level	Credit	Product code
Confidence in using digital skills	Use devices and handle information	2	2	PBD1
	Principles of social media within a business	2	3	PBD3
Enabling and encouraging the use of digital skills	Principles of social media within a business	2	3	PBD3
Using technology to support and monitor people accessing care and support	Use devices and handle information	2	2	PBD1
Digital care planning and record keeping	Use devices and handle information	2	2	PBD1
Using different digital platforms and systems	Use devices and handle information Be safe and responsible online Principles of social media within a business	2	2 2 3	PBD1 PBD2 PBD3
Learning online/remotely	Use devices and handle information	2	2	PBD1

Leadership and management skills	Unit title	Level	Credit	Product code
Adult social care regulation and inspection	Regulatory processes for adult care	5	3	ACCA32
Change management	Leading people	3	6	ACTM1
Conflict resolution	Building relationships	3	4	ACTM3
Developing and supporting others	Leading people	3	6	ACTM1
Facilitating positive outcomes	Operational management	3	8	ACTM5
Integration	Managing people	3	6	ACTM2
Leadership and management theories	Leading people	3	6	ACTM1
Marketing provision	Develop and implement marketing plans	4	6	MF4
Recruitment and selection processes	Recruitment, selection and induction practice	4	6	ML43
Team leadership	Leading people	3	6	ACTM1
Resource management	Operational management	3	8	ACTM5
Supervision skills	Operational management	3	8	ACTM5
Quality assurance	Managing people	3	6	ACTM2
Quality improvement	Building relationships	3	4	ACTM3

Specialism	Unit title	Level	Credit	Product code
Acquired brain injury	Understand the impact of acquired brain injury on individuals	3	3	PDOP33
Autism	Understand how to support individuals with autistic spectrum conditions	3	3	LD310
Co-morbidity	No Skillsfirst unit available which specifically covers co-morbidity	-	-	N/A
Dementia	Understand the process and experience of dementia	3	3	DEM301R
	Understand and meet the nutritional requirements of individuals with dementia	3	3	DEM302
	Enable rights and choices of individuals with dementia whilst minimising risks	3	4	DEM304
	Understand and enable interaction and communication with individuals who have dementia	3	4	DEM312
	Equality, diversity and inclusion in dementia care practice	3	4	DEM313
Diabetes	Understand the treatment and management of diabetes	2	5	DA4
End of life care, including coping with death and bereavement	Support individuals at the end of life	3	7	HSC3048
	Understand how to work in end of life care	2	3	ELC1
	Understanding the role of the care worker in time of death	2	3	ELC2
	Support a LBGT person at end of life	2	2	ACLGBT11
Learning disability	Support individuals with a learning disability to access healthcare	3	3	LD308
	Support LGBT people with learning disabilities	2	3	ACLGBT9
Mental health	Understand mental health problems	3	3	CMH302
Parkinson's disease	Understand Parkinson's for health and social care staff	3	7	HSC3075P
Sensory loss	Promote effective communication with individuals with sensory loss	3	4	SSOP32
	Support individuals with multiple conditions and/or disabilities	3	4	SSOP33
Stroke care	Understand stroke care management	3	4	SCM301
Substance use	Recognise indications of substance misuse and refer individuals to specialists	3	4	ASM1

Clinical skill or healthcare task	Unit title	Level	Credit	Product code
Insulin administration	No Skillsfirst unit available which specifically covers insulin administration	-	-	N/A
Medication administration	Administer medication to individuals and monitor the effects	3	5	ASM34
Obtaining blood samples	Obtain venous blood samples	3	3	HSC3053
Percutaneous endoscopic gastronomy	No Skillsfirst unit available which specifically covers percutaneous endoscopic gastronomy	-	-	N/A
Physiological measurements	Undertake physiological measurements	3	3	HSC3052
Wound care	Undertake treatments and dressings of lesions and wounds	3	4	CH33
Skin integrity	No Skillsfirst unit available which specifically covers the topic of skin integrity	-	-	N/A
Stoma care	Undertake stoma care	3	4	CH31

Aspects of support	Unit title	Level	Credit	Product code
Activity provision	Promote active support	3	5	LDOP303
Advocacy	Purpose and principles of independent advocacy	3	4	ADV301
Assistive technology	Contribute to supporting individuals in the use of assistive technology	2	3	SSOP24
Care planning and assessment	Facilitate person-centred assessment planning implementation and review	3	6	HSC3020
Counselling skills	No Skillsfirst unit available which specifically covers counselling as a 'stand-alone' skill	-	-	N/A
Co-production	No Skillsfirst unit available which specifically covers co-production, however there are aspects of this within mandatory unit ACS2	-	-	N/A
Education, training and employment	Support individuals to access education training or employment	4	4	SSOP37
Foot care	Provide agreed support for foot care	2	3	HSC2017
Learning and development	Professional practice in learning development and support services	3	5	LDSSMP3
Managing incontinence	No Skillsfirst unit available which specifically covers managing incontinence	-	-	N/A
Managing pain and discomfort	Provide support to manage pain and discomfort	2	2	HSC2003
Nutrition and hydration	Administer oral nutritional products to individuals	3	5	CH47
Oral health	No Skillsfirst unit available which specifically covers oral health	-	-	N/A
Personalisation	Introduction to personalisation in social care	3	3	HSC3046
Positive behaviour support	Promote positive behaviour	3	6	HSC3045
Reablement	Support individuals to access and use services and facilities	3	4	HSC3013
Rehabilitation	No Skillsfirst unit available which specifically covers rehabilitation	-	-	N/A
Relationship support	Develop and sustain effective working relationships with staff in other agencies	3	4	ASM24
Risk assessment	Support positive risk taking	3	4	HSC3066
Supporting families and carers	Support carers to meet the care needs of individuals	3	5	CH60
	Work with families, carers and individuals during times of crisis	4	5	HSC3057
Skills for everyday life	Provide support to maintain and develop skills for everyday life	3	4	HSC3003
Strength-based approaches	No Skillsfirst unit available which specifically covers strength-based approaches, however there are aspects of this within mandatory unit ACS7	-	-	N/A
Therapy	Provide support for therapy sessions	2	2	HSC2001

Document History

Version	Issue Date	Changes	Role
V10.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator
v11.0	20/07/2023	Unit credits added to qualification structure page (Frontispiece)	Qualification Administrator
v12.0	04/08/2023	ASC14 credit value changed from 3 to 2.	Qualification Administrator