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# Handbook

WCSD2 – VTCT (Skillsfirst) Level 2 Diploma in Working  
in Care Services (RQF)

600/9307/9

Version 3.0

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# 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](http://www.vtct.org.uk) and [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk), contact our dedicated Customer Support Team via email at [customersupport@vtct.org.uk](mailto:customersupport@vtct.org.uk) and [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk) or call 0121 270 5100

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# 1 Qualification at a glance

<b>Qualification title</b>	VTCT (Skillsfirst) Level 2 Diploma in Working in Care Services (RQF)
<b>Qualification number</b>	600/9307/9
<b>Product code</b>	WCSD2
<b>Age range</b>	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment.
<b>Credits</b>	37
<b>Total Qualification Time (TQT)</b>	370
<b>Guided Learning (GL) hours</b>	307
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• Portfolio of evidence</li><li>• Skills-based assessment (if applicable)</li></ul>
<b>Entry requirements</b>	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.
<b>Support materials</b>	Support materials can be found on the website (if applicable)

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## 2 Qualification information

### 2.1 Qualification aim and design

The qualification is designed to demonstrate learners' knowledge and understanding of what is involved in the delivery of high quality care and support. It also covers the learning skills that learners need for a successful career in providing a range of care services. The qualification is aimed at learners in a variety of roles and job titles, including care workers, community, support and outreach workers, personal assistance and domiciliary care workers. Learners completing this qualification will work in a wide range of settings in the adult social care sector.

### 2.2 Progression opportunities

On completion of the Level 2 Diploma in Working in Care Services (RQF), learners may progress into a wide range of settings in the adult social care sector, or onto the following Skillsfirst qualifications:

- Level 2 Diploma in Health and Social Care Practice (RQF)
- Level 2 Diploma in Health and Social Care (Adults) for England (RQF)
- Level 3 Diploma in Health and Social Care (Adults) for England (RQF)

or similar specialist healthcare qualifications

## 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Diploma in Working in Care Services learners must achieve all mandatory units. All **37** credits must be achieved, of which a minimum of **15** credits must be from optional units.

The minimum TQT required to achieve this qualification is **370**.

Product code	Unit title	Level	Credit	Unit reference number
<b>Mandatory units (Group M): 22 credits</b>				
DEM201	Dementia awareness		2	J/601/2874
HSC024	Principles of safeguarding and protection in health and social care		3	A/601/8574
PWSC21	Principles of communication in adult social care settings		2	L/602/2905
PWSC22	Principles of personal development in adult social care settings		2	L/602/3035
PWSC23	Principles of diversity, equality and inclusion in adult social care settings		2	H/602/3039
PWSC25	Understand the role of the social care worker		1	A/602/3113
PWSC26	Understand person-centred approaches in adult social care settings		4	J/602/3180
PWSC27	Understand health and safety in social care settings		4	R/602/3179
PWSC28	Understand how to handle information in social care settings		1	Y/602/3118
SHC24	Introduction to duty of care in health, social care or children's and young people's settings		1	H/601/5474

Product code	Unit title	Level	Credit	Unit reference number
<b>Optional units (Group O): minimum 15 credits</b>				
DECON1	Principles of decontamination, cleaning and waste management in health care settings		5	J/504/8599
DEM202	The person centred approach to the care and support of individuals with dementia		2	H/601/2879
DEM205	Understand the factors that can influence communication and interaction with individuals who have dementia		2	T/601/9416
DEM207	Understand equality, diversity and inclusion in dementia care		2	A/601/2886
DEM314	Understand behaviour in the context of dementia		3	J/504/2396
ED02	Exploring equality and diversity		8	A/601/0197
ELC1	Understand how to work in end of life care		3	A/503/8085
ELC2	Understanding the role of the care worker in time of death		3	H/505/1980
LD201	Understand the context of supporting individuals with learning disabilities		4	K/601/5315
LD202	Support person-centred thinking and planning		5	L/601/6442
LD210	Introductory awareness of Autistic Spectrum Conditions		2	M/601/5316
MHL202	Approaches to care and management in mental health		3	K/601/2950
MHL22948	Mental health and mental health issues		3	D/504/1707
MHL22956	Understanding change and support in relation to mental health		5	K/504/1709
MPD1	Understand how to provide support to manage pain and discomfort		2	T/504/5519
NUT1	Consider nutritional needs of a variety of individuals		4	J/601/2535
PDOP21	Understand physical disability		2	L/601/6117
PWB39	Valuing equality and diversity		2	L/503/1013
SHM1	Understand medication and prescriptions		3	Y/601/9571
SHM2	Supply, storage and disposal of medication		3	K/601/9574
SHM3	Understand the requirements for the safe administration of medication		4	T/601/9576
SHM4	Record-keeping and audit processes for medication administration and storage		3	F/601/9578
SML207	Understand solvents and volatile substance abuse		2	K/601/2379
SSMU21	Introductory awareness of sensory loss		2	F/601/3442
SSOP21	Introductory awareness of models of disability		2	Y/601/3446

SSOP22	Support effective communication with individuals with a sensory loss		3	K/601/3449
SSOP23	Contribute to the support of individuals with multiple conditions and/or disabilities		3	A/601/4895
SSOP24	Contribute to supporting individuals in the use of assistive technology		3	H/601/3451
SSOP25	Support individuals to negotiate environments		4	F/601/5160
UMH1	Understand mental health		4	T/504/0482



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## 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 Skills for Care and Development

The Level 2 Diploma in Working in Care Services (RQF) is based on the units developed by

Skills for Care and Development (SfCD) who are the sector skills council for people working in early years, children and young people's services, and those working in social work and social care for children and adults in the UK. Their contact details are:

2nd Floor  
City Exchange  
11 Albion Street  
Leeds  
LS1 5ES

Phone: 01133907666

Email [sscinfo@skillsforcareanddevelopment.org.uk](mailto:sscinfo@skillsforcareanddevelopment.org.uk)

This handbook provides details from the SfCD assessment strategy, which centres will need to apply in order to assess and quality assure the Level 2 Diploma in Working in Care Services (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the Skills for Care and Development website [www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

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

Assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV). Assessors and IVs should:

- have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:
  - curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution
- have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing or verifying. This could be confirmed by records of continuing professional development (CPD) achievements

- be prepared to participate in training activities for their CPD
- have a sound in-depth knowledge of, and uphold the integrity of, the National Occupational Standards (NOS), units of assessment and the people1st assessment principles
- be employed directly or contractually by the same centre as the learner or
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the assessor/IV has not achieved the relevant award.

Assessors should only assess in their area of technical and occupational competence, approved by Skillsfirst.

The IV is responsible for the centre’s assessment quality. Therefore, in addition to the above, IVs must also:

- provide evidence of knowledge, understanding and application of the regulatory authorities’ code of practice
- undertake CPD to ensure that they are working to the current NOS in assessment and verification
- only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.

Assessors and IVs should have the relevant assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units unless they are carrying out assessment and verification activities under the “Employer Direct Model” (see 3.3).

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

#### 4.4 Employer direct model

Wherever possible, SfCD works with employers to encourage assessment to be carried out by colleagues, supervisors and/or managers in a workplace environment. However, many employers see gaining the assessor and quality assurance qualifications as an obstacle and unnecessary given the experience and quality of their own internal assessors and trainers.

The employer direct model has been developed to meet the needs of specific employers based on their knowledge of the clinical healthcare support NOS and qualifications and their history of internal assessor/internal verifier expertise. The SfCD supports this model with several provisos. The organisation must:

- Liaise with an awarding organisation/body who will be offering the qualification prior to beginning the process.
- Prepare, validate and review the assessment/verification roles.
- Carry out 100% mapping of the employers training to the National Occupational Standards for the assessor and quality assurance units which the qualifications are based on.
- Agree the mapping process with the awarding organisation/body involved.
- Demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification.

The awarding organisation/body must:

- Offer this model to employers only.
- Inform SfCD of employers who are using this model.
- Supply SfCD with statistical data including take-up, sector, size of organisation etc. when requested.
- Keep SfCD informed of any problems/issues incurred in the delivery of this model.

#### 4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD.

Centres are expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of 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 the above

#### 4.6 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.

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# 5 Assessment

## 5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit. The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units. The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit. An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor:

- learner statement
- notes
- letter
- e-mail
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- expenditure record
- audio/video recorded
- discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- screen dumps (print screen)

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 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and

- satisfies the learning outcomes and assessment criteria of the unit

### 5.3 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

### 5.4 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

#### 5.4.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

#### 5.4.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

### 5.5 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 the 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.

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# 6 Units

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# Unit Handbook

DEM201 – Dementia awareness

Unit reference number: J/601/2874

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 17**

## Unit aim

The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

## Learning outcomes

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

LO1 Understand what dementia is

LO2 Understand key features of the theoretical models of dementia

LO3 Know the most common types of dementia and their causes

LO4 Understand factors relating to an individual's experience of dementia



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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the National Occupational Standard DEM 201.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand what dementia is	1.1 Explain what is meant by the term 'dementia'
	1.2 Describe the key functions of the brain that are affected by dementia
	1.3 Explain why depression, delirium and age related memory impairment may be mistaken for dementia

Learning Outcome	Assessment Criteria
LO2 Understand key features of the theoretical models of dementia	2.1 Outline the medical model of dementia
	2.2 Outline the social model of dementia
	2.3 Explain why dementia should be viewed as a disability

Learning Outcome	Assessment Criteria
LO3 Know the most common types of dementia and their causes	3.1 List the most common causes of dementia
	3.2 Describe the likely signs and symptoms of the most common causes of dementia
	3.3 Outline the risk factors for the most common causes of dementia
	3.4 Identify prevalence rates for different types of dementia

Learning Outcome	Assessment Criteria
LO4 Understand factors relating to an individual's experience of dementia	4.1 Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability
	4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia

### DEM201 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

HSC024 – Principles of safeguarding and protection in health and social care

Unit reference number: A/601/8574

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 26**

## Unit aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

## Learning outcomes

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

LO1 Know how to recognise signs of abuse

LO2 Know how to respond to suspected or alleged abuse

LO3 Understand the national and local context of safeguarding and protection from abuse

LO4 Understand ways to reduce the likelihood of abuse

LO5 Know how to recognise and report unsafe practices

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# Unit content

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

This unit is linked to HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the Skills for health SSC and Skills for Care and Development SSC

## Assessment

This unit is assessed in the workplace or in conditions resembling the workplace.

## Assessment guidance

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

**Person centred values** include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

**A care plan** may be known by other names, e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed

**Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent

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

**Well-being** may include aspects that are:

- spiritual
- emotional
- cultural
- religious
- social
- political

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to recognise signs of abuse	1.1 Define the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• sexual abuse</li> <li>• emotional/psychological abuse</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• self-neglect</li> <li>• neglect by others</li> </ul>
	1.2 Identify the signs and/or symptoms associated with each type of abuse
	1.3 Describe factors that may contribute to an individual being more vulnerable to abuse

Learning Outcome	Assessment Criteria
LO2 Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take if there are suspicions that an individual is being abused
	2.2 Explain the actions to take if an individual alleges that they are being abused
	2.3 Identify ways to ensure that evidence of abuse is preserved

Learning Outcome	Assessment Criteria
LO3 Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse
	3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	3.3 Identify reports into serious failures to protect individuals from abuse
	3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

Learning Outcome	Assessment Criteria
LO4 Understand ways to reduce the likelihood of abuse	4.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with person-centred values</li> <li>• encouraging active participation</li> <li>• promoting choice and rights</li> </ul>
	4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

Learning Outcome	Assessment Criteria
LO5 Know how to recognise and report unsafe practices	5.1 Describe unsafe practices that may affect the wellbeing of individuals
	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 nothing has been done in response

### HSC024 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

## PWSC21 – Principles of communication in adult social care settings

Unit reference number: L/602/2905

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 17**

### Unit aim

The unit introduces the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

### Learning outcomes

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

LO1 Understand why communication is important in adult social care settings

LO2 Understand how to meet the communication and language needs, wishes and preferences of an individual

LO3 Understand how to reduce barriers to communication

LO4 Understand confidentiality in adult social care settings

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 21

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **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 why communication is important in adult social care settings	1.1 Identify different reasons why people communicate
	1.2 Explain how effective communication affects all aspects of working in adult social care settings
	1.3 Explain why it is important to observe an individual's reactions when communicating with them

Learning Outcome	Assessment Criteria
LO2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Explain why it is important to find out an individual's communication and language needs, wishes and preferences
	2.2 Describe a range of communication methods

Learning Outcome	Assessment Criteria
LO3 Understand how to reduce barriers to communication	3.1 Identify barriers to communication
	3.2 Describe ways to reduce barriers to communication
	3.3 Describe ways to check that communication has been understood
	3.4 Identify sources of information and support or services to enable more effective communication

Learning Outcome	Assessment Criteria
LO4 Understand confidentiality in adult social care settings	4.1 Define the term "confidentiality"
	4.2 Describe ways to maintain confidentiality in day to day communication
	4.3 Describe situations where information normally considered to be confidential might need to be shared with agreed others
	4.4 Explain how and when to seek advice about confidentiality

### PWSC21 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

PWSC22 – Principles of personal development in adult social care settings

Unit reference number: L/602/3035

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 17**

## Unit aim

The unit introduces the concepts of personal development and reflective practice, which are fundamental to adult social care roles. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

## Learning outcomes

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

LO1 Understand what is required for good practice in adult social care roles

LO2 Understand how learning activities can develop knowledge, skills and understanding

LO3 Know how a personal development plan can contribute to own learning and development

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 22, HSC23

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **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 what is required for good practice in adult social care roles	1.1 Identify standards that influence the way adult social care job roles are carried out
	1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

Learning Outcome	Assessment Criteria
LO2 Understand how learning activities can develop knowledge, skills and understanding	2.1 Describe how a learning activity has improved own knowledge, skills and understanding
	2.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding
	2.3 Describe how feedback from others has developed own knowledge, skills and understanding

Learning Outcome	Assessment Criteria
LO3 Know how a personal development plan can contribute to own learning and development	3.1 Define the term "personal development plan"
	3.2 identify who could be involved in the personal development plan process
	3.3 Identify sources of support for own learning and development
	3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding

### PWSC22 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

PWSC23 – Principles of diversity, equality and inclusion in adult social care settings

Unit reference number: H/602/3039

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 18**

## Unit aim

This unit introduces the concept of inclusion, which is fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

## Learning outcomes

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

LO1 Understand the importance of diversity, equality and inclusion.

LO2 Know how to work in an inclusive way

LO3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC23, HSC 24, HSC 234

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **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 the importance of diversity, equality and inclusion	1.1 Define what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination</li> </ul>
	1.2 Describe how direct or indirect discrimination may occur in the work setting
	1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination

Learning Outcome	Assessment Criteria
LO2 Know how to work in an inclusive way	2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.2 Describe how to interact with individuals in an inclusive way
	2.3 Describe ways in which discrimination may be challenged in adult social care settings

Learning Outcome	Assessment Criteria
LO3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination	3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination
	3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination

### PWSC23 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## PWSC25 – Understand the role of the social care worker

Unit reference number: A/602/3113

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit is aimed at those who are interested in, or new to working in social care settings. It provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

### Learning outcomes

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

LO1 Understand working relationships in social care settings

LO2 Understand the importance of working in ways that are agreed with the employer

LO3 Understand the importance of working in partnership with others

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 23, HSC25, HSC 227

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **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 working relationships in social care settings	1.1 Explain how a working relationship is different from a personal relationship
	1.2 Describe different working relationships in social care settings

Learning Outcome	Assessment Criteria
LO2 Understand the importance of working in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role
	2.2 Outline what is meant by <b>agreed ways of working</b>
	2.3 Explain the importance of full and up-to-date details of agreed ways of working

Learning Outcome	Assessment Criteria
LO3 Understand the importance of working in partnership with others	3.1 Explain why it is important to work in partnership with <b>others</b>
	3.2 Identify ways of working that can help improve partnership working
	3.3 Identify skills and approaches needed for resolving conflicts
	3.4 Explain how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>

### PWSC25 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

## PWSC26 – Understand person-centred approaches in adult social care settings

Unit reference number: J/602/3180

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 34**

### Unit aim

This unit introduces the concept of person centred support as a fundamental principle of social care. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

### Learning outcomes

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

LO1 Understand person-centred approaches for care and support

LO2 Understand how to implement a person-centred approach in an adult social care setting

LO3 Understand the importance of establishing consent when providing care or support

LO4 Understand how to encourage active participation

LO5 Understand how to support an individual's right to make choices

LO6 Understand how to promote an individual's well-being

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 24, HSC 26, HSC 234

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **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 person-centred approaches for care and support	1.1 Define person-centred values
	1.2 Explain why it is important to work in a way that embeds person-centered values

Learning Outcome	Assessment Criteria
LO2 Understand how to implement a person-centred approach in an adult social care setting	2.1 Describe how to find out the history, preferences, wishes and needs of an individual
	2.2 Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support
	2.3 Explain how using an individual's care plan contributes to working in a person-centered way

Learning Outcome	Assessment Criteria
LO3 Understand the importance of establishing consent when providing care or support	3.1 Define the term "consent"
	3.2 Explain the importance of gaining consent when providing care or support
	3.3 Describe how to establish consent for an activity or action
	3.4 Explain what steps to take if consent cannot be readily established

Learning Outcome	Assessment Criteria
LO4 Understand how to encourage active participation	4.1 Define what is meant by active participation
	4.2 Describe how active participation benefits an individual
	4.3 Describe ways of reducing barriers to active participation
	4.4 Describe ways of encouraging active participation

Learning Outcome	Assessment Criteria
LO5 Understand how to support an individual's right to make choices	5.1 Identify ways of supporting an individual to make informed choices
	5.2 Explain why risk-taking can be part of an individual's choices
	5.3 Explain how agreed risk assessment processes are used to support the right to make choices
	5.4 Explain why a worker's personal views should not influence an individual's choices
	5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by others

Learning Outcome	Assessment Criteria
LO6 Understand how to promote an individual's well-being	6.1 Explain how individual identity and self-esteem are linked with well-being
	6.2 Describe attitudes and approaches that are likely to promote an individual's well-being
	6.3 Identify ways to contribute to an environment that promotes well-being

### PWSC26 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## PWSC27 – Understand health and safety in social care settings

Unit reference number: R/602/3179

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 40**

### Unit aim

This unit is aimed at those who are interested in, or new to, working in a social care setting. It introduces knowledge and understanding of areas of health and safety required to working in a social care setting.

### Learning outcomes

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

LO1 Understand the different responsibilities relating to health and safety in social care settings

LO2 Understand the use of risk assessments in relation to health and safety

LO3 Understand procedures for responding to accidents and sudden illness

LO4 Know how to reduce the spread of infection

LO5 Know how to move and handle equipment and other objects safely

LO6 Understand the principles of assisting and moving an individual

LO7 Know how to handle hazardous substances

LO8 Know environmental safety procedures in the social care setting

LO9 Know how to manage stress

LO10 Understand procedures regarding handling medication

LO11 Understand how to handle and store food safely

Version 1.0

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 22, HSC27, HSC 221, HSC 223

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **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 the different responsibilities relating to health and safety in social care settings	1.1 List legislation relating to general health and safety in a social care setting
	1.2 Describe the main points of health and safety policies and procedures
	1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>• the social care worker</li> <li>• the employer or manager</li> <li>• individuals</li> </ul>
	1.4 Identify tasks relating to health and safety that should only be carried out with special training
	1.5 Describe how to access additional support and information relating to health and safety

Learning Outcome	Assessment Criteria
LO2 Understand the use of risk assessments in relation to health and safety	2.1 Define what is meant by “hazard” and “risk”
	2.2 Describe how to use a health and safety risk assessment
	2.3 Explain how and when to report potential health and safety risks that have been identified
	2.4 Describe how risk assessment can help address dilemmas between an individual’s rights and health and safety concerns

Learning Outcome	Assessment Criteria
LO3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in a social care setting
	3.2 Outline the procedures to be followed if an accident or sudden illness should occur
	3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders

Learning Outcome	Assessment Criteria
LO4 Know how to reduce the spread of infection	4.1 List routes by which an infection can get into the body
	4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work
	4.3 Explain the most thorough method for hand washing
	4.4 Describe when to use different types of personal protective equipment



Learning Outcome	Assessment Criteria
LO5 Know how to move and handle equipment and other objects safely	5.1 Identify legislation that relates to moving and handling
	5.2 List principles for safe moving and handling
	5.3 Explain why it is important for moving and handling tasks to be carried out following specialist training

Learning Outcome	Assessment Criteria
LO6 Understand the principles of assisting and moving an individual	6.1 explain why it is important to have specialist training before assisting and moving an individual
	6.2 Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving

Learning Outcome	Assessment Criteria
LO7 Know how to handle hazardous substances	7.1 Identify hazardous substances that may be found in the social care setting
	7.2 Describe safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances</li> </ul>

Learning Outcome	Assessment Criteria
LO8 Know environmental safety procedures in the social care setting	8.1 Outline procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> <li>• fire</li> <li>• gas leak</li> <li>• floods</li> <li>• intruding</li> <li>• security breach</li> </ul>
	8.2 Outline procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> <li>• fire</li> <li>• gas leak</li> <li>• floods</li> <li>• intruding</li> <li>• security breach</li> </ul>

Learning Outcome	Assessment Criteria
LO9 Know how to manage stress	9.1 Identify common signs and indicators of stress
	9.2 Identify circumstances that tend to trigger own stress
	9.3 Describe ways to manage stress

Learning Outcome	Assessment Criteria
LO10 Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about handling medication
	10.2 Identify who is responsible for medication in a social care setting
	10.3 Explain why medication must only be handled following specialist training

Learning Outcome	Assessment Criteria
LO11 Understand how to handle and store food safely	11.1 Identify food safety standards relevant to a social care setting
	11.2 Explain how to: <ul style="list-style-type: none"> <li>• store food</li> <li>• maximise hygiene when handling food</li> <li>• dispose of food</li> </ul>
	11.3 Identify common hazards when handling and storing food

### PWSC27 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## PWSC28 – Understand how to handle information in social care settings

Unit reference number: Y/602/3118

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit introduces knowledge required for good practice in recording, storing and sharing information in a social care setting. This unit is aimed at those who are interested in, or new to, working in social care settings.

### Learning outcomes

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

LO1 Understand the need for secure handling of information in social care settings

LO2 Know how to access support for handling information in social care settings

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 21, HSC28

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Evidence requirements**

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

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# Learning outcomes

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO1 Understand the need for secure handling of information in social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care
	1.2 Explain why it is important to have secure systems for recording and storing information in a social care setting

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO2 Know how to access support for handling information in social care settings	2.1 Describe how to access guidance, information and advice about handling information
	2.2 Outline the actions to take when there are concerns over the recording, storing or sharing of information

### PWSC28 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

SHC24 – Introduction to duty of care in health, social care or children’s and young people’s settings

Unit reference number: H/601/5474

**Level: 1**

**Credit value: 2**

**Guided Learning (GL) hours: 9**

## Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

## Learning outcomes

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

LO1 Understand the implications of duty of care

LO2 Understand support available for addressing dilemmas that may arise about duty of care

LO3 Know how to respond to complaints



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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard CCLD 203 HSC 24 GCU 2

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the implications of duty of care	1.1 Define the term 'duty of care'
	1.2 Describe how the duty of care affects own work role

Learning Outcome	Assessment Criteria
LO2 Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights
	2.2 Explain where to get additional support and advice about how to resolve such dilemmas

Learning Outcome	Assessment Criteria
LO3 Know how to respond to complaints	3.1 Describe how to respond to complaints
	3.2 Identify the main points of agreed procedures for handling complaints

### SHC24 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## DECON1 – Principles of decontamination, cleaning and waste management in health care settings

Unit reference number: J/504/8599

**Level: 2**

**Credit value: 5**

**Guided Learning (GL) hours: 37**

### Unit aim

This unit aims to provide learners with the knowledge and understanding of decontamination, cleaning and waste management in health care settings

### Learning outcomes

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

LO1 Understand the importance of maintaining a clean environment

LO2 Understand roles and responsibilities in relation to cleaning, decontamination and waste management

LO3 Know the principles of decontamination processes

LO4 Understand the sterilisation process

LO5 Understand how to safely handle laundry

LO6 Understand the principles of effective waste management

LO7 Understand how to safely handle sharps

Version 1.0

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Health SSC

## **Assessment**

Learners must provide a portfolio of evidence

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of maintaining a clean environment	1.1 Explain the importance of a clean environment when working in a health care setting
	1.2 Explain workplace cleaning schedules
	1.3 Explain the purpose of colour coding cleaning equipment

Learning Outcome	Assessment Criteria
LO2 Understand roles and responsibilities in relation to cleaning, decontamination and waste management	2.1 Describe the cleaning, decontamination and waste management roles and responsibilities of: <ul style="list-style-type: none"> <li>• employees</li> <li>• employers</li> <li>• specialist personnel</li> </ul>
	2.2 Explain the procedure that employees should follow if they have concerns over standards of hygiene
	2.3 Describe the importance of regular training for health care staff

Learning Outcome	Assessment Criteria
LO3 Know the principles of decontamination processes	3.1 Define the term 'decontamination'
	3.2 Outline the three stages of decontamination
	3.3 Describe the importance of decontamination
	3.4 Describe the procedures to follow when using cleaning agents
	3.5 Describe the procedures to follow when using disinfecting agents
	3.6 Describe the safety procedures used at different stages of decontamination
	3.7 Explain the use of personal protective equipment during the decontamination process
	3.8 Identify the cleaning and storage requirements for decontamination equipment

Learning Outcome	Assessment Criteria
LO4 Understand the sterilisation process	4.1 Define the term 'sterilise' within a health care environment
	4.2 Outline the methods used to sterilise equipment
	4.3 Identify the cleaning and storage requirements for sterilisation equipment

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO5 Understand how to safely handle laundry	5.1 Explain the risks associated with handling laundry
	5.2 Describe safe working procedures to minimise the spread of infection when handling laundry
	5.3 Describe the process for: <ul style="list-style-type: none"> <li>• storage of contaminated laundry</li> <li>• collection of contaminated laundry</li> <li>• cleaning of contaminated laundry</li> <li>• returning clean laundry to individuals</li> </ul>

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO6 Understand the principles of effective waste management	6.1 Identify current legislation relating to waste management
	6.2 Identify the categories of waste related to health care settings
	6.3 Describe safe disposal methods for the different categories of waste
	6.4 Define what is meant by the term 'biological spillage'
	6.5 Describe the actions to take to deal with biological spillages

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO7 Understand how to safely handle sharps	7.1 Define what is meant by the term 'sharps'
	7.2 Describe how to: <ul style="list-style-type: none"> <li>• use sharps</li> <li>• dispose of sharps</li> <li>• deal with a sharps incident/accident</li> </ul>
	7.3 Explain how to reduce the risk of a sharps injury

### DECON1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

DEM202 – The person centred approach to the care and support of individuals with dementia

Unit reference number: H/601/2879

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 17**

## Unit aim

This unit provides the knowledge and understanding required to enable the individual with dementia to experience well-being. Learners will be able to develop their knowledge of the person centred approach to dementia care and support.

## Learning outcomes

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

LO1 Understand approaches that enable individuals with dementia to experience well-being

LO2 Understand the role of carers in the care and support of individuals with dementia

LO3 Understand the roles of others in the support of individuals with dementia

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 21, HSC 23, HSC 24, HSC 31, HSC 33, HSC 35, HSC41, HSC43 and HSC45T.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand approaches that enable individuals with dementia to experience well-being	1.1 Describe what is meant by a person centred approach
	1.2 Outline the benefits of working with an individual with dementia in a person centred manner

Learning Outcome	Assessment Criteria
LO2 Understand the role of carers in the care and support of individuals with dementia	2.1 Describe the role that carers can have in the care and support of Individuals with dementia
	2.2 Explain the value of developing a professional working relationship with carers

Learning Outcome	Assessment Criteria
LO3 Understand the roles of others in the support of individuals with dementia	3.1 Describe the roles of others in the care and support of individuals with dementia
	3.2 Explain when it may be necessary to refer to others when supporting individuals with dementia
	3.3 Explain how to access the additional support of others when supporting individuals with dementia

### DEM202 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

DEM205 – Understand the factors that can influence communication and interaction with individuals who have dementia

Unit reference number: T/601/9416

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 18**

## Unit aim

This unit provides the underpinning knowledge required to develop awareness of differing communication needs and abilities of individuals with dementia in order to enhance positive interaction. This unit does not assess competence.

## Learning outcomes

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

LO1 Understand the factors that can influence communication and interaction with individuals who have dementia

LO2 Understand how a person centred approach may be used to encourage positive communication with individuals with dementia

LO3 Understand the factors which can affect interactions with individuals with dementia

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 21, 31, 41, 24, 35, 45.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the factors that can influence communication and interaction with individuals who have dementia	1.1 Explain how dementia may influence an individual's ability to communicate and interact
	1.2 Identify other factors that may influence an individual's ability to communicate and interact
	1.3 Outline how memory impairment may affect the ability of an individual with dementia to use verbal language

Learning Outcome	Assessment Criteria
LO2 Understand how a person centred approach may be used to encourage positive communication with individuals with dementia	2.1 Explain how to identify the communication strengths and abilities of an individual with dementia
	2.2 Describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia
	2.3 Describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness

Learning Outcome	Assessment Criteria
LO3 Understand the factors which can affect interactions with individuals with dementia	3.1 Explain how understanding an individual's biography/history can facilitate positive interactions
	3.2 List different techniques that can be used to facilitate positive interactions with an individual with dementia
	3.3 Explain how involving others may enhance interaction with an individual with dementia

### DEM205 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

## DEM207 – Understand equality, diversity and inclusion in dementia care

Unit reference number: A/601/2886

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 20**

### 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 introduces the concepts of equality, diversity and inclusion that are fundamental to person centred care practice.

### Learning outcomes

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

LO1 Understand and appreciate the importance of diversity of individuals with dementia

LO2 Understand the importance of person centred approaches in the care and support of individuals with dementia

LO3 Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard HSC 21, HSC 24, HSC 31, HSC 35, HSC41, HSC45

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand and appreciate the importance of diversity of individuals with dementia	1.1 Explain the importance of recognising that individuals with dementia have unique needs and preferences
	1.2 Describe ways of helping carers and others to understand that an individual with dementia has unique needs and preferences
	1.3 Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals

Learning Outcome	Assessment Criteria
LO2 Understand the importance of person centred approaches in the care and support of individuals with dementia	2.1 Describe how an individual may feel valued, included and able to engage in daily life
	2.2 Describe how individuals with dementia may feel excluded
	2.3 Explain the importance of including the individual in all aspects of their care

Learning Outcome	Assessment Criteria
LO3 Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met	3.1 Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia
	3.2 Describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins
	3.3 Describe what knowledge and understanding would be required to work in a person centred way with an individual with a learning disability and dementia

### DEM207 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## DEM314 – Understand behaviour in the context of dementia

Unit reference number: J/504/2396

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 20**

### Unit aim

In this unit learners will explore the different types of behaviour and the factors that affect someone with a dementia.

Learners will also learn how to respond in an appropriate and supportive manner to behaviour that some people may find 'challenging'.

### Learning outcomes

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

LO1 Understand that behaviour is often used as a means of communication

LO2 Understand how to respond to behaviours associated with dementia

LO3 Understand why some people with dementia will need additional emotional support

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

Learners must provide a portfolio of evidence

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand that behaviour is often used as a means of communication	1.1 Identify some of the factors that can influence and shape a person's behaviour
	1.2 Explain why it's important to look for the meaning behind words and behaviour
	1.3 Define the meaning of the term 'insight impairment'
	1.4 Describe how insight impairment can affect a person's behaviour

Learning Outcome	Assessment Criteria
LO2 Understand how to respond to behaviours associated with dementia	2.1 Describe the conditions 'apraxia' and 'visual agnosia'
	2.2 Define the terms 'delusion' and 'hallucination'
	2.3 Outline how staff can support a person with dementia who has difficulty sleeping
	2.4 Identify possible reasons for repetitious questions and behaviour
	2.5 Explain how staff can support a person with dementia should they display a range of behaviours
	2.6 Explain how staff should respond to behaviour considered 'inappropriate'

Learning Outcome	Assessment Criteria
LO3 Understand why some people with dementia will need additional emotional support	3.1 Identify reasons why a person with dementia may become depressed
	3.2 Explain why it's important to treat depression and tackle its causes
	3.3 Describe how staff can support a person with depression
	3.4 Identify reasons why a person with dementia may become angry
	3.5 Describe how staff should respond to a person who becomes angry

### DEM314 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

## ED02 – Exploring equality and diversity

Unit reference number: A/601/0197

**Level: 2**

**Credit value: 8**

**Guided Learning (GL) hours: 60**

### Unit aim

The aim of this unit is to give learners an introduction to the issues around prejudice and discrimination, to identify basic rights and shared values people have. The learner will also examine the responsibility each person and organisation has.

### Learning outcomes

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

LO1 Understand what equality means

LO2 Understand the ways in which people might choose to describe themselves

LO3 Understand what diversity means

LO4 Understand stereotyping and labelling and their effects

LO5 Understand prejudice and discrimination and their effects

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standard

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand what equality means	1.1 Describe what having equal opportunity means in relation to: <ul style="list-style-type: none"> <li>• education</li> <li>• housing</li> <li>• healthcare</li> <li>• employment</li> </ul>
	1.2 Outline the problems that persist in the UK in relation to: <ul style="list-style-type: none"> <li>• levels of pay between men and women</li> <li>• other signs of inequality chosen by the learner</li> </ul>

Learning Outcome	Assessment Criteria
LO2 Understand the ways in which people might choose to describe themselves	2.1 Describe the individual factors that make a person who they are, providing examples of each of the following types of factors: <ul style="list-style-type: none"> <li>• physical characteristics</li> <li>• emotions</li> <li>• likes and dislikes</li> <li>• values and beliefs</li> </ul>
	2.2 Describe the ways in which someone might choose to describe themselves, including: <ul style="list-style-type: none"> <li>• personal interest and characteristics</li> <li>• religious and cultural</li> <li>• geographic</li> </ul>
	2.3 Explain what is meant by the following terms: <ul style="list-style-type: none"> <li>• dual discrimination</li> <li>• positive discrimination</li> <li>• discrimination arising from disability</li> <li>• discrimination by association</li> <li>• protected characteristics</li> </ul>
	2.4 Make clear what having multiple identities means, giving three examples from people they know
	2.5 Make clear what is meant by shared identities
	2.6 Explain and give examples of how an individual can identify themselves as belonging to a number of different groups
	2.7 Describe themselves in terms of their own multiple identities

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO3 Understand what diversity means	3.1 Identify the types of diversity that exist within their local community, looking at the range of different: <ul style="list-style-type: none"> <li>• interests</li> <li>• beliefs</li> <li>• ages</li> <li>• lifestyles</li> <li>• personal, social and cultural identities</li> </ul>
	3.2 Describe the contribution they make to the overall diversity of their local community
	3.3 Illustrate, with examples, the value of diversity, looking at how it enhances: <ul style="list-style-type: none"> <li>• their own lives</li> <li>• their local community</li> <li>• the country they live in</li> </ul>
	3.4 Describe what it means to respect people's differences

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO4 Understand stereotyping and labelling and their effects	4.1 Give definitions of the terms stereotyping and labelling
	4.2 Explain why some people feel the need to stereotype others
	4.3 Describe the damaging effects stereotyping and labelling can have, giving two examples
	4.4 Describe how stereotyping is perpetuated in society, providing at least two examples

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO5 Understand prejudice and discrimination and their effects	5.1 Give definitions for the terms prejudice and discrimination
	5.2 Describe how people may develop prejudices
	5.3 Describe the types of discrimination that can exist
	5.4 Make clear the difference between indirect and direct discrimination, providing two examples to illustrate the point
	5.5 Explain the term multiple discrimination
	5.6 Describe the effects that discrimination and prejudice can have on people

## ED02 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# 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

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# 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

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# 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

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# 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: <ul style="list-style-type: none"> <li>• Religious beliefs</li> <li>• Cultural beliefs</li> <li>• Family role</li> <li>• Cause of death</li> </ul>
	2.3 State how the preparation and movement of a deceased individual is affected by <b>sudden death</b>
	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	4.1 Identify <b>legislation and policies</b> that may influence how a body is dealt with following death
	4.2 Summarise the <b>legal and organisational responsibilities</b> following the death of an individual

### ELC2 Document History

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

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# Unit Handbook

## LD201 – Understand the context of supporting individuals with learning disabilities

Unit reference number: K/601/5315

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 35**

### Unit aim

The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities.

### Learning outcomes

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

LO1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities

LO2 Understand the nature and characteristics of learning disability

LO3 Understand the historical context of learning disability

LO4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families

LO5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers

LO6 Know how to promote communication with individuals with learning disabilities

Version 1.0



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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is not linked to the national occupational standards.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	1.1 Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
	1.2 Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families

Learning Outcome	Assessment Criteria
LO2 Understand the nature and characteristics of learning disability	2.1 Explain what is meant by 'learning disability'
	2.2 Give examples of causes of learning disabilities
	2.3 Describe the medical and social models of disability
	2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
	2.5 Describe the possible impact on a family of having a member with a learning disability

Learning Outcome	Assessment Criteria
LO3 Understand the historical context of learning disability	3.1 Explain the types of services that have been provided for individuals with learning disabilities over time
	3.2 Describe how past ways of working may affect present services
	3.3 Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: <ul style="list-style-type: none"> <li>• where people live</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships and parenthood</li> <li>• the provision of healthcare</li> </ul>

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term 'social inclusion'
	4.2 Explain the meaning of advocacy
	4.3 Describe different types of advocacy
	4.4 Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain how attitudes are changing in relation to individuals with learning disabilities
	5.2 Give examples of positive and negative aspects of being labelled as having a learning disability
	5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
	5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO6 Know how to promote communication with individuals with learning disabilities	6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: <ul style="list-style-type: none"> <li>• verbal communication</li> <li>• non-verbal communication</li> </ul>
	6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
	6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

### LD201 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

LD202 – Support person-centred thinking and planning

Unit reference number: L/601/6442

**Level: 2**

**Credit value: 5**

**Guided Learning (GL) hours: 34**

## Unit aim

This unit is aimed at those who work in a range of health and social care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This unit provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking.

## Learning outcomes

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

LO1 Understand the principles and practice of person-centred thinking, planning and reviews

LO2 Understand the context within which person-centred thinking and planning takes place

LO3 Understand own role in person-centred planning, thinking and reviews

LO4 Be able to apply person-centred thinking in relation to own life

LO5 Be able to implement person-centred thinking and person-centred reviews

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# Unit content

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

This unit is linked to HSC 25.

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by the Skills for health SSC and Skills for Care and Development SSC

## **Assessment**

Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles and practice of person-centred thinking, planning and reviews	1.1 Identify the beliefs and values on which person-centred thinking and planning is based
	1.2 Define person-centred thinking, person-centred planning and person-centred reviews
	1.3 Describe the difference that person-centred thinking can make to individuals and their families
	1.4 Describe examples of person-centred thinking tools
	1.5 Explain what a 'one page profile' is
	1.6 Describe the person-centred review process

Learning Outcome	Assessment Criteria
LO2 Understand the context within which person-centred thinking and planning takes place	2.1 Outline current legislation, policy and guidance underpinning person-centred thinking and planning
	2.2 Describe the relationship between person-centred planning and personalised services
	2.3 Identify ways that person-centred thinking can be used: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• in teams</li> </ul>

Learning Outcome	Assessment Criteria
LO3 Understand own role in person-centred planning, thinking and reviews	3.1 Describe own role in person-centred thinking, planning and reviews when supporting individuals
	3.2 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
	3.3 Describe how these challenges might be overcome

Learning Outcome	Assessment Criteria
LO4 Be able to apply person-centred thinking in relation to own life	4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
	4.2 Describe own relationship circle
	4.3 Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life
	4.4 Describe how to prepare for own person-centred review

Learning Outcome	Assessment Criteria
LO5 Be able to implement person-centred thinking and person-centred reviews	5.1 Use person-centred thinking to know and act on what is important to the individual
	5.2 Establish with the individual how they want to be supported
	5.3 Use person-centred thinking to know and respond to how the individual communicates
	5.4 Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life
	5.5 Support the individual in their relationships and in being part of their community using person-centred thinking
	5.6 Ensure that the individual is central to the person-centred review process
	5.7 Explain how to ensure that actions from a review happen



### LD202 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## LD210 – Introductory awareness of autistic spectrum conditions

Unit reference number: M/601/5316

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 17**

### Unit aim

The unit provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person centred support.

### Learning outcomes

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

LO1 Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties

LO2 Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals

LO3 Understand the behaviours exhibited by some individuals with an autistic spectrum condition

LO4 Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition

LO5 Understand how to communicate effectively with individuals on the autistic spectrum

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# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is not linked to any National Occupational Standards.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties	1.1 Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others
	1.2 Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships
	1.3 Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum

Learning Outcome	Assessment Criteria
LO2 Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals	2.1 Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests
	2.2 Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms
	2.3 Identify other conditions which may be associated with an autistic spectrum condition
	2.4 Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition

Learning Outcome	Assessment Criteria
LO3 Understand the behaviours exhibited by some individuals with an autistic spectrum condition	3.1 Describe behavioural characteristics associated with autistic spectrum conditions
	3.2 Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours
	3.3 Describe what to do if an individual is highly anxious or stressed

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO4 Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition	4.1 Explain why it is important to have in place structures and routines which match the wishes and needs of the individual
	4.2 Identify formal and informal support networks for an individual with an autistic spectrum condition
	4.3 Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition
	4.4 Describe ways of ensuring that support provided is consistent, both within own approach and with that of others
	4.5 Describe how to contribute towards the learning of an individual with an autistic spectrum condition

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO5 Understand how to communicate effectively with individuals on the autistic spectrum	5.1 Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition
	5.2 Identify aspects of the environment that affect communication with an individual
	5.3 Describe how to reduce barriers to communication with an individual
	5.4 Outline the use of visual communication systems for individuals who have an autistic spectrum condition
	5.5 Identify who could provide advice about effective communication with an individual

### LD210 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

MHL202 – Approaches to care and management in mental health

Unit reference number: K/601/2950

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 27**

## Unit aim

Learners will investigate the key features and principles of the care planning process and will identify aspects of good practise, including the key components of a risk assessment and the requirements of a mental health assessment.

Learners will also identify the agencies involved in the care process and the role they perform

## Learning outcomes

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

LO1 Understand the key features of the care planning process

LO2 Understand aspects of good practice in the care planning process

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# Unit content

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

This unit is linked to the NOS SFHMH63

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC

## Assessment

Units need to be assessed in line with the Skills for Health Assessment Principles.

## Assessment guidance

**Standards** must be current and include those produced by the Care Quality Commission (CQC) and the National Institute for Health and Clinical Excellence (NICE)

**Categories** include:

- harm to self
- harm to others
- being harmed by others.

**Components** include:

- previous history
- threat of harm
- internal triggers
- substance use
- homelessness
- current symptoms,
- disengagement from services and treatment
- clients and workers own perceptions



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the key features of the care planning process	1.1 Identify local and national standards on care
	1.2 Outline the stepped approach to care
	1.3 State the key principles of care planning
	1.4 Identify the interpersonal skills required to enable assessment in care planning
	1.5 Explain why it is important to take account of an individual's physical, psychological, social and spiritual needs

Learning Outcome	Assessment Criteria
LO2 Understand aspects of good practice in the care planning process	2.1 Describe the key features of models of mental health needs and care
	2.2 Explain what a risk assessment is
	2.3 Outline the importance of carrying out a risk assessment with a person who may have mental health problems
	2.4 Identify categories of risk and the key components of a risk assessment when working with a service user
	2.5 Describe the stages of a basic mental health assessment
	2.6 Outline the role of key agencies involved in the care process
	2.7 Explain how to report and record work activities
	2.8 Explain the importance of accurate record keeping

### MHL202 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

MHL22948 – Mental health and mental health issues

Unit reference number: D/504/1707

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 29**

## Unit aim

In this unit Learners will look into the need for positive mental health and the effects mental health problems can have on individuals. They will also investigate the different types of mental health problems and associated symptoms. Legislation and guidance that relate to mental health are also investigated.

## Learning outcomes

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

LO1 Understand the concept of mental health

LO2 Know common types of mental health problems and illnesses

LO3 Know the legislation and guidance that applies to those with mental health problems

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# Unit content

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

This unit is linked to the NOS SFHMH14

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC

## Assessment

Units need to be assessed in line with the Skills for Health Assessment Principles

## Assessment guidance

**Mental well-being** is the ability to:

- cope with stress,
- manage emotions,
- maintain friendships/relationships
- diet and exercise
- deal with experience and life events and have feelings secure and supportive

Both **positive and negative** ways of coping with mental health problems must be covered.

“**Mental disorder**” is defined as that used within current mental health legislation.

**Models** include:

- disease
- psychodynamic
- behavioural
- cognitive
- social

**Legislation and guidance** must be current

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the concept of mental health	1.1 Define the term 'mental health'
	1.2 Define the key components of mental well-being
	1.3 Explain the need for positive mental health
	1.4 Describe key risk factors in developing mental ill-health
	1.5 Identify the effects that experiencing a mental health problem might have on an individual
	1.6 Give examples of the ways in which individuals may cope with their mental health problem

Learning Outcome	Assessment Criteria
LO2 Know common types of mental health problems and illnesses	2.1 Define the term mental disorder
	2.2 Outline the key features of different models of mental problems
	2.3 Describe the two main means of classifying mental disorder
	2.4 Describe the symptoms of a common psychosis
	2.5 Describe other common mental disorders

Learning Outcome	Assessment Criteria
LO3 Know the legislation and guidance that applies to those with mental health problems	3.1 Identify the key legislation and guidance that relates to people with mental health problems
	3.2 Give examples of how legislation and guidance can be used to support people with mental health problems
	3.3 Explain the need to challenge discrimination against people with mental health problems

### MHL22948 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

MHL22956 – Understanding change and support in relation to mental health

Unit reference number: K/504/1709

**Level: 2**

**Credit value: 5**

**Guided Learning (GL) hours: 39**

## Unit aim

This unit will help learners understand how mental health changes occur. They will look at the support available and the role of the support workers and others. Treatment options will be investigated as well as identifying support and resources available to those experiences mental health problems.

## Learning outcomes

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

LO1 Understand how mental health change occurs

LO2 Understand the role of others in the individual's mental health change

LO3 Know the treatment options available to manage mental health problems

LO4 Know how to access information to support understanding of mental health issues

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# Unit content

## **Details of the relationship between the unit and relevant national standards**

This unit is linked to the NOS SFHMH50

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Health SSC

## **Assessment**

Units need to be assessed in line with the Skills for Health Assessment Principles



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how mental health change occurs	1.1 Define the term 'mental wellbeing'
	1.2 Identify what needs to be in place for mental health change to occur
	1.3 Outline key areas of support in making change
	1.4 Outline the role of the support worker in fostering change
	1.5 Explain how to support people during mental health change
	1.6 Describe how to support individuals to become more independent

Learning Outcome	Assessment Criteria
LO2 Understand the role of others in the individual's mental health change	2.1 Explain the component parts of the support workers relationship with service users
	2.2 Outline the roles of those who can offer support
	2.3 Outline the role of key agencies
	2.4 Explain the contribution of others in facilitating change
	2.5 Describe the role of support groups locally and nationally
	2.6 Explain the role of housing, financial and life skills support

Learning Outcome	Assessment Criteria
LO3 Know the treatment options available to manage mental health problems	3.1 Outline the types of treatment available to those experiencing mental health problems
	3.2 Describe basic outcome measurements in support of, and as part of, an individual's treatment package

Learning Outcome	Assessment Criteria
LO4 Know how to access information to support understanding of mental health issues	4.1 Identify sources of information for those experiencing mental health problems and their families and/or carers
	4.2 Identify resources available to support good practice
	4.3 Outline why people need ongoing support

### MHL22956 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

MPD1 – Understand how to provide support to manage pain and discomfort

Unit reference number: T/504/5519

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 20**

## Unit aim

This unit is aimed at learners either working or intending to work in health and social care who wish to gain a knowledge and understanding of end of life care to support their role.

## Learning outcomes

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

LO1 Understand approaches to managing pain and discomfort

LO2 Know how to assist in minimising individuals' pain or discomfort

LO3 Know how to monitor, record and report on the management of individuals' pain or discomfort

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# Unit content

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC

## Assessment

Units need to be assessed in line with the Skills for Health Assessment Principles

# 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 the 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 Know how to assist in minimising individuals' pain or discomfort	2.1 Describe how pain and discomfort may affect an individual's wellbeing and communication
	2.2 Identify ways of encouraging an individual to express feelings of discomfort or pain
	2.3 Describe how to encourage an individual to use self-help methods of pain control
	2.4 Explain how to position an individual safely and comfortably

Learning Outcome	Assessment Criteria
LO3 Know how to monitor, record and report on the management of individuals' pain or discomfort	3.1 Identify monitoring activities required to manage an individual's pain or discomfort
	3.2 Explain how records should be completed

### MPD1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

NUT1 – Consider nutritional needs of a variety of individuals

Unit reference number: J/601/2535

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 35**

## Unit aim

This unit is designed for a wide range of learners with some existing knowledge of this area who are interested in improving their understanding of nutrition and healthy eating

## Learning outcomes

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

LO1 Know the nutritional needs of children and young people

LO2 Know the nutritional needs of older people

LO3 Understand special dietary requirements

LO4 Understand barriers to healthy eating

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# Unit content

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC

## Assessment

Units need to be assessed in line with the Skills for Health Assessment Principles



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the nutritional needs of children and young people	1.1 Plan balanced meals and snacks for a day for a chosen age group
	1.2 Explain why the meals and snacks chosen are appropriate
	1.3 Describe factors influencing eating patterns of various different age groups
	1.4 Identify energy requirements of various different age groups
	1.5 Identify the consequences of a diet lacking in iron
	1.6 Outline the importance of calcium and vitamin D for bone development
	1.7 Identify good food sources of key nutrients for children and young people
	1.8 Outline nutritional recommendations for children and young people

Learning Outcome	Assessment Criteria
LO2 Know the nutritional needs of older people	2.1 Plan balanced meals and snacks for a day for an older person
	2.2 Explain how the meals and snacks chosen are appropriate for the person
	2.3 Describe factors influencing energy requirements of older people
	2.4 Describe reasons why older people may be at risk of malnutrition
	2.5 Outline nutritional recommendations for older people

Learning Outcome	Assessment Criteria
LO3 Understand special dietary requirements	3.1 Explain why people have specific dietary requirements
	3.2 Identify the special dietary requirements of <b>two</b> religious or ethnic groups
	3.3 Describe different types of vegetarian diet
	3.4 Describe precautions to take when preparing food for a person with specific dietary requirements

Learning Outcome	Assessment Criteria
LO4 Understand barriers to healthy eating	4.1 Outline how public confusion over healthy eating may prevent people from choosing a balanced diet
	4.2 Identify how costs may prevent people from choosing a balanced diet
	4.3 Describe how accessibility may prevent people from choosing a balanced diet
	4.4 Describe how pre-prepared and convenience foods may prevent people from choosing a balanced diet
	4.5 Give examples of how individual lifestyle choices may prevent people from choosing a balanced diet

### NUT1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## PDOP21 – Understand physical disability

Unit reference number: L/601/6117

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 19**

### Unit aim

This unit is aimed at those who provide a service for people with physical disabilities. It covers an understanding of physical disability, the impact of a physical disability on a person's life, the environment in which the service is provided and person centred working

### Learning outcomes

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

LO1 Understand the importance of differentiating between the individual and the disability

LO2 Understand the concept of physical disability

LO3 Understand how the challenges of living with a physical disability can be addressed

LO4 Understand the importance of independence and inclusion for the individual with physical disability

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# Unit content

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

## Assessment

Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

## Assessment guidance

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

**Day to day life** includes:

- education opportunities
- housing
- employment
- access to leisure activities
- relationships
- health care

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of differentiating between the individual and the disability	1.1 Explain why it is important to recognise and value an individual as a person
	1.2 Describe the importance of recognising an individual's strengths and abilities
	1.3 Describe how to work in a person centred way that fully involves the individual

Learning Outcome	Assessment Criteria
LO2 Understand the concept of physical disability	2.1 Describe what is meant by physical disability
	2.2 Describe what a congenital disability is
	2.3 Give examples of congenital disabilities and their causes
	2.4 Describe what a progressive disability is
	2.5 Give examples of progressive disabilities and their causes

Learning Outcome	Assessment Criteria
LO3 Understand how the challenges of living with a physical disability can be addressed	3.1 Identify social and physical barriers that can have a disabling effect on an individual
	3.2 Identify positive and negative attitudes towards individuals with a disability
	3.3 Describe steps that can be taken to challenge and change discriminatory attitudes
	3.4 describe the impact of disability legislation on community attitudes and practices
	3.5 Describe the effects that having a physical disability can have on a person's day to day life
	3.6 Identify the importance for the individual of positive risk-taking

Learning Outcome	Assessment Criteria
LO4 Understand the importance of independence and inclusion for the individual with physical disability	4.1 Describe how the individual can be in control of their care needs and provision of social care services
	4.2 Describe the importance of supporting independence and inclusion within the community
	4.3 Describe how to assist with independence and inclusion within the community

**PDOP21 Document History**

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

PWB39 – Valuing equality and diversity

Unit reference number: L/503/1013

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 16**

## Unit aim

Learners will gain an understanding of equality and diversity. They will identify legislation and investigate inequality and stereotyping. They will also identify the differences between discrimination and prejudice.

## Learning outcomes

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

LO1 Understand aspects of equality

LO2 Understand aspects of diversity

LO3 Understand aspects of discrimination

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# Unit content

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

This unit is linked to the NOS SFSAA1 and SFS14

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Security SSC

## Assessment

Learners must provide a portfolio of evidence.

## Assessment guidance

**Legislation** must be current

**Organisational bodies** can be local or national.

**Examples** relate to direct and indirect discrimination



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand aspects of equality	1.1 Define the term 'equality'
	1.2 Describe key legislation in relation to equality
	1.3 Describe cases of inequality in a range of situations
	1.4 Describe organisational bodies who work on equality issues

Learning Outcome	Assessment Criteria
LO2 Understand aspects of diversity	2.1 Define the term 'diversity'
	2.2 Describe key legislation in relation to diversity
	2.3 Describe cases of positive and negative stereotyping
	2.4 Explain how diversity can benefit society

Learning Outcome	Assessment Criteria
LO3 Understand aspects of discrimination	3.1 Explain the difference between discrimination and prejudice
	3.2 State the areas of discrimination covered by legislation
	3.3 Explain the difference between direct and indirect discrimination
	3.4 Illustrate examples of each

### PWB39 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## SHM1 – Understand medication and prescriptions

Unit reference number: Y/601/9571

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 23**

### Unit aim

This unit provides an introduction to the types of medicines learners are likely to encounter in a work environment. It introduces some of the legislation about medication and sources of information and guidance.

### Learning outcomes

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

LO1 Understand the use of different types of medication

LO2 Understand how medicines are classified

LO3 Understand legislation and guidelines related to medication

LO4 Understand the roles of self and others in the medication process

LO5 Know how to access information about medication

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC 24, HSC221, HSC236

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

## Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's assessment principles

## Assessment guidance

**Types:** antibiotics, analgesics, antihistamine, antacids, anti-coagulants, psychotropic medicine, diuretics, laxatives, hormones, cytotoxic medicines.

**Legislation and guidance:** this should be current and up-to-date

**Information:** agreed ways of working

**Sources:** e.g. pharmacist, publications and websites (it is important when using a website that it relates to the UK and reflects UK requirements.)

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the use of different types of medication	1.1 Identify the different types of medicines available and why they are used
	1.2 Describe the different routes by which medicines can be administered

Learning Outcome	Assessment Criteria
LO2 Understand how medicines are classified	2.1 Describe the following classifications of medicine: <ul style="list-style-type: none"> <li>• General Sales List (GSL)</li> <li>• Pharmacy (P)</li> <li>• Prescription Only Medicines (POM)</li> <li>• Controlled drugs</li> </ul>

Learning Outcome	Assessment Criteria
LO3 Understand legislation and guidelines related to medication	3.1 Outline the key points of current legislation and guidance relating to medication
	3.2 Outline the consequences of not following relevant legislation and guidance

Learning Outcome	Assessment Criteria
LO4 Understand the roles of self and others in the medication process	4.1 Outline the roles of self and others in the process of: <ul style="list-style-type: none"> <li>• prescribing medication</li> <li>• dispensing medication</li> <li>• obtaining and receiving medication</li> <li>• administering medication</li> </ul>
	4.2 Identify the limitations of own role in relation to the medication process
	4.3 Identify ways to get support and information in the workplace related to medication

Learning Outcome	Assessment Criteria
LO5 Know how to access information about medication	5.1 Identify the key approved national sources of information about medication
	5.2 Describe the information which should be supplied with medication
	5.3 Describe why it is important to seek information from the individual about their medication and condition

### SHM1 Document History

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

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# Unit Handbook

## SHM2 – Supply, storage and disposal of medication

Unit reference number: K/601/9574

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 24**

### Unit aim

This unit provides learners with an understanding of the requirements for safe handling, storage and disposal of medication and the roles and responsibilities of staff in relation to these procedures

### Learning outcomes

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

LO1 Understand how medicines are supplied and obtained

LO2 Know the requirements for storing medication

LO3 Understand the requirements for the safe disposal of medication

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC 24, HSC221, HSC236

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

## Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's assessment principles.

## Assessment guidance

**Specific storage requirements:** e.g. compromised medication awaiting disposal, some antibiotics

**Procedures:** e.g. local, national or organisational protocols



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how medicines are supplied and obtained	1.1 Identify the purpose of a prescription
	1.2 List the information that has to be checked and recorded once medication has been received
	1.3 Describe the procedure for: <ul style="list-style-type: none"> <li>• transferring medication from one setting to another</li> <li>• obtaining medication in an emergency situation</li> <li>• obtaining medication 'as and when required (PRN)'</li> <li>• renewal of prescription</li> </ul>

Learning Outcome	Assessment Criteria
LO2 Know the requirements for storing medication	2.1 Describe the requirements of medication storage within the following settings: <ul style="list-style-type: none"> <li>• clinical settings</li> <li>• residential care</li> <li>• day services</li> <li>• domiciliary care</li> <li>• non care settings</li> </ul>
	2.2 Explain how controlled drugs should be stored within the settings listed in 2.1
	2.3 Outline how to support individuals to store medication securely for self-administration
	2.4 Give examples of the types of medication that have specific storage requirements

Learning Outcome	Assessment Criteria
LO3 Understand the requirements for the safe disposal of medication	3.1 Give examples of why drugs might need to be disposed of
	3.2 Outline the procedures for the safe and secure disposal of medication and equipment for: <ul style="list-style-type: none"> <li>• nursing care settings</li> <li>• care settings</li> <li>• domiciliary care settings</li> <li>• controlled drugs</li> </ul>
	3.3 Explain why it is important to dispose of medication and equipment in line with agreed procedures

### SHM2 Document History

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

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# Unit Handbook

## SHM3 – Understand the requirements for the safe administration of medication

Unit reference number: T/601/9576

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 39**

### Unit aim

This unit will provide learners with an understanding of the safe administration of medication. It covers the process, routes and methods of administration and some of the more common side-effects and adverse reactions to medication.

### Learning outcomes

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

LO1 Understand the preparations to be taken prior to administering medication

LO2 Understand how medication is administered safely and in a way that meets individual needs

LO3 Understand how to support individuals to administer their own medication

LO4 Understand the procedures to follow when there are problems with the administration of medication

LO5 Understand how the effects of medication are monitored

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS2, CHS3 and units HSC21, HSC24, HSC221, HSC236

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

## Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's assessment principles

## Assessment guidance

**Specialise techniques:** e.g. injections, medication via PEG tube, inhalation, monitored dosage system and rectal administration

**National guidelines:** e.g. National Service Framework, National Minimum Standards

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the preparations to be taken prior to administering medication	1.1 Describe the roles and responsibilities of staff involved in: <ul style="list-style-type: none"> <li>• supporting individuals to take medication</li> <li>• administering medication</li> <li>• using specialised techniques to administer medication</li> </ul>
	1.2 Explain why it is important to follow instructions on the preparation and use of medication and the method of administration from the: <ul style="list-style-type: none"> <li>• individual</li> <li>• manufacturer</li> <li>• pharmacist</li> <li>• organisation</li> </ul>
	1.3 Explain why it is important to gain the individual's consent prior to administering medication
	1.4 Identify the information that should be given to individuals to enable them to give valid consent
	1.5 Explain why it is important to agree with the individual: <ul style="list-style-type: none"> <li>• the medication to be taken</li> <li>• the support to be provided in relation to their own needs and preferences</li> </ul>
	1.6 Describe how and why the following should be checked prior to administering medication: <ul style="list-style-type: none"> <li>• identity of individual</li> <li>• Medication Administration Record (MAR)</li> <li>• medication</li> <li>• equipment</li> <li>• environment</li> </ul>
	1.7 Describe the hygiene precautions that should be taken when preparing to administer medication in relation to: <ul style="list-style-type: none"> <li>• the individual receiving medication</li> <li>• self and others who may be affected</li> </ul>
	1.8 Explain why it is important to ensure that the correct dose, of the correct medication, is given to the correct person at the correct time, by the correct route or method

Learning Outcome	Assessment Criteria
LO2 Understand how medication is administered safely and in a way that meets individual needs	2.1 Describe a range of aids and equipment available for administering medicine
	2.2 Give positive and negative points of using drug administration systems
	2.3 Give examples of special instructions that might need to be followed when giving medication
	2.4 Describe how to support individuals to take medication whilst promoting privacy, dignity, hygiene, safety and active participation
	2.5 Explain how to record the outcomes following administration of medication
	2.6 Give examples of when it may be necessary to seek additional support and guidance and who should provide it
	2.7 Identify the key requirements of legislation and guidance in relation to the administration of medicine

Learning Outcome	Assessment Criteria
LO3 Understand how to support individuals to administer their own medication	3.1 Explain why it is important to support an individual to administer their own medication
	3.2 Identify key aspects of legislation and guidelines related to self-administration of medication
	3.3 Explain how to carry out a risk assessment for an individual who prefers to administer their own medication
	3.4 Outline the conditions that must be in place when a client self-medicates
	3.5 Describe the records that must be kept in relation to self-medication

Learning Outcome	Assessment Criteria
LO4 Understand the procedures to follow when there are problems with the administration of medication	4.1 Describe the actions to be taken in line with agreed ways of working in relation to the following situations: <ul style="list-style-type: none"> <li>• errors administering medication</li> <li>• individual declines prescribed medication</li> <li>• medication is compromised</li> <li>• discrepancies in records</li> <li>• administering controlled drugs</li> </ul>
	4.2 Outline how to support an individual who has difficulty taking medication in the form it has been prescribed
	4.3 Explain how to support the best interests of individuals who are unable to consent to prescribed medication

Learning Outcome	Assessment Criteria
LO5 Understand how the effects of medication are monitored	5.1 Describe how to monitor the effects of medication on the individual and the condition it has been prescribed for
	5.2 Identify common side effects of widely used medicines
	5.3 Explain what is meant by an adverse reaction
	5.4 Describe the actions to be taken if side effects or an adverse reaction to medication are suspected
	5.5 Outline how medication reviews should be carried out in line with national guidelines
	5.6 Explain how the outcomes of monitoring should be recorded and reported

### SHM3 Document History

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



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# Unit Handbook

## SHM4 – Record-keeping and audit processes for medication administration and storage

Unit reference number: F/601/9578

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 24**

### Unit aim

This unit provides an opportunity for learners to develop an understanding of the audit process, the records that must be maintained regarding the administration of medication, and issues of responsibility, accountability and confidentiality.

### Learning outcomes

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

LO1 Understand the audit process in relation to medication transactions and stock levels

LO2 Understand how information is recorded and confidentiality maintained

LO3 Understand own role in relation to accountability and responsibility

---

# Unit content

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC21, HSC24, HSC221, HSC236

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care SSC

## **Evidence requirements**

Learners must provide a portfolio of evidence in accordance with Skills for Care's assessment principles.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the audit process in relation to medication transactions and stock levels	1.1 Describe the requirements for medication transactions and stock levels in relation to: <ul style="list-style-type: none"> <li>the role of the pharmacist</li> <li>manufacturer's instructions</li> <li>organisational policies</li> <li>inspection and external audit</li> <li>legal requirements</li> </ul>
	1.2 Explain how medication is recorded on: <ul style="list-style-type: none"> <li>receipt</li> <li>administration</li> <li>disposal</li> </ul>

Learning Outcome	Assessment Criteria
LO2 Understand how information is recorded and confidentiality maintained	2.1 Describe the key aspects of record keeping in an environment where medicine is used in relation to: <ul style="list-style-type: none"> <li>documentation</li> <li>correct recording</li> <li>signatures</li> </ul>
	2.2 Outline the requirements of the regulatory authorities in relation to medication record keeping
	2.3 Identify what information needs to be recorded when compiling a medicine profile for a client
	2.4 Explain why all records relating to medicines must be kept up-to-date
	2.5 Outline the key points of legislation relating to confidentiality in relation to: <ul style="list-style-type: none"> <li>who records what, where and when</li> <li>who has access to records</li> <li>individual rights</li> <li>maintaining confidentiality</li> </ul>
	2.6 Identify own role in maintaining confidentiality and keeping information secure

Learning Outcome	Assessment Criteria
LO3 Understand own role in relation to accountability and responsibility	3.1 Define the terms 'accountability' and 'responsibility'
	3.2 Explain the importance of accountability in relation to medication
	3.3 Describe the responsibilities of different people involved with storage or administration of medication
	3.4 Outline the potential consequences of not following agreed ways of working as set out by an employer

### SHM4 Document History

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

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# Unit Handbook

## SML207 – Understand solvents and volatile substance abuse

Unit reference number: K/601/2379

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 14**

### Unit aim

In this unit, learners will gain an understanding of solvents and volatile substance abuse (VSA). Learners will know the issues related to VSA and how it differs in comparison to other forms of substance misuse.

### Learning outcomes

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

LO1 Know the history and development of volatile substance abuse (VSA) in the UK

LO2 Know why people use volatile substances

LO3 Understand the methods of use and effects of volatile substance abuse (VSA)

LO4 Know the range of responses to volatile substance abuse (VSA)

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# Unit content

## **Details of the relationship between the unit and relevant national standards**

This unit is linked to the NOS SFHAB2

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Health SSC

## **Assessment**

Units need to be assessed in line with the Skills for Health Assessment Principles

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the history and development of volatile substance abuse (VSA) in the UK	1.1 Define the meaning of VSA
	1.2 Describe the history of VSA in the UK
	1.3 Compare VSA with other types of drug use/misuse

Learning Outcome	Assessment Criteria
LO2 Know why people use volatile substances	2.1 Give factors which may predispose a person to use volatile substances
	2.2 Give reasons why people use solvents

Learning Outcome	Assessment Criteria
LO3 Understand the methods of use and effects of volatile substance abuse (VSA)	3.1 Describe different methods of using volatile substances and associated types of user
	3.2 Describe dangers and consequences of using different products in different ways
	3.3 Compare the meaning of tolerance and dependence in relation to VSA and other substance use

Learning Outcome	Assessment Criteria
LO4 Know the range of responses to volatile substance abuse (VSA)	4.1 Identify the need for a range of responses to VSA
	4.2 Describe local and national services available related to VSA
	4.3 Assess the effect of legislation on VSA
	4.4 Identify barriers to accessing services

### SML207 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

## SSMU21 – Introductory awareness of sensory loss

Unit reference number: F/601/3442

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 16**

### Unit aim

The purpose of this unit is to provide the learner with introductory knowledge about sensory loss.

### Learning outcomes

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

LO1 Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these

LO2 Understand the importance of effective communication for individuals with sensory loss

LO3 Know the main causes and conditions of sensory loss

LO4 Know how to recognise when an individual may be experiencing sight and/or hearing loss

LO5 Know how to report concerns about sensory loss

---

# Unit content

## Details of the relationship between the unit and relevant national occupation standards unit (if appropriate)

This unit is linked to the Sensory Services 1,2,3,4,5,6,7,8,9,11.

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

## Assessment

Units need to be assessed in line with the Skills for Care and Development Assessment Principles

## Evidence requirements

Learners must provide a portfolio of evidence

## Assessment guidance

**Sensory loss** could include:

- sight loss
- hearing loss
- deaf blindness

**Factors** could include:

- communication
- information
- familiar layouts and routines
- mobility

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these	1.1 Describe how a range of factors have a negative and positive impact on individuals with sensory loss
	1.2 Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss
	1.3 Explain how individuals with sensory loss can be disabled by attitudes and beliefs
	1.4 Identify steps that could be taken to overcome disabling attitudes and beliefs

Learning Outcome	Assessment Criteria
LO2 Understand the importance of effective communication for individuals with sensory loss	2.1 Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deaf blindness</li> </ul>
	2.2 Describe how effective communication may have a positive impact on the lives of individuals with sensory loss
	2.3 Explain how information can be made accessible to individuals with sensory loss

Learning Outcome	Assessment Criteria
LO3 Know the main causes and conditions of sensory loss	3.1 Outline the main causes of sensory loss
	3.2 Explain the difference between congenital and acquired sensory loss
	3.3 State what percentage of the general population is likely to have sensory loss

Learning Outcome	Assessment Criteria
LO4 Know how to recognise when an individual may be experiencing sight and/or hearing loss	4.1 Outline the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• deaf blindness</li> <li>• hearing loss</li> </ul>
	4.2 Explain where additional advice and support can be sourced in relation to sensory loss

Learning Outcome	Assessment Criteria
LO5 Know how to report concerns about sensory loss	5.1 Describe to whom and how concerns about sight and / or hearing loss can be reported

### SSMU21 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## SSOP21 – Introductory awareness of models of disability

Unit reference number: Y/601/3446

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 15**

### Unit aim

The purpose of this unit is to provide the learner with introductory knowledge about the medical and social models of disability

### Learning outcomes

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

LO1 Know the difference between the medical and social models of disability

LO2 Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals

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# Unit content

## **Details of the relationship between the unit and relevant national occupation standards unit**

This unit is linked to the Sensory Services 1, 2, 3, 10, 11

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development SSC

## **Assessment**

Units need to be assessed in line with the Skills for Care and Development Assessment Principles

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the difference between the medical and social models of disability	1.1 Describe the medical model of disability
	1.2 Describe the social model of disability
	1.3 Outline how each of the models has developed and evolved over time
	1.4 Give examples of where each model of disability may be used in service delivery

Learning Outcome	Assessment Criteria
LO2 Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals	2.1 Identify how the principles of each model are reflected in service delivery
	2.2 Explain how each of the models of disability impacts on the <ul style="list-style-type: none"> <li>• inclusion</li> <li>• rights</li> <li>• autonomy</li> <li>• needs of individuals</li> </ul>
	2.3 Explain how own practice promotes the principle of inclusion



### SSOP21 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

SSOP22 – Support effective communication with individuals with a sensory loss

Unit reference number: K/601/3449

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 24**

## Unit aim

The purpose of this unit is to provide the learner with the 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 Know different methods that can support communication with individuals with sensory loss

LO2 Be able to use different methods of communication with individuals with sensory loss

LO3 Understand how the environment impacts on communication with individuals with sensory loss

LO4 Be able to utilise the environment for effective communication with individuals with sensory loss

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# Unit content

## Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Sensory Services 4, 5, 6, 7, 8, 9, 11.

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development assessment principles.

## Assessment guidance

**Sensory Loss** could include:

- sight loss
- hearing loss
- deaf blindness

**Others** could include:

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know different methods that can support communication with individuals with sensory loss	1.1 Identify specific methods of communication that may be used with individuals with sensory loss that utilise hearing, vision and touch
	1.2 Describe how specific different methods enable communication with individuals with sensory loss
	1.3 Explain where additional information and support can be accessed in relation to communication with individuals with sensory loss

Learning Outcome	Assessment Criteria
LO2 Be able to use different methods of communication with individuals with sensory loss	2.1 Explain how the use of specific methods of communication used by individuals has been agreed
	2.2 Use agreed specific methods of communication with individuals
	2.3 Make adjustments to communication with individuals where there is difficulty in understanding
	2.4 Provide feedback to others on the effectiveness of methods of communication

Learning Outcome	Assessment Criteria
LO3 Understand how the environment impacts on communication with individuals with sensory loss	3.1 Identify environmental factors that can promote communication with individuals with sensory loss
	3.2 Identify environmental factors that can hinder communication with individuals with sensory loss

Learning Outcome	Assessment Criteria
LO4 Be able to utilise the environment for effective communication with individuals with sensory loss	4.1 set up the environment to promote effective communication with individuals with sensory loss
	4.2 Reflect on how well the environment has facilitated effective communication with individuals with sensory loss
	4.3 Suggest ways that the environment can be adapted to promote communication with sensory loss

### SSOP22 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

SSOP23 – Contribute to the support of individuals with multiple conditions and/or disabilities

Unit reference number: A/601/4895

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 25**

## Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities.

## Learning outcomes

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

LO1 Understand the impact of multiple conditions and/or disabilities on individuals

LO2 Know the support available for individuals with multiple conditions and/or disabilities

LO3 Be able to contribute to the support of individuals with multiple conditions and/or disabilities

LO4 Be able to evaluate own contribution to the support of an individual for an activity

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# Unit content

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

This unit is linked to Sensory Services 4.

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development assessment principles

## 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** could include:

- emotional
- psychological
- physical

**Informal networks** could include:

- family
- friends
- neighbours
- special interest groups

An **activity** could include:

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Identify possible multiple conditions and/or disabilities individuals may have
	1.2 Explain how multiple conditions and/or disabilities may have additional impacts on individual's well-being and quality of life

Learning Outcome	Assessment Criteria
LO2 Know the support available for individuals with multiple conditions and/or disabilities	2.1 Explain the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities
	2.2 Identify the equipment that may be required to support the additional needs of individuals with multiple conditions and/or disabilities
	2.3 Identify the resources that may be required to support the additional needs of individuals with multiple conditions and/or disabilities
	2.4 Describe how informal networks can provide support to individuals with multiple conditions and/or disabilities

Learning Outcome	Assessment Criteria
LO3 Be able to contribute to the support of individuals with multiple conditions and/or disabilities	3.1 Describe own role in supporting individuals with multiple conditions and/or disabilities
	3.2 Contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities through observation and interaction
	3.3 Follow agreed ways of working or a plan to support an individual to participate in an activity
	3.4 Support the use of equipment or resources to enable an individual to participate in an activity

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate own contribution to the support of an individual for an activity	4.1 Reflect on own contribution to supporting an individual to participate in an activity
	4.2 Explain where additional advice, guidance or support can be accessed to improve own practice
	4.3 Adapt own practice to meet the needs of an individual



### SSOP23 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# 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

# 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	Rebranding	Qualification Administrator

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# Unit Handbook

## SSOP25 – Support individuals to negotiate environments

Unit reference number: F/601/5160

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 32**

### Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to support individuals to negotiate environments

### Learning outcomes

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

LO1 Understand the factors that impact on an individual being able to negotiate their environment

LO2 Be able to prepare to support an individual to negotiate an environment

LO3 Be able to support an individual to negotiate an environment

LO4 Be able to review support provided to an individual to negotiate an environment

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# Unit content

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

This unit is linked to the Sensory Services 8, 9, 10, 11.

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development assessment principles. This unit is assessed in the workplace or in conditions resembling the workplace.

## Assessment guidance

**Conditions and/or disabilities** could include factors relating to:

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

**Resources** could include:

- other professionals
- assistive technology / aids

**Others** could include:

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the factors that impact on an individual being able to negotiate their environment	1.1 Identify conditions and/or disabilities that may impact on an individual's ability to negotiate familiar and unfamiliar environments
	1.2 Describe environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments

Learning Outcome	Assessment Criteria
LO2 Be able to prepare to support an individual to negotiate an environment	2.1 Outline own role in supporting an individual to negotiate an environment
	2.2 Identify the environmental barriers that need to be addressed for an individual to negotiate an environment
	2.3 Use resources that are available to support the individual to negotiate an environment

Learning Outcome	Assessment Criteria
LO3 Be able to support an individual to negotiate an environment	3.1 Follow an agreed plan or instructions to support an individual to negotiate an environment
	3.2 Address the identified environmental barriers to support an individual to negotiate an environment
	3.3 Provide information which supports the individual when negotiating an environment

Learning Outcome	Assessment Criteria
LO4 Be able to review support provided to an individual to negotiate an environment	4.1 Find out how the individual felt about negotiating an environment
	4.2 Gather and record observations about the individual's ability to negotiate an environment
	4.3 Feed back recorded observations to others
	4.4 Identify own contributions to supporting an individual to negotiate an environment
	4.5 Adapt own practice to meet the needs of the individual

### SSOP25 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

## UMH1 – Understanding mental health

Unit reference number: T/504/0482

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 40**

### Unit aim

The purpose of this unit is to provide the learner with the knowledge of what is meant by mental health and mental ill-health and its impact. It also looks at the legal frameworks that ensure high-quality care is provided.

### Learning outcomes

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

- LO1 Know what is meant by mental health and mental-ill health
- LO2 Understand the impact of mental health care becoming more community based
- LO3 Understand the social context of mental illness
- LO4 Understand the legal context of mental illness

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# Unit content

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development assessment principles. This unit is assessed in the workplace or in conditions resembling the workplace.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the factors that impact on an individual being able to negotiate their environment	1.1 Define what is meant by mental health
	1.2 Describe the components of mental well-being
	1.3 Describe the risk factors associated with developing mental health problems
	1.4 Identify examples of mental health problems

Learning Outcome	Assessment Criteria
LO2 Understand the impact of mental health care becoming more community based	2.1 Describe how mental health care has changed with the move towards community care
	2.2 Explain the impacts of the changes in mental health care
	2.3 Explain the difficulties individuals with mental health problems may face in day-to-day living

Learning Outcome	Assessment Criteria
LO3 Understand the social context of mental illness	3.1 Describe social and cultural attitudes to mental illness
	3.2 Describe media attitudes to mental illness
	3.3 Explain the impact of these attitudes on individuals and their care

Learning Outcome	Assessment Criteria
LO4 Understand the legal context of mental illness	4.1 Identify relevant legislation in relation to mental illness
	4.2 Outline the implications in legislation for the provision of care to an individual with mental health problems
	4.3 Outline legal provisions for individuals who are unable to make decisions for themselves due to mental health problems
	4.4 Outline the legal issues around confidentiality and data protection in relation to individuals with mental health problems

### UMH1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

### WCSD2 Document History

Version	Issue Date	Changes	Role
v3.0	17/02/2023	Formatting and re-branding. No content amendment.	Data Administrator