

CU1515 Introduction to Communication in Health, Social Care or Children's and Young People's Settings

Aims

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

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication
3 Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information and support or services to enable more effective communication

<p>4 Be able to apply principles and practices relating to confidentiality at work</p>	<p>4.1 Explain the term 'confidentiality'</p> <p>4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working</p> <p>4.3 Describe situations where information normally considered to be confidential might need to be passed on</p> <p>4.4 Explain how and when to seek advice about confidentiality</p>
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Assessment criteria 2.1, 2.2, 2.3, 3.2, 3.3, 4.2 and 5.2 must be assessed in real work situations

Additional Information

Communication methods include:

- non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
- verbal communication
 - vocabulary
 - linguistic tone
 - pitch

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

CU1516 Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings

Aims

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. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role 1.2 Identify standards that influence the way the role is carried out 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2 Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards 2.3 Demonstrate the ability to reflect on work activities
3 Be able to agree a personal development plan	3.1 Identify sources of support for own learning and development 3.2 Describe the process for agreeing a personal development plan and who should be involved 3.3 Contribute to drawing up own personal development plan

<p>4 Be able to develop own knowledge, skills and understanding</p>	<p>4.1 Show how a learning activity has improved own knowledge, skills and understanding</p> <p>4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding</p> <p>4.3 Show how feedback from others has developed own knowledge, skills and understanding</p> <p>4.4 Show how to record progress in relation to personal development</p>
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2.2, 2.3, 3.3, 4.1, 4.2, 4.3, 4.4 must be assessed in real work situations.

Additional Information

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation
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Who should be involved may include:

- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

Unit CU1517 Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Aims

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. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Credit value 2

Level 2

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

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2.1, 2.2 and 2.3 must be assessed in a real work situation.

CT235 Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings

Aims

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Credit value 1

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. 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
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Identify the main points of agreed procedures for handling complaints

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

CU2550 Principles of Safeguarding and Protection in Health and Social Care

Aims

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.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: <ul style="list-style-type: none">▪ Physical abuse▪ Sexual abuse▪ Emotional/psychological abuse▪ Financial abuse▪ Institutional abuse▪ Self neglect▪ Neglect by others 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.
2. 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.

<p>3. Understand the national and local context of safeguarding and protection from abuse</p>	<p>3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse.</p> <p>3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.</p> <p>3.3 Identify reports into serious failures to protect individuals from abuse.</p> <p>3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.</p>
<p>4. Understand ways to reduce the likelihood of abuse</p>	<p>4.1 Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> ▪ working with person centred values ▪ encouraging active participation ▪ promoting choice and rights <p>4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.</p>
<p>5. Know how to recognise and report unsafe practices</p>	<p>5.1 Describe unsafe practices that may affect the well-being of individuals.</p> <p>5.2 Explain the actions to take if unsafe practices have been identified.</p> <p>5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Additional Information

An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care

Factors may include:

- a setting or situation
- the individual

The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- A colleague
- Someone in the individual's personal network
- The learner
- The learner's line manager
- Others

A setting where there is no formal duty of care includes adult health or social care settings

Local systems may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Person centred values include:

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

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

Unsafe practices may include

- poor working practices
- resource difficulties
- operational difficulties

CU2546 The Role of the Health and Social Care Worker

Aims

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

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand working relationships in health and social care	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in health and social care settings
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Access full and up-to-date details of agreed ways of working 2.3 Implement agreed ways of working
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others 3.2 Demonstrate ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts 3.4 Demonstrate how and when to access support and advice about: <ul style="list-style-type: none">▪ partnership working▪ resolving conflicts

Assessment Requirements

This unit must be assessed in accordance with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

Additional Information

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

Others may include:

- Team members and colleagues
- Other professionals
- Individuals who require care or support
- Families, friends, advocates or others who are important to individuals

CU2623 Implement Person Centred Approaches in Health and Social Care

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement person centred approaches.

Credit 5

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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 centred values 1.3 Explain why risk-taking can be part of a person centred approach 1.4 Explain how using an individual's care plan contributes to working in a person centred way
2. Be able to work in a person-centred way	2.1 Find out the history, preferences, wishes and needs of the individual 2.2 Apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual
3. Be able to establish consent when providing care or support	3.1 Explain the importance of establishing consent when providing care or support 3.2 Establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established
4. Be able to encourage active participation	4.1 Describe how active participation benefits an individual 4.2 Identify possible barriers to active participation 4.3 Demonstrate ways to reduce the barriers and encourage active participation

<p>5. Be able to support the individual's right to make choices</p>	<p>5.1 Support an individual to make informed choices</p> <p>5.2 Use agreed risk assessment processes to support the right to make choices</p> <p>5.3 Explain why a worker's personal views should not influence an individual's choices</p> <p>5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others</p>
<p>6. Be able to promote individuals' well-being</p>	<p>6.1 Explain how individual identity and self esteem are linked with well-being</p> <p>6.2 Describe attitudes and approaches that are likely to promote an individual's well-being</p> <p>6.3 Support an individual in a way that promotes a sense of identity and self esteem</p> <p>6.4 Demonstrate ways to contribute to an environment that promotes well-being</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Additional Information

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 eg 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

CU2547 Contribute to Health and Safety in Health and Social Care

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.

Credit 4

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in a health or social care work setting 1.2 Describe the main points of the health and safety policies and procedures agreed with the employer 1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting 1.4 Identify tasks relating to health and safety that should not be carried out without special training 1.5 Explain how to access additional support and information relating to health and safety
2. Understand the use of risk assessments in relation to health and safety	2.1 Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities 2.2 Explain how and when to report potential health and safety risks that have been identified 2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting 3.2 Outline the procedures to be followed if an accident or sudden illness should occur

<p>4. Be able to reduce the spread of infection</p>	<p>4.1 Demonstrate the recommended method for hand washing</p> <p>4.2 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work</p>
<p>5. Be able to move and handle equipment and other objects safely</p>	<p>5.1 Identify legislation that relates to moving and handling</p> <p>5.2 Explain principles for moving and handling equipment and other objects safely</p> <p>5.3 Move and handle equipment or other objects safely</p>
<p>6. Know how to handle hazardous substances and materials</p>	<p>6.1 Identify hazardous substances and materials that may be found in the work setting</p> <p>6.2 Describe safe practices for:</p> <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials
<p>7. Understand how to promote fire safety in the work setting</p>	<p>7.1 Describe practices that prevent fires from:</p> <ul style="list-style-type: none"> • starting • spreading <p>7.2 Outline emergency procedures to be followed in the event of a fire in the work setting</p> <p>7.3 Explain the importance of maintaining clear evacuation routes at all times</p>
<p>8 Be able to implement security measures in the work setting</p>	<p>8.1 Use agreed ways of working for checking the identity of anyone requesting access to:</p> <ul style="list-style-type: none"> • premises • information <p>8.2 Implement measures to protect own security and the security of others in the work setting</p> <p>8.3 Explain the importance of ensuring that others are aware of own whereabouts</p>
<p>9. Know how to manage own stress</p>	<p>9.1 Identify common signs and indicators of stress</p> <p>9.2 Identify circumstances that tend to trigger own stress</p> <p>9.3 Describe ways to manage own stress</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 4, 5, and 8 must be assessed in a real work environment

Additional Information

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

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

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

Tasks that the learner should not carry out without special training may include those relating to:

- Use of equipment
- First aid
- Medication
- Health care procedures
- Food handling and preparation

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

CU2470 Handle Information in Health and Social Care Settings

Aims

This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

Credit 1

Level 2

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

Assessment Requirements

This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles. Learning outcome 3 must be assessed in a real work environment.

Additional Information

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

CT249 Purpose and Principles of Independent Advocacy

Aims

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

Credit 4

Level 3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand independent advocacy	<ul style="list-style-type: none">1.1 Define Independent Advocacy1.2 Explain the limits to advocacy and boundaries to the service1.3 Identify the different steps within the advocacy process1.4 Distinguish when Independent Advocacy can and cannot help1.5 Identify a range of services Independent Advocates commonly signpost to1.6 Explain the difference between advocacy provided by Independent Advocates and other people
2. Explain principles and values underpinning independent advocacy	<ul style="list-style-type: none">2.1 Explain the key principles underpinning Independent Advocacy2.2 Explain why the key principles are important
3. Describe the development of advocacy	<ul style="list-style-type: none">3.1 Explain the purpose of Independent Advocacy3.2 Identify key milestones in the history of advocacy3.3 Explain the wider policy context of advocacy

<p>4. Be able to explain different types of advocacy support and their purpose</p>	<p>4.1 Compare a range of advocacy models 4.2 Explain the purpose of different advocacy models 4.3 Identify the commonalities and differences in a range of advocacy models</p>
<p>5. Understand the roles and responsibilities of an independent advocate</p>	<p>5.1 Explain roles and responsibilities within Independent Advocacy 5.2 Describe the limits and boundaries of an Independent Advocate 5.3 Describe the skills, attitudes and personal attributes of a good advocate 5.4 Identify when and who to seek advice from when faced with dilemmas</p>
<p>6. Understand advocacy standards</p>	<p>6.1 Describe a range of standards which apply to Independent Advocacy 6.2 Explain how standards can impact on the advocacy role and service</p>

CT250 Understand Mental Well-Being and Mental Health Promotion

Aims

This unit aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Credit 3

Level 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	1.1 Evaluate two different views on the nature of mental well-being and mental health 1.2 Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: a. biological factors b. social factors c. psychological factors. 1.3 Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health a. risk factors including inequalities, poor quality social relationships b. protective factors including socially valued roles, social support and contact

<p>2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups</p>	<p>2.1 Explain the steps that an individual may take to promote their mental well-being and mental health</p> <p>2.2 Explain how to support an individual in promoting their mental well-being and mental health</p> <p>2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health</p> <p>2.4 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community</p> <p>2.5 Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community</p>
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Additional Guidance

Learning outcome 1, assessment criteria 1 requires learners to ‘explain the range of factors that may influence mental well-being and mental health problems *across the life span*’.

The qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals’ early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood their well-being in later life. This is in order to promote a holistic and whole person approach to understanding well-being and mental health.

Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

CT261 Understand Mental Health Problems

Aims

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

Credit 3

Level 3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the main forms of mental ill health	<ul style="list-style-type: none">1.1 Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders1.2 Explain the key strengths and limitations of the psychiatric classification system1.3 Explain two alternative frameworks for understanding mental distress1.4 Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour
2. Know the impact of mental ill health on individuals and others in their social network	<ul style="list-style-type: none">2.1 Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health2.2 Explain how mental ill health may have an impact on the individual including:<ul style="list-style-type: none">a. psychological and emotionalb. practical and financialc. the impact of using servicesd. social exclusione. positive impacts

	<p>2.3 Explain how mental ill health may have an impact on those in the individual's familial, social or work network including:</p> <ul style="list-style-type: none">a. psychological and emotionalb. practical and financialc. the impact of using servicesd. social exclusione. positive impacts <p>2.4 Explain the benefits of early intervention in promoting an individual's mental health and well-being</p>
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Notes for Guidance

In learning outcome 1, assessment criterion 1, learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder.

Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.

CT238 Dementia Awareness

Aims

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.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2. 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
3. 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
4. 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

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's assessment principles.

Additional Information

Others may include:

- Care workers
- Colleagues
- Managers
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups

CT239 The Person Centred Approach To The Care and Support Of Individuals With Dementia

Aims

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.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2. Understand the role of carers in the care and support of individuals with dementia	2.1 Describe the role that carers can have in the care and support of individuals with dementia 2.2 Explain the value of developing a professional working relationship with carers
3. Understand the roles of others in the support of individuals with dementia	3.1 Describe the roles of others in the care and support of individuals with dementia 3.2 Explain when it may be necessary to refer to others when supporting individuals with dementia 3.3 Explain how to access the additional support of others when supporting individuals with dementia

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's assessment principles.

Additional Information

Carers e.g.

- Family
- Partner
- Friends
- Neighbours

Others e.g.

- Care worker
- Colleagues
- Managers
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups

Well being e.g.

- Sense of Hope
- Sense of Agency
- Confidence
- Self esteem
- Physical health

Evidenced in well being indicators:

- Can communicate wants, needs and choices
- Makes contact with other people
- Shows warmth and affection
- Showing pleasure or enjoyment
- Alertness, responsiveness
- Uses remaining abilities
- Expresses self creatively
- Is co-operative or helpful
- Responding appropriately to people
- Expresses appropriate emotions
- Relaxed posture or body language
- Sense of humour
- Sense of purpose
- Signs of self-respect

CT240 Understand The Factors That Can Influence Communication and Interaction With Individuals Who Have Dementia

Aims

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.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2. 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
3. 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

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Additional Information

Interaction:

The application of social skills and the awareness of the needs of others

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

Person centred approach:

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

Others may be:

- Care worker
- Colleagues
- Managers
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent Mental Capacity Advocate
- Independent Mental Health Advocate
- Advocate
- Dementia care advisor
- Support groups

CT241 Understand Equality, Diversity and Inclusion In Dementia Care

Aims

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.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2. 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

<p>3. Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met</p>	<p>3.1 Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia</p> <p>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</p> <p>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</p>
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's assessment principles

Additional Information

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

Carers and Others may be:

- Care worker
- Colleagues
- Managers
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent Mental Capacity Advocate
- Independent Mental Health Advocate
- Advocate
- Dementia care advisor
- Support groups

Person centred way,

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

CU311 The Principles of Infection Prevention and Control

Aims

To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and gain an understanding of the importance of good personal hygiene.

Credit 3

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand roles and responsibilities in the prevention and control of infections	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection 1.2 Explain employers' responsibilities in relation to the prevention and control infection
2 Understand legislation and policies relating to prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection 2.2 Describe local and organisational policies relevant to the prevention and control of infection
3. Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection 3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation
4. Understand the importance of risk assessment, in relation to the prevention and control of infections	4.1 Define the term risk 4.2 Outline potential risks of infection within the workplace 4.3 Describe the process of carrying out a risk assessment 4.4 Explain the importance of carrying out a risk assessment

<p>5 Understand the importance of using Personal Protective Equipment (PPE)in the prevention and control of infections</p>	<p>5.1 Demonstrate correct use of PPE</p> <p>5.2 Describe different types of PPE</p> <p>5.3 Explain the reasons for use of PPE</p> <p>5.4 State current relevant regulations and legislation relating to PPE</p> <p>5.5 Describe employees' responsibilities regarding the use of PPE</p> <p>5.6 Describe employers' responsibilities regarding the use of PPE</p> <p>5.7 Describe the correct practice in the application and removal of PPE</p> <p>5.8 Describe the correct procedure for disposal of used PPE</p>
<p>6 Understand the importance of good personal hygiene in the prevention and control of infections</p>	<p>6.1 Describe the key principles of good personal hygiene</p> <p>6.2 Demonstrate good hand washing technique</p> <p>6.3 Describe the correct sequence for hand washing</p> <p>6.4 Explain when and why hand washing should be carried out</p> <p>6.5 Describe the types of products that should be used for hand washing</p> <p>6.6 Describe correct procedures that relate to skincare</p>

Indicative content

Learning outcome 1: Understand roles and responsibilities in the prevention and control of infections

- The importance of infection control
- Definitions of infection control
- Employees' roles and responsibilities
 - Roles where infection control is important: employees who work in communal living environments; employees who work with hazardous substances; employees whose work activities may expose them to infection; employees working with individuals who may be vulnerable to infection
 - How responsibilities arise: legal responsibilities, organisational responsibilities, personal/moral responsibilities
 - Who employees have responsibilities to: responsibilities to self, colleagues, employer, clients/customers, visitors
 - What employees are responsible for: taking action to prevent the spread of infection, reporting and recording concerns, following risk assessments, reviewing practice and procedures
- Employers' responsibilities
 - How responsibilities arise: legal responsibilities, organisational responsibilities, personal/moral responsibilities
 - Who employers have responsibilities to: responsibilities to self, employees, clients/customers, visitors
 - What employers are responsible for: assessing risks, putting procedures in place, ensuring procedures are followed, disseminating relevant information, ensuring employees are appropriately trained in relation to infection control

Learning outcome 2: Understand legislation and policies relating to prevention and control of infections

- For all legislation and policies – key points, mandatory or relevant training, impact on organisation, impact on day to day work, implications of failing to meet legislative or regulatory requirements in terms of legal penalties, organisation reputation and individual safety
- Current legislation, to include:
 - The Public Health (Control of Diseases) Act, 1984
 - The Public Health (Infectious Diseases) Regulations, 1998
 - Health and Safety at Work Act, 1974
 - The Management of Health and Safety at Work Act (amended 1994)
 - Control of Substances Hazardous to Health (COSHH) 2002
 - Food Safety Act, 1990
 - Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) 1995
 - The Environmental Protection (Duty of Care) Regulations 1991
 - Health Protection Agency Bill 2004
 - Other new/current legislation that affects infection control
 - Hazardous waste regulations 2005
 - The Food Safety (General Food Hygiene) Regulation (Department of Health, 1995)
- Regulatory body standards
 - NICE
 - Universal precautions
 - Other current Government and/or Health Department standards and guidelines
 - Skills for Health Infection Control workplace competencies
 - Other national standards and regulations that are current
- Local and organisational policies
 - Health and safety policies
 - Organisational infection control policies
 - Any policies specific to role, industry or organisation e.g. food safety in food related areas

Learning outcome 3: Understand systems and procedures relating to the prevention and control of infections

- Operation of procedures and systems to include why they are important, their purpose, how they help to control infection, individual roles and responsibilities within the system
- Procedures and systems
 - Organisational procedures
 - Risk assessments
 - Safe systems of working
 - Health and safety management systems
 - Reporting systems
- Impact of outbreaks on:
 - Individual
 - Unnecessary illness in some cases leading to death
 - Distress to staff, individuals, family and friends
 - Disruption to staff routines
 - Organisation
 - Mortality/morbidity
 - Disruption to routine
 - Cost
 - Cancellation of services and activities
 - Possible legal action
 - Loss of reputation

Learning outcome 4: Understand the importance of risk assessment in relation to the prevention and control of infections

- Definition of risk as any situation, activity or individual as a hazard which may cause the spread of infection to others
- Potential risks of infection: risk of illness and death particularly in vulnerable individuals (the very young, the very old, pregnant women, people with illness or health problems); risk to staff of illness especially those involved in high risk activities (nursing those with infection, contact with bodily fluids which may be contaminated), environments where food preparation is carried out or where the disposal of hazardous waste is carried out
- Risk assessment process: identifying hazards; assessing risks; eliminating risks where possible; reducing risks where they cannot be eliminated; recording the risk assessment process; disseminating findings to all concerned, regular reviews of risks to ensure suitable controls are in place; reporting of outbreaks of infectious or notifiable diseases; risk assessment as a continuous process which is the responsibility of organisations and individuals
- Importance of risk assessment: legal requirement of health and safety legislation to carry out and document risk assessment; proven safe way to control infection if implemented properly by all staff

Learning outcome 5: Understand the importance of using Personal Protective Equipment (PPE)in the prevention and control of infections

- Types of PPE:
 - single use such as plastic aprons, gloves, face masks etc
 - re-usable such as uniforms
- Reasons for PPE: protection of staff; protection of service users/patients; prevention of cross infection between individuals
- Current regulations and legislation: Legal requirement in health and safety legislation for provision and use of PPE where employees or others may be at risk; regulations for use of PPE in infection control (see legislation and regulations as listed above)
- Employee responsibilities: employee responsibility to use PPE appropriately and as instructed by employer; to check PPE before and after use; to report any damage or wear or other problems; to store in facilities provided for PPE, reporting infectious diseases
- Employer responsibilities: requirement for employer to provide appropriate PPE according to work activities without charge to employee; to train employee as appropriate in use of PPE, reporting mechanisms
- How to use PPE: correct use of PPE including application and removal; using appropriate PPE for work activity; preparation for use
- Disposal: appropriate disposal of single use items e.g. in clinical/hazardous waste where appropriate; preparation of re-usable items for re-use e.g. sending to laundry appropriately labelled etc: following policies, procedures and guidelines

Learning outcome 6: Understand the importance of good personal hygiene in the prevention and control of infections

- Good personal hygiene: importance of personal hygiene in infection control; personal hygiene routines when preparing for work eg hair washing, fingernails; situations of personal and family illness which could increase infection risks at work; absence reporting procedure, and healthcare checks required before returning to work following illness; vaccinations required for work; appropriate clothing for different work areas; appropriate footwear; how to care for work wear; reasons for restrictions on wearing make-up and jewellery; effective hair care
- Hand washing procedures; procedures as set in workplace; using water at appropriate temperature, appropriate washing solutions, appropriate drying methods (e.g. paper towels)
- When and why to wash hands:
 - When to wash: before starting work; after finishing work; before and after contact with an individual/service user/patient; after using the toilet; after contact with any body fluids; following the removal of disposable gloves; before and after handling food; after handling used laundry and clinical waste
 - Why: to reduce the risk of carrying infection on hands which could be risk to self or others
- Hand washing products: products available for use within the workplace including antibacterial liquid soaps; alcohol rubs etc
- Procedures for skincare: importance of general hand care and risks if hands are not cared for and become cut and chapped; dressing cuts and grazes to the skin, and other
- wounds

CU254 Causes and Spread of Infection

Aims

This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non pathogenic organisms, the areas of infection and the types caused by different organisms. In addition, the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enter the body and key factors that may lead to infection occurring.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the causes of infection	<ul style="list-style-type: none">1.1 Identify the differences between bacteria, viruses, fungi and parasites1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites1.3 Describe what is meant by “infection” and “colonisation”1.4 Explain what is meant by “systemic infection” and “localised infection”1.5 Identify poor practices that may lead to the spread of infection
2. Understand the transmission of infection	<ul style="list-style-type: none">2.1 Explain the conditions needed for the growth of micro-organisms2.2 Explain the ways an infective agent might enter the body2.3 Identify common sources of infection2.4 Explain how infective agents can be transmitted to a person2.5 Identify the key factors that will make it more likely that infection will occur

Indicative content

Learning outcome 1: Understand the causes of infection

- Bacteria, viruses, fungi, parasites: differences between different micro-organisms; how they are identified; shape; features; illnesses they cause (bacterial e.g. Lyme disease, tuberculosis; fungal e.g. tinea pedis, oral thrush; viral e.g. measles, mumps); pathogenic micro-organisms
- Common illnesses and infections: MRSA infections (Methicillin resistant *Staphylococcus aureus*); Norovirus infection (winter vomiting disease); Common cold and other respiratory infections; Gastroenteritis; blood borne infections, especially Hepatitis A, B, C and HIV; *Clostridium difficile*; Scabies
- Infection and colonisation: difference between infection and colonisation; concept of normal flora
- Systemic infection: definitions of localised infection (local to one area of the body) and systemic infection (affecting the whole body system)
- Poor practices which may spread infection: inadequate hand washing; failure to wear correct protective clothing; inadequate precautions where food is prepared/served/eaten; inadequate procedures in relation to highly infectious individuals; poor environmental hygiene; re-using equipment without proper sterilisation processes, lack of risk assessments, staff not following procedures

Learning outcome 2: Understand the transmission of infection

- Conditions for growth of micro-organisms:
 - Temperature
 - Gases
 - Nutrients
 - Moisture/humidity
- How infective agents enter body: routes of entry and exit – nose, mouth, eyes, cuts or sores on hands or other parts of the body or other natural orifices; methods inhalation, ingestion, inoculation
- Common sources of infection: Micro-organisms can be present on people (especially hands, nose, mouth, genitals and anus, and any sores or wounds); in droplets produced by coughing or sneezing; in air and dust; in water; in food; carried by animals and insects
- Transmission of infective agents: direct (person to person) and indirect (contact through water, food/food chain, animals and insects, air/dust, droplets, contaminated items)
 - Key factors that make infection more likely: open wounds or sores (especially on hands); vulnerability/low immunity eg very young children/babies; elderly people; people already suffering from health problems, poor practice

CU255 Cleaning, Decontamination and Waste Management

Aims

To explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to maintain a clean environment to prevent the spread of infection	1.1. State the general principles for environmental cleaning 1.2. Explain the purpose of cleaning schedules 1.3. Describe how the correct management of the environment minimises the spread of infection 1.4. Explain the reason for the national policy for colour coding of cleaning equipment
2. Understand the principles and steps of the decontamination process	2.1. Describe the three steps of the decontamination process 2.2. Describe how and when cleaning agents are used 2.3. Describe how and when disinfecting agents are used 2.4. Explain the role of personal protective equipment (PPE) during the decontamination process 2.5. Explain the concept of risk in dealing with specific types of contamination 2.6. Explain how the level of risk determines the type of agent that may be used to decontaminate 2.7. Describe how equipment should be cleaned and stored

<p>3. Understand the importance of good waste management practice in the prevention of the spread of infection</p>	<p>3.1. Identify the different categories of waste and the associated risks</p> <p>3.2. Explain how to dispose of the different types of waste safely and without risk to others</p> <p>3.3. Explain how waste should be stored prior to collection</p> <p>3.4. Identify the legal responsibilities in relation to waste management.</p> <p>3.5. State how to reduce the risk of sharps injury</p>
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Indicative content

Learning outcome 1: Understand how to maintain a clean environment to prevent the spread of infection

- General principles for environmental cleaning: definitions of cleaning, deep cleaning, disinfection, sterilization, decontamination; when each of these should be used; objectives of cleaning (reducing risk of infection, removing dirt, removing micro-organisms); responsibilities; patient/service user safety whilst cleaning takes place
- Cleaning schedules: what they are; what they contain (what to clean, when to clean, how to clean, who is responsible); importance of following schedules
- Minimising spread of infection: how cross infection occurs; how regular cleaning, cleaning schedules, risk assessment, good practice helps reduce infection
- Colour coding of cleaning equipment: why colour coding is used; importance of compliance; standardisation by national code; application to NHS but good practice to introduce elsewhere

Learning outcome 2: Understand the principles and steps of the decontamination process

- Steps in decontamination: cleaning, disinfection, sterilisation, autoclaving; details of how to carry out each step
- Use of cleaning agents: types of cleaning agents (detergents); when to use different agents; safety aspects (COSHH, safe use and storage)
- Use of disinfecting agents: types; what they do; when to use different types; safety aspects (COSHH, safe use and storage)
- Role of PPE in decontamination: type of PPE that may be required; reason for use (to protect individual carrying out the decontamination, to avoid re-contaminating sterile areas or instruments)
- Risk related to contamination: low risk areas (bathroom equipment, hoists, surfaces, furnishings, shared fixtures and equipment); medium risk (toilets, commodes, infectious individuals, spillages of body fluids, situations where there has been an outbreak); high risk areas (re-usable equipment that comes into contact with individuals)
- Choosing agents in relation to level of risk: evaluating level of risk (see above); agents for different levels (low risk – water and detergent, medium risk – disinfectants, high risk – sterilizing agents)
- Cleaning and storing equipment: importance of keeping equipment clean (to avoid contamination/bacterial growth); correct storage for safety (e.g. can be tripping or chemical hazards); COSHH; importance of correct storage of chemicals.

Learning outcome 3: Understand the importance of good waste management practice in the prevention of the spread of infection

- Categories of waste: infectious and non-infectious waste; disposable personal protective equipment; used needles, blades and other sharp instruments; definition of clinical waste
- Safe disposal of waste: sorting into colour coded disposal bags/containers; correct procedures for disposal especially sharps, arrangements for collection; how different waste is dealt with (e.g. incineration)
- Storage of waste: safe storage; where to store; how to store; how long before disposal
- Legal responsibilities: legal restrictions on disposal of hazardous substances (COSHH); record keeping; using approved contractors
- Reducing risks related to sharps: training and supervision, safe sharps practices relating to handling; immediate disposal; placing of sharps boxes; handling of sharps boxes

CT263 Understand the Context of Supporting Individuals with Learning Disabilities

Aims

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.

Credit 4

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2. 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
3. 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

	<p>3.3 Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities:</p> <ol style="list-style-type: none"> a) where people live b) daytime activities c) employment d) sexual relationships and parenthood e) the provision of healthcare
<p>4. Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families</p>	<p>4.1 Explain the meaning of the term 'social inclusion'</p> <p>4.2 Explain the meaning of the term advocacy</p> <p>4.3 Describe different types of advocacy</p> <p>4.4 Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities</p>
<p>5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers</p>	<p>5.1 Explain how attitudes are changing in relation to individuals with learning disabilities</p> <p>5.2 Give examples of positive and negative aspects of being labelled as having a learning disability</p> <p>5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers</p> <p>5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice</p>
<p>6. Know how to promote communication with individuals with learning disabilities</p>	<p>6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities</p> <ol style="list-style-type: none"> a) verbal communication b) non-verbal communication <p>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</p> <p>6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings</p>

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Additional Information

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

Causes should include: before birth, during birth and after birth

Ways to build empowerment should include person-centred thinking

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

External agencies – include: advocacy services; parent/carer support groups; campaign groups etc

Others may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

CT272 Principles Of Positive Risk-Taking For Individuals With Disabilities

Aims

This unit provides the knowledge behind positive risk-taking. It highlights the importance of positive risk taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care. The legislative context is also covered.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the importance of risk taking in everyday life for individuals with disabilities	1.1 Identify aspects of everyday life in which risk plays a part 1.2 Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks 1.3 Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks 1.4 Explain how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none"> ▪ gain in self-confidence ▪ develop skills ▪ take an active part in their community
2. Understand the importance of positive, person-centred risk assessment	2.1 Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches 2.2 Identify the features of a person-centred approach to risk assessment 2.3 Describe ways in which traditional risk assessments have tended to have a negative focus

<p>3. Know how legislation and policies are relevant to positive risk taking</p>	<p>3.1 Identify legislation and policies which promote the human rights of individuals with disabilities</p> <p>3.2 Describe how to use a human rights based approach to risk management</p>
<p>4. Understand how to support individuals with disabilities in decisions about risk-taking</p>	<p>4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others</p> <p>4.2 Outline how the principle of 'Duty of Care' can be maintained whilst supporting individuals to take risks</p> <p>4.3 Describe ways of enabling individuals with disabilities to make informed choices about taking risks</p> <p>4.4 Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions</p> <p>4.5 Explain the potential positive and negative consequences of the choices made about taking risks</p> <p>4.6 Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger</p> <p>4.7 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking</p>
<p>5. Understand how to support individuals with disabilities to manage identified risks</p>	<p>5.1 Explain the importance of including risks in the individual's support plan</p> <p>5.2 Explain why it is important to review risks in the individual's support plan</p> <p>5.3 Outline why it is important to communicate and work in a consistent way with all those supporting the individual</p> <p>5.4 Describe ways of supporting individuals with disabilities to test out the risk they wish to take</p>

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Additional Information

Individual is someone requiring care or support

Person-centred reflects what is important to individuals and helps them to live the life they choose

Others may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

Duty of Care – legal duty to take reasonable care to avoid others being harmed

CT268 Principles Of Supporting an Individual To Maintain Personal Hygiene

Aims

This unit introduces the underpinning knowledge for the support of individuals in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as causes of poor personal hygiene.

Credit 1

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important 1.2 Describe the effects of poor personal hygiene on health and well-being
2. Know how to encourage an individual to maintain personal hygiene	2.1 Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values 2.2 Describe how to make an individual aware of the effects of poor hygiene on others 2.3 Describe how to support an individual to develop and improve personal hygiene routines
3 Know how to support an individual to maintain personal hygiene	3.1 Identify factors that contribute to good personal hygiene 3.2 Explain how to support the preferences and needs of the individual while maintaining their independence 3.3 Describe how to maintain dignity of an individual when supporting intimate personal hygiene 3.4 Describe risks to own health in supporting personal hygiene routines 3.5 Describe how to reduce risks to own health

	3.6	Identify others that may be involved in supporting an individual to maintain personal hygiene
4	Understand when poor hygiene may be an indicator of other underlying personal issues	<p>4.1 Identify underlying personal issues that may be a cause of poor personal hygiene</p> <p>4.2 Describe how underlying personal issues might be addressed</p>

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Additional Information

Individual is someone requiring care or support

Factors include: washing, showering; washing hair; cleaning clothes; keeping nails clean; washing hands after using the toilet, etc

Preferences and needs include: any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion

Maintain Dignity – includes privacy, having trust on both sides, being professional, awareness of abuse, averting eye contact to avoid embarrassment, being gentle, being able to empathise etc

Risks – from infection and reduction through infection control techniques

Others may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

Underlying personal issues – may include: financial issues, abuse, health issues etc.

CT269 Principles Of Supporting Individuals With a Learning Disability To Access Healthcare

Aims

This unit covers the principles of supporting individuals with a learning disability to access healthcare. It covers legislation, barriers to and functions of healthcare services, and plans for healthcare

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare	1.1 Outline what is meant by a rights based approach to accessing healthcare 1.2 Identify legislation which supports a rights based approach to accessing healthcare 1.3 Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability 1.4 Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance 1.5 Describe the actions to take if an individual cannot give informed consent to the treatment
2. Understand the function of different healthcare services that an individual with a learning disability may need to access	2.1 List a range of healthcare services that an individual with a learning disability may need to access 2.2 Describe the work of each type of healthcare service 2.3 Explain how to gain access to each type of healthcare service
3. Understand the role of professionals within different healthcare services that an individual with a learning disability may need to access	3.1 Outline the role and responsibility of the professionals working in different types of healthcare services

<p>4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with a learning disability</p>	<p>4.1 Explain how plans for healthcare can be of benefit to an individual with a learning disability</p> <p>4.2 Identify a range of regular health checks that an individual may have to support good health and well being</p> <p>4.3 Outline how missing regular health checks may increase the risk of poor health and well being for the individual</p> <p>4.4 Explain the importance of individual preference in relation to treatments available</p>
<p>5. Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services</p>	<p>5.1 Identify barriers to accessing healthcare services that an individual with a learning disability may experience</p> <p>5.2 Describe ways to overcome barriers to accessing healthcare services</p> <p>5.3 Describe reasons why an individual may be reluctant to access healthcare services</p> <p>5.4 List a range of resources that may be helpful to an individual with a learning disability assessing healthcare services</p>

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. It assesses knowledge that underpins unit LD 208S Support individuals with a learning disability to access healthcare, and must be achieved with that unit to confirm competence

Additional Information

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

Healthcare services may include:

Primary healthcare services

Acute healthcare services

Specialist healthcare services

Community Healthcare services

Plans for healthcare – in England this refers to / should include Health Action Plans

Treatments available – this may include complementary therapies

Barriers should include personal barriers as well as external barriers

CT264 Introductory Awareness Of Autistic Spectrum Conditions

Aims

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

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2. 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

<p>3. Understand the behaviours exhibited by some individuals with an autistic spectrum condition</p>	<p>3.1 Describe behavioural characteristics associated with autistic spectrum conditions</p> <p>3.2 Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours</p> <p>3.3 Describe what to do if an individual is highly anxious or stressed</p>
<p>4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition</p>	<p>4.1 Explain why it is important to have in place structures and routines which match the wishes and needs of the individual</p> <p>4.2 Identify formal and informal support networks for an individual with an autistic spectrum condition</p> <p>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</p> <p>4.4 Describe ways of ensuring that support provided is consistent, both within own approach and with that of others</p> <p>4.5 Describe how to contribute towards the learning of an individual with an autistic spectrum condition</p>
<p>5. Understand how to communicate effectively with individuals on the autistic spectrum</p>	<p>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</p> <p>5.2 Identify aspects of the environment that affect communication with an individual</p> <p>5.3 Describe how to reduce barriers to communication with an individual</p> <p>5.4 Outline the use of visual communication systems for individuals who have an autistic spectrum condition</p> <p>5.5 Identify who could provide advice about effective communication with an individual</p>

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Additional Information

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

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

Others may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

CT265 Understand Physical Disability

Aims

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.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2. 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
3. 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
4. Understand the importance of independence and inclusion for the individual with physical disability	<p>4.1 Describe how the individual can be in control of their care needs and provision of social care services</p> <p>4.2 Describe the importance of supporting independence and inclusion within the community</p> <p>4.3 Describe how to assist with independence and inclusion within the community</p>

Assessment Requirements

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

Additional Information

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

Day to day life

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

CT266 Understand the Impact Of Acquired Brain Injury On Individuals

Aims

The aim of the unit is to gain knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand Acquired Brain Injury	1.1 Describe what Acquired Brain Injury is 1.2 Identify possible causes of Acquired Brain Injury
2. Understand the impact of an Acquired Brain Injury on the individual	2.1 List initial effects of Acquired Brain Injury on the individual 2.2 Identify the long term effects of Acquired Brain Injury to include <ul style="list-style-type: none"> ▪ physical ▪ functional ▪ cognitive ▪ behavioural
3. Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1 Explain what is meant by the term dysphasia 3.2 Explain what is meant by the term dysarthria 3.3 Describe the communication challenges presented to the individual and self by dysphasia dysarthria 3.4 Identify skills required to support an individual with specialist communication needs

<p>4. Understand the impact that personality changes can have on an individual and those providing support</p>	<p>4.1 Outline changes in personality that an individual may experience as a result of Acquired Brain Injury</p> <p>4.2 Describe how lack of self awareness may affect the individual</p> <p>4.3 Explain the impact of these changes on those providing support</p>
<p>5. Understand the impact of challenging behaviour</p>	<p>5.1 Describe behaviours which may be considered challenging</p> <p>5.2 State what to do to avoid confrontation with someone who is emotionally agitated</p> <p>5.3 Describe how challenging behaviour impacts on own feelings and attitudes</p> <p>5.4 Identify what support is available to respond to challenging behaviour</p> <p>5.5 Describe how to report challenging behaviour</p>

Additional Information

Acquired Brain Injury

- Traumatic brain injury
- Mild/moderate brain injury
- Severe brain injury

The individual is the person requiring support. An advocate may need to act on behalf of an individual.

Functional - relates to the individual's ability to carry out day to day tasks, i.e. dressing, washing, cooking. IT does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.

Communication challenges can include

- Word-finding
- Indistinct speech

Personality changes e.g.

- Irritability
- Disinhibited behaviour
- Frustration
- Loss of social skills
- Lack of self awareness
- Lack of insight

Those providing support may include

- Family
- Friends
- Care Workers
- Practitioners
- Other Professionals

Self Awareness – ability to understand the impact of behaviour on others

Challenging behaviour

- Physical violence
- Threatening language
- Sexual inhibitions
- Non compliance

CT267 Introductory Awareness Of Sensory Loss

Aims

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

Credit value 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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 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
2 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">▪ Sight loss▪ Hearing loss▪ Deafblindness 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
3 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 acquired sensory loss 3.3. State what percentage of the general population is likely to have sensory loss

<p>4. Know how to recognise when an individual may be experiencing sight and / or hearing loss</p>	<p>4.1 Outline the indicators and signs of:</p> <ul style="list-style-type: none"> ▪ Sight loss ▪ Deafblindness ▪ Hearing loss <p>4.2 Explain where additional advice and support can be sourced in relation to sensory loss</p>
<p>5. Know how to report concerns about sensory loss</p>	<p>5.1 Describe to whom and how concerns about sight and / or hearing loss can be reported</p>

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Guidance for Developing Assessment Arrangements for the Unit (if appropriate)

Sensory Loss could include:

- Sight loss
- Hearing loss
- Deafblindness

Factors could include:

Communication

- Information
- Familiar layouts and routines
- Mobility

CT251 Introductory Awareness of Models of Disability

Aims

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

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2. 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">▪ inclusion▪ rights▪ autonomy▪ needs of individuals 2.3 Explain how own practice promotes the principle of inclusion

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

CU1667 Understand and Implement a Person Centred Approach to the Care and Support of Individuals with Dementia

Aims

This unit is aimed at those who provide care and support to people who have dementia in a wide range of settings. It requires the demonstration of knowledge and skills in planning and delivering support to meet an individual's identified and agreed abilities and needs, in order to reflect the person centred approach.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of a person centred approach to dementia care and support	1.1 Describe what is meant by a person centred approach 1.2 Describe how a person centred approach enables individuals with dementia to be involved in their own care and support
2. Be able to involve the individual with dementia in planning and implementing their care and support using a person centred approach	2.1 Explain how information about personality and life history can be used to support an individual to live well with dementia 2.2 Communicate with an individual with dementia using a range of methods that meet individual's abilities and needs 2.3 Involve an individual with dementia in identifying and managing risks for their care and support plan 2.4 Involve an individual with dementia in opportunities that meet their agreed abilities, needs and preferences
3. Be able to involve carers and others in the care and support of individuals with dementia	3.1 Explain how to increase a carer's understanding of dementia and a person centred approach 3.2 Demonstrate how to involve carers and others in the support of an individual with dementia

Assessment Requirements

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

Additional Information

Carer may include:

- Partner
- Family
- Friends
- Neighbours

Others may include:

- Care worker
- Colleagues
- Managers
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- IMCA
- CPN
- Dementia Care Advisors
- Advocate
- Support groups

CU1668 Equality, Diversity and Inclusion in Dementia Care Practice

Aims

This unit provides knowledge, understanding and skills for 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.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of equality, diversity and inclusion when working with individuals with dementia	1.1 Explain what is meant by: <ul style="list-style-type: none"> ▪ diversity ▪ equality ▪ inclusion 1.2 Explain why an individual with dementia has unique needs and preferences 1.3 Describe how an individual with dementia may feel excluded 1.4 Describe why it is important to include an individual with dementia in all aspects of care practice 1.5 Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual
2. Be able to apply a person centred approach in the care and support of individuals with dementia	2.1 Demonstrate how an individual with dementia has been valued, included and able to engage in daily life 2.2 Show how an individual's life history and culture has been taken into consideration to meet their needs 2.3 Demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences 2.4 Demonstrate ways of helping carers and others to understand that an individual with dementia has unique needs and preferences

<p>3. Be able to work with a range of individuals who have dementia to ensure diverse needs are met</p>	<p>3.1 Demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met</p> <p>3.2 Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia</p> <p>3.3 Describe how to use a person centred approach with an individual with a learning disability and dementia</p>
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Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning outcomes 3 and 3 must be assessed in the workplace environment.

Additional Information

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

Person centred approach:

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

Carers and others may be:

- Care worker
- Family
- Advocate
- Colleagues
- Managers
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent Mental Capacity Advocate
- Independent Mental Health Advocate
- Advocate
- Dementia care advisor
- Support groups

CU1669 Approaches to Enable Rights and Choices for Individuals with Dementia Whilst Minimising Risks

Aims

This unit provides knowledge, understanding and skills required to promote individuals' rights and choices whilst minimising risk.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1 Outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia 1.2 Describe how agreed ways of working relate to the rights of an individual with dementia 1.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions 1.4 Explain how the best interests of an individual with dementia must be included when planning and delivering care and support 1.5 Explain what is meant by providing care and support to an individual with dementia in the least restrictive way

<p>2. Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia</p>	<p>2.1 Describe how to maintain privacy when providing personal support for intimate care to an individual with dementia</p> <p>2.2 Give examples of how to show respect for the physical space of an individual with dementia</p> <p>2.3 Give examples of how to show respect for the social or emotional space of an individual with dementia</p> <p>2.4 Describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity</p> <p>2.5 Outline the benefits of knowing about the past and present interests and life skills of an individual with dementia</p>
<p>3. Support individuals with dementia to achieve their potential</p>	<p>3.1 Demonstrate how the physical environment may enable an individual with dementia to achieve their potential</p> <p>3.2 Demonstrate how the social environment may enable an individual with dementia to achieve their potential</p> <p>3.3 Support an individual with dementia to use their abilities during personal care activities</p> <p>3.4 Explain how the attitudes of others may enable an individual with dementia to achieve their potential</p>
<p>4. Be able to work with carers who are caring for individuals with dementia</p>	<p>4.1 Identify some of the anxieties common to carers of an individual with dementia</p> <p>4.2 Outline the legal rights of the carer in relation to an individual with dementia</p> <p>4.3 Involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm</p> <p>4.4 Describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices</p> <p>4.5 Demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential</p>

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning outcomes 3 and 4 must be assessed in the workplace environment.

Additional Information

Key legislation:

- Human Rights Act 1998
- Mental Capacity Act 2005
- Mental Capacity and Deprivation of Liberty Safeguards 2005
- Adults with Incapacity (Scotland) Act 2000
- Mental Health Act 2007
- The Disability Discrimination Act 1995
- Safeguarding Vulnerable Groups Act 2006
- Carers (Equal Opportunities) Act 2004

Agreed ways of working:

Include policies and procedures where these exist; they may be less formally documented with micro-employers.

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

Best interests:

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

Physical space:

- Bedroom
- Handbag
- Personal belongings

Social or emotional space:

- Personal boundaries
- Subjective feelings

Carers and others may be:

- Care worker
- Colleagues
- Managers
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent Mental Capacity Advocate
- Independent Mental Health Advocate
- Advocate
- Dementia care advisor
- Support groups

CU1670 Understand and Enable Interaction and Communication with Individuals with Dementia

Aims

This unit provides the knowledge, understanding and skills required to develop and implement positive interaction and communication with individuals with dementia.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to communicate with individuals with dementia	1.1 Describe how memory impairment can affect the ability of an individual with dementia to use verbal language 1.2 Gather information from others about an individual's preferred methods of communicating to enhance interaction 1.3 Use information about the communication abilities and needs of an individual with dementia to enhance interaction 1.4 Use a person centred approach to enable an individual to use their communication abilities 1.5 Demonstrate how interaction is adapted in order to meet the communication needs of an individual with dementia
2. Be able to apply interaction and communication approaches with individuals in dementia	2.1 List different techniques that can be used to facilitate positive interactions with an individual with dementia 2.2 Use an individual's biography/history to facilitate positive interactions 2.3 Demonstrate how the identity and uniqueness of an individual has been reinforced by using their preferred methods of interacting and communicating

Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Additional Information

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

Others may include:

- Care worker
- Colleagues
- Managers
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent Mental Capacity Advocate
- Independent Mental Health Advocate
- Advocate
- Dementia care advisor
- Support groups

Person centred approach:

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

CU1678 Provide Support for Therapy Sessions

Aims

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

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the benefits of therapy sessions	1.1 Identify different types of therapy sessions in which an individual may participate 1.2 Describe how therapy sessions can benefit an individual
2. Be able to prepare for therapy sessions	2.1 Establish own responsibilities in preparing for a therapy session 2.2 Identify with the individual their preferences and requirements for the therapy session 2.3 Follow instructions to prepare the environment, materials, equipment and self for the session
3. Be able to provide support in therapy sessions	3.1 Provide support during a therapy session that takes account of: <ul style="list-style-type: none">▪ the therapist's directions▪ the individual's preferences and requirements 3.2 Promote active participation during the session 3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session

<p>4. Be able to observe and record therapy sessions</p>	<p>4.1 Agree what observations need to be carried out during therapy sessions</p> <p>4.2 Agree how observations will be recorded</p> <p>4.3 Carry out agreed observations</p> <p>4.4 Record agreed observations as required</p>
<p>5. Be able to contribute to the review of therapy sessions</p>	<p>5.1 Contribute to a review of therapy sessions to identify issues and progress</p> <p>5.2 Contribute to agreeing changes to therapy sessions with the individual and others</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Additional Information

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

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

Others may include:

- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's well-being

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

CU2625 Provide Support for Mobility

Aims

This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of mobility	<ul style="list-style-type: none">1.1 Define mobility1.2 Explain how different health conditions may affect and be affected by mobility1.3 Outline the effects that reduced mobility may have on an individual's well-being1.4 Describe the benefits of maintaining and improving mobility
2. Be able to prepare for mobility activities	<ul style="list-style-type: none">2.1 Agree mobility activities with the individual and others2.2 Remove or minimise hazards in the environment before beginning a mobility activity2.3 Check the suitability of an individual's clothing and footwear for safety and mobility2.4 Check the safety and cleanliness of mobility equipment and appliances
3. Be able to support individuals to keep mobile	<ul style="list-style-type: none">3.1 Promote the active participation of the individual during a mobility activity3.2 Assist an individual to use mobility appliances correctly and safely3.3 Give feedback and encouragement to the individual during mobility activities

<p>4. Be able to observe, record and report on activities to support mobility</p>	<p>4.1 Observe an individual to monitor changes and responses during a mobility activity</p> <p>4.2 Record observations of mobility activity</p> <p>4.3 Report on progress and/or problems relating to the mobility activity including:</p> <ul style="list-style-type: none"> ▪ choice of activities ▪ equipment ▪ appliances ▪ the support provided
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work situation.

Additional Information

Mobility activities may include:

- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities

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

Others may include:

- family
- friends
- advocates
- mobility specialists
- line manager
- others who are important to the individual's well-being

Mobility equipment and appliances may include:

- wheel chairs
- sticks
- walking frames
- custom-made appliances

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.

CU2626 Provide Support to Manage Pain and Discomfort

Aims

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort.

It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Credit 2

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand approaches to managing pain and discomfort	1.1 Explain the importance of a holistic approach to managing pain and discomfort 1.2 Describe different approaches to alleviate pain and minimise discomfort 1.3 Outline agreed ways of working that relate to managing pain and discomfort
2. Be able 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 Encourage an individual to express feelings of discomfort or pain 2.3 Encourage an individual to use self-help methods of pain control 2.4 Assist an individual to be positioned safely and comfortably 2.5 Carry out agreed measures to alleviate pain and discomfort
3. Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort 3.2 Complete records in required ways 3.3 Report findings and concerns as required

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Learning outcomes 2 and 3 must be assessed in a real work situation.

Additional Information

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

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

CU2627 Contribute to Monitoring the Health of Individuals Affected by Health Conditions

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand monitoring of the health of individuals affected by health conditions	1.1 Explain the importance of monitoring the health of individuals affected by a health condition 1.2 Describe ways in which the health of individuals can be monitored
2. Be able to carry out observations of the health of individuals affected by health conditions	2.1 Identify what observations have been agreed to monitor the health condition of an individual 2.2 Carry out required observations in ways that: <ul style="list-style-type: none"> ▪ respect the individual's dignity and privacy ▪ reassure the individual and minimise any fears or concerns ▪ follow agreed ways of working
3. Be able to record and report on observations	3.1 Record required indicators of an individual's condition 3.2 Report changes in the individual's condition, in line with agreed ways of working 3.3 Explain when changes may be needed to usual recording and reporting requirements about an individual's health condition

4. Be able to respond to changes in an individual's condition

4.1 Take immediate action in line with agreed ways of working when changes in an individual's health cause concern

4.2 Work with **others** to review information about changes in an individual's health

4.3 Clarify own understanding about changes to requirements for monitoring

4.4 Implement required changes to monitoring processes

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

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

Additional Information

Health may include aspects that affect:

- Physical health
- Psychological well-being

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

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

Observations may include:

- Informal observations
- Physical measurements
- Other agreed ways of monitoring

Others may include:

- The individual
- Family members
- Line manager
- Other professionals
- Others who are important to the individual's well-being

CU2628 Support Individuals to Carry Out Their Own Health Care Procedures

Aims

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to carry out their own health care procedures safely.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health care procedures likely to be undertaken by individuals	1.1 Identify treatments and physical measurements likely to be undertaken by individuals 1.2 Explain reasons why physical measurements and specimens might need to be taken 1.3 Describe possible adverse reactions individuals may experience when undertaking their own health care procedures
2. Be able to support individuals to prepare to carry out their own health care procedures	2.1 Establish with others own role in supporting individuals to carry out their own health care procedures 2.2 Promote safe storage of supplies 2.3 Support the individual to prepare equipment and the environment to carry out procedures 2.4 Support the individual's understanding about correct techniques for procedures 2.5 Check the individual's understanding about when to seek advice or take immediate action when carrying out health care procedures

<p>3. Be able to support individuals to carry out health care procedures</p>	<p>3.1 Assist the individual to carry out health care procedures in a way that promotes active participation</p> <p>3.2 Promote safe disposal of supplies used for procedures</p> <p>3.3 Support the individual to record measurements and store records safely</p>
<p>4. Be able to monitor health care procedures undertaken by individuals</p>	<p>4.1 Monitor the accuracy, timing and outcomes of health care procedures carried out by the individual</p> <p>4.2 Record and report any adverse reactions or other concerns, in line with agreed ways of working</p> <p>4.3 Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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

Additional Information

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

Others may include:

- family
- friends
- advocates
- health care professionals
- others who are important to the individual's well-being

Correct techniques may include:

- timings
- hygiene
- use of equipment
- safe disposal
- recording

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

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

CU2629 Support Participation in Learning and Development Activities

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to take part in a range of learning or development activities.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the factors to take into account when supporting individuals to take part in activities for learning and development	1.1 Identify different reasons why individuals may take part in activities for learning or development 1.2 Describe the benefits of different activities for learning or development in which individuals may take part 1.3 Describe possible barriers to individuals engaging in learning or development activities 1.4 Explain why active participation is important when supporting individuals in learning or development activities 1.5 Explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity
2. Be able to support individuals to prepare for taking part in learning and development activities	2.1 Support an individual to make informed decisions about their participation in a learning or development activity 2.2 Work with the individual and others to agree roles and responsibilities for supporting a learning or development activity 2.3 Support the individual before a learning or development activity to minimise any barriers to their participation

<p>3. Be able to contribute to preparing the environment and resources for learning and development activities</p>	<p>3.1 Identify risks or difficulties that maybe associated with the environment, equipment or materials used in a learning or development activity</p> <p>3.2 Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity</p>
<p>4. Be able to support individuals to take part in learning and development activities</p>	<p>4.1 Describe different ways of supporting the individual to take part in learning or development activities</p> <p>4.2 Provide the agreed type and level of support to enable the individual to engage with an activity</p> <p>4.3 Adapt support to reflect changing needs, wishes, achievements or levels of participation</p> <p>4.4 Explain what action to take if the individual becomes distressed or feels unable to continue</p> <p>4.5 Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity</p> <p>4.6 Complete required records about the learning or development activity</p>
<p>5. Be able to contribute to the evaluation of learning or development activities</p>	<p>5.1 Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual</p> <p>5.2 Support the individual to provide feedback on the activity and the support provided</p> <p>5.3 Work with the individual and others to evaluate the learning or development activity</p> <p>5.4 Work with the individual and others to agree and make changes to a learning or development activity or the support provided</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Additional Information

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

Activities for learning and development may include

- Intellectual pursuits
- Activities to promote fitness or mobility
- Activities relating to skills development
- Activities to promote participation and interaction

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

Others may include:

- Family members
- Advocates
- Line manager
- Specialists
- Others who are important to the individual's well-being

CU2630 Support Independence in the Tasks of Daily Living

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.

Credit 5

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand principles for supporting independence in the tasks of daily living	1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living 1.2 Explain how active participation promotes independence in the tasks of daily living 1.3 Describe how daily living tasks may be affected by an individual's culture or background 1.4 Explain the importance of providing support that respects the individual's culture and preferences 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living 1.6 Explain why it is important to establish roles and responsibilities for providing support
2. Be able to establish what support is required for daily living tasks	2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working 2.2 Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks 2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks

<p>3. Be able to provide support for planning and preparing meals</p>	<p>3.1 Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences</p> <p>3.2 Support the individual to store food safely</p> <p>3.3 Support the individual to prepare food in a way that promotes active participation and safety</p>
<p>4. Be able to provide support for buying and using household and personal items</p>	<p>4.1 Identify different ways of buying household and personal items</p> <p>4.2 Work with the individual to identify household and personal items that are needed</p> <p>4.3 Support the individual to buy items in their preferred way</p> <p>4.4 Support the individual to store items safely</p> <p>4.5 Support the individual to use items safely</p>
<p>5. Be able to provide support for keeping the home clean and secure</p>	<p>5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety</p> <p>5.2 Describe different risks to home security that may need to be addressed</p> <p>5.2 Support the individual to use agreed security measures</p>
<p>6. Be able to identify and respond to changes needed in support for daily living tasks</p>	<p>6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks</p> <p>6.2 Record changes in the individual's circumstances that may affect the type or level of support required</p> <p>6.3 Adapt support in agreed ways to address concerns, changes or increased independence</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Additional Information

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

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

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

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

Others may include:

- Family or friends of the individual
- Advocate
- Line manager

Difficulties or concerns may include:

- risks to the individual's health, safety or security
- concerns about the ability, skills or willingness of the individual to participate in daily living tasks
- insufficient time, equipment or other resources to provide agreed support

A **healthy diet** is one that:

- follows current guidelines for healthy eating
- meets any specific nutritional requirements for the individual

CU2631 Provide Support for Journeys

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills needed to support individuals to make journeys.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand factors to consider when planning support for journeys	1.1 Describe different aspects and factors to consider when planning a journey 1.2 Describe different risks that may arise and ways to minimise these 1.3 Describe different types of communication technology that can support planning and making journeys safely
2. Be able to support individuals to plan journeys	2.1 Agree with the individual the level and type of support needed for planning and making a journey 2.2 Support the individual to research a journey that they wish to make 2.3 Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working
3. Be able to support individuals when making journeys	3.1 Support the individual in line with the journey plan 3.2 Describe ways to deal with unforeseen problems that may occur during a journey

4. Be able to review the support provided for individuals when making journeys

4.1 Describe what factors should be considered when reviewing support for the journey

4.2 Seek feedback from the individual on the support provided for the journey

4.3 Contribute to reviewing support for the journey

4.4 Revise the journey plan to take account of the review in line with agreed ways of working

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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

Additional Information

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

Aspects and factors may include those relating to:

- The individual
- The journey
- Health and Safety

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

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

CU2632 Provide Support for Leisure Activities

Aims

This unit is aimed at those working in a wide range of settings. This unit provides the learner with the knowledge and skills required to support and encourage individuals to access, participate in and review their leisure activities.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role that leisure activities play in well being	1.1 Identify different activities that may be regarded as leisure activities 1.2 Explain how participation in leisure activities aids the well being of individuals 1.3 Describe the potential benefits of trying out new leisure activities from time to time
2. Be able to support individuals to identify and plan for leisure activities	2.1 Identify with the individual their recreational needs, preferences and interests 2.2 Agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests 2.3 Agree with the individual the level and type of support needed for participation in a leisure activity 2.4 Work with the individual and others to develop a plan to support participation in a leisure activity
3. Be able to encourage and support individuals to participate in leisure activities	3.1 Support the individual in line with the plan and in a way that promotes active participation 3.2 Provide encouragement and positive reinforcement for the activity 3.3 Adjust support in response to any changes or difficulties encountered 3.4 Describe how and when to access additional information or support about participation in a leisure activity

4. Be able to contribute to the review and revision of support for leisure activities

4.1 Identify with the individual the process for reviewing their leisure activities

4.2 Seek feedback from the individual on the leisure activity and the support provided

4.3 Carry out agreed role in contributing to the review

4.4 Implement agreed changes to the plan

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information

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

The **plan** will include ways to address and minimise risks and overcome difficulties relating to

- Health and well-being
- The environment
- Equipment and materials used
- Abilities of individual and others
- Others involved

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

CU2633 Support Individuals to Access and Use Information about Services and Facilities

Aims

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

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know ways to support individuals to access information on services and facilities	1.1 Identify the types of services and facilities about which individuals may require information 1.2 Identify possible barriers to accessing and understanding information 1.3 Describe ways to overcome barriers to accessing information 1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals 1.5 Describe types of support individuals may need to enable them to identify and understand information
2. Be able to work with individuals to select and obtain information about services and facilities	2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities 2.2 Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes 2.3 Support an individual to obtain selected information in their preferred format and language

<p>3. Be able to work with individuals to access and use information about services and facilities</p>	<p>3.1 Support an individual to access the content of information about services and facilities</p> <p>3.2 Demonstrate ways to check an individual's understanding of the information</p> <p>3.3 Work with an individual to access a service or facility using the information, in ways that promote active participation</p> <p>3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information</p>
<p>4. Be able to support individuals to evaluate the information accessed on services and facilities</p>	<p>4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences</p> <p>4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information</p> <p>4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information

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

Services and facilities may include:

- services provided within an individual's home
- services to enable individuals to meet their social care needs
- community facilities

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.

Issues or concerns may include those relating to:

- Ineligibility
- Lack of availability
- Conditions for access

CU2634 Support Individuals Who Are Distressed

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand causes and effects of distress	<ul style="list-style-type: none">1.1 Identify common causes of distress1.2 Describe signs that may indicate an individual is distressed1.3 Explain how distress may affect the way an individual communicates1.4 Explain how working with an individual who is distressed may impact on own well being
2. Be able to prepare to support individuals who are experiencing distress	<ul style="list-style-type: none">2.1 Access information and advice about supporting an individual through a time of distress2.2 Establish signs of distress that would indicate the need for specialist intervention2.3 Describe how to access specialist intervention2.4 Identify sources of support to manage own feelings when working with an individual who is distressed
3. Be able to support individuals through periods of distress	<ul style="list-style-type: none">3.1 Communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs3.2 Demonstrate ways to alleviate immediate distress3.3 Adapt support in response to the individual's reactions3.4 Demonstrate how to involve others in supporting an individual who is distressed

<p>4. Be able to support individuals to reduce distress</p>	<p>4.1 Encourage the individual to express thoughts and feelings about troubling aspects of their life</p> <p>4.2 Work with the individual and others to identify triggers for distress</p> <p>4.3 Work with an individual and others to reduce triggers or alleviate causes of distress</p> <p>4.4 Encourage the individual to review their usual ways of coping with distress</p>
<p>5. Be able to record and report on an individual's distress</p>	<p>5.1 Maintain records relating to the individual's distress and the support provided</p> <p>5.2 Report on periods of distress in line with agreed ways of working</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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

Additional Information

Causes of distress may be:

- Internal to the individual
- Related to support needs
- Related to support provision
- Related to loss
- Related to change

Individual An individual is someone requiring care or support

Others may include:

- Family
- Friends
- Advocates
- Line manager
- Other professionals
- Others who are important to the individual's well-being

CU2635 Support Care Plan Activities

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare and implement activities within a care plan and contribute to the review of activities.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to prepare to implement care plan activities	1.1 Identify sources of information about the individual and specific care plan activities 1.2 Establish the individual's preferences about carrying out care plan activities 1.3 Confirm with others own understanding of the support required for care plan activities
2. Be able to support care plan activities	2.1 Provide support for care plan activities in accordance with the care plan and with agreed ways of working 2.2 Encourage the active participation of an individual in care plan activities 2.3 Adapt actions to reflect the individual's needs or preferences during care plan activities
3. Be able to maintain records of care plan activities	3.1 Record information about implementation of care plan activities, in line with agreed ways of working 3.2 Record signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised

<p>4. Be able to contribute to reviewing activities in the care plan</p>	<p>4.1 Describe own role and roles of others in reviewing care plan activities</p> <p>4.2 Seek feedback from the individual and others on how well specific care plan activities meet the individual's needs and preferences</p> <p>4.3 Contribute to review of how well specific care plan activities meet the individual's needs and preferences</p> <p>4.4 Contribute to agreement on changes that may need to be made to the care plan</p>
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment.

Additional Information

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

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

Others may include:

- The individual
- Family members
- Advocate
- Line manager
- Other professionals

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

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.

CU2636 Support Individuals to Eat and Drink

Aims

This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

Credit 2

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to support individuals to make choices about food and drink	<ul style="list-style-type: none">1.1 Establish with an individual the food and drink they wish to consume1.2 Encourage the individual to select suitable options for food and drink1.3 Describe ways to resolve any difficulties or dilemmas about the choice of food and drink1.4 Describe how and when to seek additional guidance about an individual's choice of food and drink
2. Be able to prepare to provide support for eating and drinking	<ul style="list-style-type: none">2.1 Identify the level and type of support an individual requires when eating and drinking2.2 Demonstrate effective hand-washing and use of protective clothing when handling food and drink2.3 Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences2.4 Provide suitable utensils to assist the individual to eat and drink

<p>3. Be able to provide support for eating and drinking</p>	<p>3.1 Describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking</p> <p>3.2 Support the individual to consume manageable amounts of food and drink at their own pace</p> <p>3.3 Provide encouragement to the individual to eat and drink</p> <p>3.4 Support the individual to clean themselves if food or drink is spilt</p> <p>3.5 Adapt support in response to an individual's feedback or observed reactions while eating and drinking</p>
<p>4. Be able to clear away after food and drink</p>	<p>4.1 Explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away</p> <p>4.2 Confirm that the individual has finished eating and drinking</p> <p>4.3 Clear away used crockery and utensils in a way that promotes active participation.</p> <p>4.4 Support the individual to make themselves clean and tidy after eating or drinking</p>
<p>5. Be able to monitor eating and drinking and the support provided</p>	<p>5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter</p> <p>5.2 Carry out and record agreed monitoring processes</p> <p>5.3 Report on the support provided for eating and drinking in accordance with agreed ways of working</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

All learning outcomes must be assessed in a real work environment.

Additional Information

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

Suitable options will take account of:

- Expressed wishes and preferences
- General nutrition principles
- Specific dietary requirements
- Religious, cultural and personal beliefs
- Resources available

Ways to **prepare** to eat and drink may include

- Choosing where to eat
- Choosing with whom to eat
- Protecting clothes from potential spills
- Taking up a comfortable position

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

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

CU2637 Support Individuals to Meet Personal Care Needs

Aims

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs.

It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Credit 2

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to work with individuals to identify their needs and preferences in relation to personal care	1.1 Encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care 1.2 Establish the level and type of support and individual needs for personal care 1.3 Agree with the individual how privacy will be maintained during personal care
2. Be able to provide support for personal care safely	2.1 Support the individual to understand the reasons for hygiene and safety precautions 2.2 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection 2.3 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care 2.4 Describe ways to ensure the individual can summon help when alone during personal care 2.5 Ensure safe disposal of waste materials

<p>3. Be able to support individuals to use the toilet</p>	<p>3.1 Provide support for the individual to use toilet facilities in ways that respect dignity</p> <p>3.2 Support individual to make themselves clean and tidy after using toilet facilities</p>
<p>4. Be able to support individuals to maintain personal hygiene</p>	<p>4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care</p> <p>4.2 Ensure toiletries, materials and equipment are within reach of the individual</p> <p>4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation</p>
<p>5. Be able to support individuals to manage their personal appearance</p>	<p>5.1 Provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation</p> <p>5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure</p>
<p>6. Be able to monitor and report on support for personal care</p>	<p>6.1 Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences</p> <p>6.2 Monitor personal care functions and activities in agreed ways</p> <p>6.3 Record and report on an individual's personal care in agreed ways</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

All learning outcomes must be assessed in a real work environment.

Additional Information

Personal care in this unit refers to using toilet facilities, maintaining personal hygiene and attending to personal appearance

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

Toilet facilities may include:

- Toilet
- Commode
- Bedpan
- Urinal

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

Activities an individual may use to **manage their personal appearance** may include:

- Hair care
- Nail care
- Shaving
- Skin care
- Use of cosmetics
- Use of prostheses & orthoses

Others may include:

- Family
- Friends
- Advocates
- Specialists
- Health care professionals
- Others who are important to the individual's well being

CU2638 Support Individuals to Manage Continence

Aims

This unit is aimed at those who work in a wide range of settings.

The unit provides the learner with the knowledge and skills needed to support individuals to manage continence.

It covers the factors affecting continence, the management of continence and the use of continence equipment.

Credit 3

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand factors that affect the management of continence	1.1 Explain how difficulties with continence can affect an individual's self esteem, health and their day to day activities 1.2 List common causes of difficulties with continence 1.3 Explain how an individual's personal beliefs and values may affect the management of continence 1.4 Describe ways to protect an individual's privacy whilst managing continence
2. Be able to support individuals to manage their own continence	2.1 Encourage an individual to express preferences and concerns about continence needs 2.2 Support the individual to understand the effects of lifestyle on continence 2.3 Explain how and when to access additional guidance about support for continence

<p>3. Be able to support the use of equipment to manage continence</p>	<p>3.1 Access information about continence equipment recommended for the individual</p> <p>3.2 Agree with the individual their preferred times and places for using continence equipment</p> <p>3.3 Agree the level and type of support required for use of equipment</p> <p>3.4 Support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation</p>
<p>4. Be able to support continence safely</p>	<p>4.1 Identify risks that may arise while supporting continence</p> <p>4.2 Encourage the individual to maintain personal hygiene whilst managing continence</p> <p>4.3 Dispose of used equipment and soiled materials safely</p> <p>4.4 Ensure the environment is clean, tidy and accessible before and after use</p> <p>4.5 Use protective equipment, protective clothing and hygiene techniques to minimise risks</p>
<p>5. Be able to monitor and report on support for managing continence</p>	<p>5.1 Use agreed processes to monitor continence and support for managing continence</p> <p>5.2 Record and report on support for managing continence in agreed ways</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Additional Information

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

Lifestyle factors affecting continence may include:

- Diet
- Patterns of eating and drinking
- Exercise and mobility
- Use of medication
- Daily routines

Equipment may include:

- Pads
- Commode
- Bedpan
- Urinal

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

Risks may include risks to:

- The individual
- The learner
- Others

CU2639 Provide Agreed Support for Foot Care

Aims

This unit is aimed at those who work in a wide range of settings.

It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the signs and causes of foot and toe-nail abnormalities	1.1 Describe the effects of common medical conditions on the feet and toe-nails 1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails
2. Be able to prepare to provide support for assessed foot care needs	2.1 Ascertain information about an individual's assessed foot care needs 2.2 Ensure the setting for foot care meets the individual's preferences and maintains privacy 2.3 Prepare the equipment required for treatment 2.3 Prepare the individual's feet for treatment, in a way that promotes active participation 2.4 Describe how and when to access additional guidance about assessed foot care needs
3. Be able to promote the individual's engagement in their own foot care	3.1 Support the individual's understanding of any treatments, equipment or dressings to be used 3.2 Invite feedback from the individual on how their foot care is carried out 3.3 Explain why advice should not be given unless agreed with the podiatrist

<p>4. Be able to provide foot care safely</p>	<p>4.1 Carry out agreed foot care treatments in accordance with instructions</p> <p>4.2 Operate equipment safely and in accordance with instructions</p> <p>4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks</p> <p>4.4 Dispose of waste products safely</p>
<p>5. Be able to record and report on foot care</p>	<p>5.1 Record the condition of the individual's feet before treatment</p> <p>5.2 Record treatments carried out</p> <p>5.3 Explain how to record any adverse reactions or responses to treatments or dressings</p> <p>5.4 Report on foot care treatments, conditions and reactions in agreed ways</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Additional Information

Medical conditions may include:

- Diabetes
- Arthritis
- Peripheral vascular disease
- Eczema
- Hallux abductovalgus operations

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

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

Equipment may include:

- Rasps
- Files
- Scissors
- Forceps
- Drills
- Probes

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

CU2640 Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure

Aims

This unit is aimed at those who support individuals to live in their own home. It provides the learner with the knowledge and skills required to gain access to an individual's home, deal with emergencies and ensure security on departure.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to identify agreed ways to gain entry to and leave individuals' homes	1.1 Access information about general requirements for entering and leaving individuals' homes 1.2 Identify special requirements and individual preferences for entering and leaving an individual's home
2. Be able to gain entry to individuals' homes	2.1 Inform the individual and others about a planned visit 2.2 Identify self on arrival by agreed means 2.3 Gain entry to the individual's home in agreed ways
3. Be able to take appropriate action when unable to gain entry to individuals' homes	3.1 Find out possible reasons for being unable to gain entry, using agreed ways of working 3.2 Agree with others what steps to take if entry cannot be gained after further efforts 3.3 Record and report on actions taken when unable to access an individual's home 3.4 Explain why it is important to record and report on difficulties with access

<p>4. Be able to deal with emergencies encountered after gaining entry</p>	<p>4.1 Describe emergencies that may be encountered when gaining entry to an individual's home</p> <p>4.2 Deal with an emergency encountered after gaining entry, using agreed ways of working</p> <p>4.3 Record and report on an emergency encountered after gaining entry, and how the emergency has been addressed</p>
<p>5. Be able to ensure security when leaving individuals' homes</p>	<p>5.1 Implement general and specific requirements about leaving an individual's home</p> <p>5.2 Ensure that an individual's home is secure when leaving the premises</p>
<p>6. Be able to review procedures for entering and leaving individuals' homes</p>	<p>6.1 Support the individual to give feedback on arrangements for entering and leaving their home</p> <p>6.2 Support the individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise</p> <p>6.3 Contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements</p> <p>6.4 Carry out agreed changes in arrangements for entering and leaving the individual's home</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

All learning outcomes must be assessed in a real work environment.

Additional Information

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

General and specific **requirements** may include

- How, when and who to notify of visit
- Means of identification on arrival
- Use of entry systems
- Ways of ensuring security on departure

Others are those who share responsibility for the worker providing care or support in the individual's home.

Reasons for being unable to access homes may include

- Individual not aware of visit
- Individual likely to be out
- Individual unwilling to allow access
- Individual unable to allow access because of accident or illness
- Power failure of security systems
- Incorrect information supplied to worker
- Keys lost or stolen
- Security or other risk to individual or worker

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

Emergencies include any situation presenting immediate danger to the individual or others

CU1673 Contribute to the Care of a Deceased Person

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Credit 3

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the factors that affect how individuals are cared for after death	1.1 Outline legal requirements and agreed ways of working that underpin the care of deceased individuals 1.2 Describe how beliefs and religious and cultural factors affect how deceased individuals are cared for 1.3 Identify the physical changes that take place after death and how this may affect laying out and moving individuals 1.4 Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals 1.5 Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions
2. Be able to contribute to supporting those who are close to deceased individuals	2.1 Describe the likely immediate impact of an individual's death on others who are close to the deceased individual 2.2 Support others immediately following the death of the individual in ways that: <ul style="list-style-type: none">▪ reduce their distress▪ respect the deceased individual

<p>3. Be able to contribute to preparing deceased individuals prior to transfer</p>	<p>3.1 Follow agreed ways of working to ensure that the deceased person is correctly identified</p> <p>3.2 Carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture</p> <p>3.3 Use protective clothing to minimise the risk of infection during preparation of the deceased individual</p> <p>3.4 Contribute to recording any property and valuables that are to remain with the deceased individual</p>
<p>4. Be able to contribute to transferring deceased individuals</p>	<p>4.1 Carry out agreed role in contacting appropriate organisations</p> <p>4.2 Carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual</p> <p>4.3 Record details of the care and transfer of the deceased person in line with agreed ways of working</p>
<p>5. Be able to manage own feelings in relation to the death of individuals</p>	<p>5.1 Identify ways to manage own feelings in relation to an individual's death</p> <p>5.2 Utilise support systems to deal with own feelings in relation to an individual's death</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of those involved.

Additional Information

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

Others may include:

- Family
- Friends
- Own colleagues
- Others who were involved in the life of the individual

Appropriate organisations may include:

- Mortuary
- Funeral directors
- Places of worship

CU1674 Contribute to Supporting Group Care Activities

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to participate in and enjoy group care activities.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the place of group care activities in the care and support of individuals	1.1 Explain how participating in group care activities can benefit an individual's identity, self-esteem and well-being 1.2 Identify examples of when a group care activity may be the best way to meet an individual's care or support needs 1.3 Explain why dilemmas may arise when providing support for individuals through group care activities
2. Be able to contribute to the development of a supportive group culture	2.1 Support group members to understand the benefits of group activities 2.2 Encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and well-being 2.3 Describe ways to support group members to resolve any conflicts that may arise amongst themselves
3. Be able to contribute to the implementation of group care activities	3.1 Work with individuals and others to agree approaches, content and methods for group care activities 3.2 Carry out agreed role to support individuals and the group during activities 3.3 Address any adverse effects and maximise benefits for individuals during activities 3.4 Maintain records about group care activities in line with agreed ways of working

<p>4. Be able to contribute to the evaluation of group care activities</p>	<p>4.1 Contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities</p> <p>4.2 Carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities</p> <p>4.3 Describe ways to ensure that individuals and others are actively involved in the evaluation</p> <p>4.4 Contribute to agreeing changes to activities or processes to improve outcomes for individuals</p>
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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

Additional Information

Group care activities may include:

- Recreational or leisure activities
- Visits outside the usual setting
- Social activities

Individuals are those requiring care or support

Well-being includes the following aspects:

- Physical
- Emotional
- Social
- Spiritual
-

Others may include:

- Carers and family members
- Line manager
- Therapists or other specialists who may recommend group care activities
- The local community

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

CU2641 Undertake Agreed Pressure Area Care

Aims

This unit is aimed at health and social care staff providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Credit 4

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the anatomy and physiology of the skin in relation to pressure area care	<ul style="list-style-type: none">1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores1.2 Identify pressure sites of the body1.3 Identify factors which might put an individual at risk of skin breakdown and pressure sores1.4 Describe how incorrect handling and moving techniques can damage the skin1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores1.6 Describe changes to an individual's skin condition that should be reported
2. Understand good practice in relation to own role when undertaking pressure area care	<ul style="list-style-type: none">2.1 Identify legislation and national guidelines affecting pressure area care2.2 Describe agreed ways of working relating to pressure area care2.3 Describe why team working is important in relation to providing pressure area care

<p>3. Be able to follow the agreed care plan</p>	<p>3.1 Describe why it is important to follow the agreed care plan</p> <p>3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care</p> <p>3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care</p> <p>3.4 Describe actions to take where any concerns with the agreed care plan are noted</p> <p>3.5 Identify the pressure area risk assessment tools which are used in own work area</p> <p>3.6 Explain why it is important to use risk assessment tools</p>
<p>4. Understand the use of materials, equipment and resources are available when undertaking pressure area care</p>	<p>4.1 Identify a range of aids or equipment used to relieve pressure</p> <p>4.2 Describe safe use of aids and equipment.</p> <p>4.3 Identify where up-to-date information and support can be obtained about:</p> <ul style="list-style-type: none"> ▪ Materials ▪ Equipment ▪ Resources
<p>5. Be able to prepare to undertake pressure area care</p>	<p>5.1 Prepare equipment and environment in accordance with health and safety guidelines</p> <p>5.2 Obtain valid consent for the pressure area care</p>

<p>6. Be able to undertake pressure area care</p>	<p>6.1 Carry out pressure area care procedure in a way that:</p> <ul style="list-style-type: none">▪ respects the individual's dignity and privacy▪ maintains safety▪ ensures the individual's comfort▪ promotes active participation▪ promotes partnership working <p>6.2 Apply standard precautions for infection prevention and control</p> <p>6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing</p> <p>6.4 Move an individual using approved techniques and in accordance with the agreed care plan</p> <p>6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions</p> <p>6.6 Communicate effectively with the individual throughout the intervention</p> <p>6.7 Complete all records and documentation accurately and legibly</p>
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 3, 5 and 6 must be assessed in a real work environment.

Additional Information

Agreed ways of working includes policies and procedures where these exist

Valid consent must be in line with agreed UK country definition

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.

CU2642 Support Individuals Undergoing Healthcare Activities

Aims

This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

Credit 3

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand healthcare activities in order to support individuals	<ul style="list-style-type: none">1.1 Describe relevant anatomy and physiology in relation to the healthcare activity1.2 Explain the purposes and use of medical equipment and devices required for the procedure1.3 Explain the roles and responsibilities of team members1.4 State protection/precautionary measures<ul style="list-style-type: none">▪ appropriate to the procedure being carried out▪ how they should be applied▪ the implications and consequences of not applying these measures1.5 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states1.6 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity

<p>2. Be able to prepare individuals to undergo healthcare activities.</p>	<p>2.1 Confirm the individual's identity and gain valid consent</p> <p>2.2 Describe any concerns and worries that an individual may have in relation to healthcare activities</p> <p>2.3 Describe ways of responding to these concerns</p> <p>2.4 Explain the procedure to the individual</p> <p>2.5 Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences</p> <p>2.6 Refer any concerns or questions to others if unable to answer</p> <p>2.7 Support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times</p>
<p>3. Be able to support individuals undergoing healthcare activities.</p>	<p>3.1 Inform and reassure individuals</p> <p>3.2 Apply standard precautions for infection prevention and control</p> <p>3.3 Apply health and safety measures relevant to the healthcare activity and environment</p> <p>3.4 Recognise any ill effects or adverse reactions</p> <p>3.5 Take actions in response to any ill effects or adverse reactions</p> <p>3.6 Ensure that an individual's privacy and dignity is maintained at all times</p>
<p>4. Be able to support individuals following the healthcare activities.</p>	<p>4.1 Provide the individual with the facilities and support for the period of recovery</p> <p>4.2 Monitor an individual and recognise signs of ill effects or adverse reactions</p> <p>4.3 Take action in response to any ill effects or adverse reactions</p> <p>4.4 Give individuals and relevant others instructions and advice where this is within own role</p> <p>4.5 Confirm any requirements for transport and escorts</p> <p>4.6 Maintain confidentiality of information in accordance with guidelines and procedure</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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

Additional Information

Prepare and position includes assisting the individual to move into the required position

Others may include:

- The individual
- Family members
- Line manager
- Other health professionals
- Others who are important to the individual's well-being

CU2644 Obtain and Test Specimens from Individuals

Aims

This unit is aimed at those working in health care settings. This unit provides the learner with the knowledge and skills required to obtain and test specimens, excluding blood samples.

Credit 2

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the processes involved in obtaining and testing specimens from individuals	1.1 Identify the different types of specimens that may be obtained 1.2 Describe the tests and investigations that may be carried out upon the specimens 1.3 Identify the correct equipment and materials used in the collection and transport of specimens
2. Be able to prepare to obtain specimens from individuals	2.1 Confirm the individual's identity and obtain valid consent 2.2 Ensure the individual's privacy and dignity is maintained at all times 2.3 Identify any aspects of the individual's ethnic and religious background which might affect the procedure 2.4 Communicate with the individual in a medium appropriate to their needs and preferences 2.5 Demonstrate that the required preparations have been completed including materials and equipment

<p>3. Be able to obtain specimens from individuals</p>	<p>3.1 Provide the correct container for the individual to be able to provide the specimen for themselves</p> <p>3.2 Collect the specimen where the individual cannot provide the specimen for themselves</p> <p>3.3 Describe possible problems in collecting specimens and how and when these should be reported</p> <p>3.4 Demonstrate the correct collection, labelling and storage of specimens</p> <p>3.5 Complete and attach relevant documentation</p>
<p>4. Be able to test specimens</p>	<p>4.1 Demonstrate the appropriate tests for a range of specimens obtained</p> <p>4.2 Demonstrate appropriate health and safety measures relevant to the procedure and environment to include:</p> <ul style="list-style-type: none"> ▪ standard precautions for infection prevention and control ▪ use of personal protective equipment
<p>5. Be able to report on the outcomes on the test of specimens</p>	<p>5.1 Show the correct process for reporting and recording test results</p> <p>5.2 Describe the actions to be taken when the results are outside the normal range</p> <p>5.3 Communicate test results in accordance with agreed ways of working</p> <p>5.4 Describe why it is important to understand the implications the test results may have on the individual</p>
<p>6. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens</p>	<p>6.1 Explain current legislation, national guidelines, organisational policies and protocols which affect working practice</p> <p>6.2 Identify the potential hazards and other consequences related to incorrect labelling of specimens</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment

Additional Information

Different types of specimens – excludes blood

Valid consent must be in line with agreed UK country definition

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

CU2645 Move and Position Individuals in Accordance with their Plan of Care

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Credit 4

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand anatomy and physiology in relation to moving and positioning individuals	1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals 1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual
2. Understand current legislation and agreed ways of working when moving and positioning individuals	2.1 Describe how current legislation and agreed ways of working affect working practices related to moving and positioning individuals 2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this

<p>3. Be able to minimise risk before moving and positioning individuals</p>	<p>3.1 Access up-to-date copies of risk assessment documentation</p> <p>3.2 Carry out preparatory checks using:</p> <ul style="list-style-type: none"> ▪ the individual's care plan ▪ the moving and handling risk assessment <p>3.3 Identify any immediate risks to the individual</p> <p>3.4 Describe actions to take in relation to identified risks</p> <p>3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment</p> <p>3.6 Prepare the immediate environment ensuring</p> <ul style="list-style-type: none"> ▪ adequate space for the move in agreement with all concerned ▪ that potential hazards are removed <p>3.7 Apply standard precautions for infection prevention and control</p>
<p>4. Be able to prepare individuals before moving and positioning</p>	<p>4.1 Demonstrate effective communication with the individual to ensure that they</p> <ul style="list-style-type: none"> ▪ understand the details and reasons for the action/activity being undertaken ▪ agree the level of support required <p>4.2 Obtain valid consent for the planned activity</p>
<p>5. Be able to move and position an individual</p>	<p>5.1 Follow the care plan to ensure that the individual is positioned</p> <ul style="list-style-type: none"> ▪ using the agreed technique ▪ in a way that will avoid causing undue pain or discomfort <p>5.2 Demonstrate effective communication with any others involved in the manoeuvre</p> <p>5.3 Describe the aids and equipment that may be used for moving and positioning</p> <p>5.4 Use equipment to maintain the individual in the appropriate position</p> <p>5.5 Encourage the individual's active participation in the manoeuvre</p> <p>5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction</p> <p>5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due</p>

6. Know when to seek advice from and/or involve others when moving and positioning an individual

6.1 Describe when advice and/or assistance should be sought to move or handle an individual safely

6.2 Describe what sources of information are available about moving and positioning individuals

CU2646 Meet Food Safety Requirements when Providing Food and Drink for Individuals

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food.

Credit 2

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of food safety measures when providing food and drink for individuals	1.1 Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink 1.2 Explain the importance of implementing food safety measures when providing food and drink for individuals 1.3 Explain why personal protective clothing should be used when handling food and drink 1.4 Explain why surfaces, utensils and equipment must be clean before beginning a new task 1.5 Explain the importance of clearing and disposing of food waste promptly and safely 1.6 Explain the importance of storing different types of food and drink safely
2. Be able to maintain hygiene when handling food and drink	2.1 Explain when hands must be washed to maintain food hygiene 2.2 Demonstrate effective hand-washing for handling food and drink 2.3 Use personal protective clothing to maintain hygiene when handling food and drink 2.4 Ensure that all surfaces, utensils and equipment are clean before beginning a new task

<p>3. Be able to meet safety requirements when preparing and serving food and drink for individuals</p>	<p>3.1 Describe practices to control hazards when preparing and serving food and drink</p> <p>3.2 Prepare food and drink in ways that minimise risks to own safety and that of others</p> <p>3.3 Serve food and drink in ways that minimise risks to own safety and that of others</p>
<p>4. Be able to meet safety requirements when clearing away food and drink</p>	<p>4.1 Clear away food and drink in ways that minimise risks to own safety and that of others</p> <p>4.2 Dispose of food waste promptly and safely</p> <p>4.3 Clean utensils and equipment effectively after use</p> <p>4.4 Store utensils and equipment safely</p>
<p>5. Be able to store food and drink safely</p>	<p>5.1 Describe practices to control food safety hazards when storing different types of food and drink</p> <p>5.2 Store different types of food and drink safely</p>
<p>6. Know how to access additional advice or support about food safety</p>	<p>6.1 Identify sources of information about food safety</p> <p>6.2 Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment

Additional Information

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

Others may include:

- The individual
- Family and friends of the individual
- Colleagues

CU2647 Provide Support for Sleep

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep.

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of sleep	1.1 Explain how sleep contributes to an individual's well-being 1.2 Identify reasons why an individual may find it hard to sleep 1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well
2. Be able to establish conditions suitable for sleep	2.1 Describe conditions likely to be suitable for sleep 2.2 Minimise aspects of the environment likely to make sleep difficult for an individual 2.3 Adjust own behaviour to contribute to a restful environment 2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep
3. Be able to assist an individual to sleep	3.1 Explain the importance of a holistic approach to assisting sleep 3.2 Encourage the individual to communicate the support they need to sleep 3.3 Assist the individual to find a position for sleep consistent with their plan of care 3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working

4. Be able to monitor sleep	<p>4.1 Establish with the individual and others how sleep will be monitored</p> <p>4.2 Record agreed observations relating to the individual's sleep and the assistance given</p>
5. Know how to access information and advice about difficulties with sleep	<p>5.1 Describe situations in which additional information or assistance about sleep would be needed</p> <p>5.2 Explain how to access additional information and assistance</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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

Additional Information

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

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

Others may include:

- Family
- Friends
- Advocates
- Line manager
- Health professionals
- Others who are important to the individual's well-being

CU1675 Contribute to Support of Positive Risk-Taking for Individuals

Aims

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

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the importance of risk-taking in everyday life	1.1 Identify aspects of everyday life in which risk plays a part 1.2 Outline the consequences for individuals of being prevented or discouraged from taking risks 1.3 Explain how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none"> ▪ gain in self-confidence ▪ develop skills ▪ take an active part in their community
2. Understand the importance of positive, person-centred risk assessment	2.1 Explain how a person-centred approach to risk assessment can support positive outcomes 2.2 Identify the features of a person-centred approach to risk assessment
3. Know how legislation and policies are relevant to positive risk taking	3.1 Identify how legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights
4. Be able to support individuals to make informed choices about taking risks	4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others 4.2 Support the individual to access and understand information about risks associated with a choice they plan to make 4.3 Support the individual to explore the potential positive and negative consequences of the options

	<p>4.4 Support the individual to make an informed decision about their preferred option and the associated risks</p> <p>4.5 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking</p>
<p>5. Be able to contribute to the support of individuals to manage identified risks</p>	<p>5.1 Use an individual's support plan to record identified risks</p> <p>5.2 Support the individual to test out the risk they wish to take, in line with agreed ways of working</p> <p>5.3 Explain the importance of working within the limits of own role and responsibilities</p> <p>5.4 Contribute to the review of risks in an individual's support plan</p>
<p>6. Understand duty of care in relation to supporting positive risk-taking</p>	<p>6.1 Outline how the principle of duty of care can be maintained while supporting individuals to take risks</p> <p>6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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

Additional Information

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

Person-centred reflects what is important to individuals and helps them to live the life they choose

Policies may include:

- National policy
- Local policy

Others may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

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

CU2652 Prepare Environments and Resources for Use During Healthcare Activities

Aims

This unit is aimed at health and social care staff who prepare for individual's health care intervention, treatment or therapy and ensure that the environment is cleaned, cleared and left ready for the next intended use.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to prepare and manage environments and resources for use during healthcare activities	<ul style="list-style-type: none">1.1 Explain how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity1.2 Describe the roles and responsibilities of team members in the preparation and management of the environment and resources1.3 Explain how to investigate, make the necessary adjustments to and report problems with the environment1.4 Describe the impact of environmental changes on resources including their storage and use
2. Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities	<ul style="list-style-type: none">2.1 Apply health and safety measures relevant to the healthcare activity and environment2.2 Apply standard precautions for infection prevention and control2.3 Ensure conditions within the immediate environment are set at levels which maintain individual comfort2.4 Ensure that all essential resources are available in advance of planned healthcare activities2.5 Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out2.6 Report any problems with medical equipment, devices and resources as required

	<p>2.7 Demonstrate the relevant equipment and medical devices are selected, prepared and functioning within the agreed parameters prior to use</p> <p>2.8 Prepare resources for the activity in line with clinical governance</p>
<p>3. Be able to ensure that environments and resources are ready for their next intended use</p>	<p>3.1 Describe the importance of ensuring that environments are ready for their next use</p> <p>3.2 Outline the factors that influence the readiness of environments for use in health care activities</p> <p>3.3 Clean and make safe re-useable items prior to storage in accordance with agreed policies</p> <p>3.4 Dispose of used, damaged or out of date items safely</p> <p>3.5 Return un-opened, unused and surplus resources to the correct location for storage</p> <p>3.6 Monitor the available levels of consumable materials used in healthcare activities</p> <p>3.7 Replenish consumable materials used in healthcare activities in accordance with protocols</p> <p>3.8 Ensure all information is accurately recorded as specified in local policies</p>

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

CT1088/ Emergency First Aid Skills

CU1088

Aims

Purpose of this unit is for learners to attain the knowledge and practical competences required to deal with the range of emergency first aid situations contained in this unit.

The aims are for learners to demonstrate the practical administration of safe, prompt, effective first aid in emergency situations with an understanding of the role of the first aider including equipment, record keeping and basic hygiene.

Credit 1

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role and responsibilities of an emergency first aider	1.1 Identify the role and responsibilities of an emergency first aider 1.2 Describe how to minimise the risk of infection to self and others 1.3 Describe how to complete an incident report form 1.4 Identify the first aid equipment available and describe how it can be used safely
2. Know how to assess an incident	2.1 Describe how to conduct a scene survey 2.2 Describe how to make a primary survey of a casualty 2.3 Identify when and how to call for help
3. Manage an unresponsive casualty who is breathing normally	3.1 Demonstrate how to assess a casualty's level of consciousness 3.2 Demonstrate how to open a casualty's airway and check breathing 3.3 Demonstrate how to place an unconscious casualty into the recovery position that maintains an open airway and explain why it is important 3.4 Describe how to treat a casualty who is in seizure
4. Manage an unresponsive casualty who is not breathing normally	4.1 Demonstrate how to administer effective Cardio Pulmonary Resuscitation using a manikin

<p>5. Recognise and assist a casualty who is choking</p>	<p>5.1 Describe how to identify a casualty with a partially and completely blocked airway obstruction</p> <p>5.2 Demonstrate how to treat a casualty who is choking</p>
<p>6. Manage a casualty who is wounded and bleeding</p>	<p>6.1 Demonstrate how to control severe external bleeding</p>
<p>7. Manage a casualty who is in shock</p>	<p>7.1 Describe signs and symptoms of shock</p> <p>7.2 Demonstrate how to manage a casualty who is in shock</p>
<p>8. Understand how to manage a casualty with a minor injury</p>	<p>8.1 Describe how to manage a casualty with:</p> <ul style="list-style-type: none"> ▪ small cuts, grazes and bruises ▪ minor burns and scalds ▪ small splinters

CU1679 Support Person-Centred Thinking and Planning

Aims

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.

Credit 5

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. 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
2. 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">▪ with individuals▪ in teams

<p>3. Understand own role in person-centred planning, thinking and reviews</p>	<p>3.1 Describe own role in person-centred thinking, planning and reviews when supporting individuals</p> <p>3.2 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work</p> <p>3.3 Describe how these challenges might be overcome</p>
<p>4. Be able to apply person-centred thinking in relation to own life</p>	<p>4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working</p> <p>4.2 Describe own relationship circle</p> <p>4.3 Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life</p> <p>4.4 Describe how to prepare for own person-centred review</p>
<p>5. Be able to implement person-centred thinking and person-centred reviews</p>	<p>5.1 Use person-centred thinking to know and act on what is important to the individual</p> <p>5.2 Establish with the individual how they want to be supported</p> <p>5.3 Use person-centred thinking to know and respond to how the individual communicates</p> <p>5.4 Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life</p> <p>5.5 Support the individual in their relationships and in being part of their community using person-centred thinking</p> <p>5.6 Ensure that the individual is central to the person-centred review process</p> <p>5.7 Explain how to ensure that actions from a review happen</p>

Assessment Requirements

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

LO 5 must be assessed in a real work situation.

Additional Guidance

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

Person-centred thinking tools include:

- Important to/ for (recorded as a one page profile)
- Working/ Not working
- The doughnut
- Matching staff
- Relationship circle
- Communication charts
- 4 plus 1 questions
- Citizenship tool
- Decision making agreement
- Presence to contribution
- Dreaming

Teams – A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.

CU2654 Provide Active Support

Aims

The purpose of this unit is to provide the learner with knowledge, understanding and skills to providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how active support translates values into person-centred practical action with an individual	1.1 Explain how the key characteristics of active support differ from the hotel model 1.2 Define the terms: <ul style="list-style-type: none"> ▪ promoting independence ▪ informed choice ▪ valued life 1.3 Explain how use of active support can promote independence, informed choice and a valued life
2. Be able to interact positively with individuals to promote participation	2.1 Explain the three elements in positive interaction that promote an individual's participation in activity 2.2 Break a routine task into manageable steps for an individual 2.3 Provide different levels of help to support an individual to participate in a task or activity 2.4 Positively reinforce an individual's participation in an activity
3. Be able to implement person-centred daily plans to promote participation	3.1 Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement 3.2 Use a structured person-centred format to ensure that a valued range of activities for an individual is available

	3.3 Use a structured format to plan support for an individual to participate in activities
4. Be able to maintain person-centred records of participation	<p>4.1 Record an individual's participation in activities</p> <p>4.2 Describe changes in an individual's participation over time</p> <p>4.3 Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle</p>

Assessment Requirements

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

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

Additional Information

Active Support - A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.

Individual is someone requiring care or support

Hotel model - refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.

Positive interaction refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.

Positively reinforcing - refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (eg. drinking a cup of tea the individual has just made) or other things that the individual particularly likes (eg. praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.

Levels of help - refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

Valued range of activities refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

Valued lifestyle refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

CU2655 Support Individuals to Maintain Personal Hygiene

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.

Credit 1

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important 1.2 Describe the effects of poor personal hygiene on health and well-being
2. Be able to support individuals to maintain personal hygiene	2.1 Support an individual to understand factors that contribute to good personal hygiene 2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values 2.3 Support the individual to develop awareness of the effects of poor hygiene on others 2.4 Support the preferences and needs of the individual while maintaining their independence 2.5 Describe how to maintain dignity of an individual when supporting intimate personal hygiene 2.6 Identify risks to own health in supporting an individual with personal hygiene routines 2.7 Reduce risks to own health when supporting the individual with personal hygiene routines 2.8 Identify others who may be involved in supporting the individual to maintain personal hygiene

<p>3. Understand when poor hygiene may be an indicator of other underlying personal issues</p>	<p>3.1 Identify underlying personal issues that may be a cause of poor personal hygiene</p> <p>3.2 Describe how underlying personal issues might be addressed</p>
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcome 2 must be assessed in a real work environment.

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

Factors may include:

- Washing
- Showering/bathing
- Washing hair
- Cleaning clothes
- Keeping nails clean
- Washing hands after using the toilet

Preferences and needs will include any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion

Maintaining dignity includes

- privacy
- having trust on both sides
- being professional
- awareness of abuse
- averting eye contact to avoid embarrassment
- being gentle
- being able to empathise

Risks – from infection and reduction through infection control techniques

Others may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

Underlying personal issues may include

- financial issues
- abuse
- health issues

CU2656 Contribute to Supporting Individuals With a Learning Disability to Access Healthcare

Aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting an individual to access and use healthcare services.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare	1.1 Outline what is meant by a rights based approach to accessing healthcare 1.2 Identify legislation which supports a rights based approach to accessing healthcare 1.3 Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability 1.4 Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance 1.5 Describe the actions to take if an individual cannot give informed consent to the treatment
2. Understand the function of different healthcare services that an individual with a learning disability may need to access	2.1 List a range of healthcare services that an individual with a learning disability may need to access 2.2 Describe the work of each type of healthcare service 2.3 Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access
3. Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with a learning disability	3.1 Explain how plans for healthcare can be of benefit to an individual with a learning disability

	<p>3.2 Identify a range of regular health checks that an individual may have to support good health and well being</p> <p>3.3 Outline how missing regular health checks can impact on the individual's health and wellbeing</p>
<p>4. Be able to contribute to plans for healthcare with individuals with a learning disability</p>	<p>4.1 Work with an individual and others to identify healthcare services the individual may require</p> <p>4.2 Agree with the individual and others the type and level of support the individual may require to access healthcare services</p> <p>4.3 Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan</p> <p>4.4 Contribute to the review of plans for healthcare with the individual and others</p>
<p>5. Be able to support individuals to overcome barriers to accessing healthcare services</p>	<p>5.1 Identify barriers to accessing healthcare services that an individual with a learning disability may experience</p> <p>5.2 Identify reasons why an individual may be reluctant to access healthcare services</p> <p>5.3 Demonstrate ways to overcome barriers to accessing healthcare services</p> <p>5.4 Support the individual to access information about healthcare services in their preferred format</p>
<p>6. Be able to support individuals with a learning disability to use healthcare services</p>	<p>6.1 Provide agreed support to enable the individual to use healthcare services</p> <p>6.2 Support the individual to understand the reasons why they are being offered treatment</p> <p>6.3 Support the individual to understand the short and long term effects of treatment</p> <p>6.4 Ensure the individual is able to give informed consent to their treatment in line with current legislation</p> <p>6.5 Record details of a healthcare visit in a format that the individual can understand</p>

	6.6 Ensure that information is shared in line with agreed ways of working
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Assessment Requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Additional Information

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

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

Healthcare services may include:

- Primary healthcare services
- Acute healthcare services
- Specialist healthcare services
- Community healthcare services

Plans for healthcare: in England this refers to / should include Health Action Plans

Others may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

Barriers will include personal barriers as well as external barriers

CU2657 Work With Other Professionals and Agencies to Support Individuals With a Physical Disability

Aims

This unit is aimed at those who provide care or support to individuals with physical disabilities in a wide range of settings. It relates to the need to work with other professionals and agencies and to be aware of specialist provision and support.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand types of social care provision for individuals with physical disabilities	1.1 Describe different social care provision for individuals 1.2 Describe the different types of support and assistance that may be required at home 1.3 Describe the types of support an individual may require in the community/workplace 1.4 Identify equipment that may be used by the individual <ul style="list-style-type: none"> ▪ in the home ▪ in the community/workplace
2. Understand the range of support provided by other professionals and agencies working with individuals with physical disabilities	2.1 Identify agencies and other professionals who provide support to individuals 2.2 Describe the roles of professionals supporting individuals with physical disabilities 2.3 Describe the services provided by agencies working with individuals 2.4 Explain why it is important for different agencies to work together
3. Be able to work in partnership with other professionals and agencies to support individuals with physical disabilities	3.1 Work in partnership with other professionals and agencies for the benefit of the individual

	<p>3.2 Use effective communication with other professionals and agencies</p> <p>3.3 Involve the individual in joint working with other professionals and agencies</p> <p>3.4 Record the involvement of other professionals and agencies accurately in line with procedures or agreed ways of working</p>
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Additional Information

Support and assistance can include

- Personal care
- Rehabilitation support
- Assistance with medication
- Meal preparation

A range of professionals can include

- Physiotherapist
- Occupational Therapist
- Nurse
- GP
- Social Worker
- Dietician
- Speech and Language Therapist

Agencies –this includes agencies which specialise in providing services to individuals with physical disabilities, advocacy, benefits advice

Agreed ways of working – where the learner works directly for an individual with disabilities, this is ways of working that have been agreed with the individual directly.

CU2658 Support Families of Individuals with Acquired Brain Injury

Aims

This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers and it addresses the importance of supporting the family and working in partnership with them in addressing their needs.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of working in a family centred way	1.1 Identify the family's needs and wishes 1.2 Explain the importance of the family's needs being fully taken into consideration
2. Understand the long term effects of acquired brain injury on the family	2.1 Describe changes that may occur for family and friends as a result of caring for an individual with acquired brain injury 2.2 Identify the long term consequences on a family caring for an individual who is <ul style="list-style-type: none"> ▪ minimally responsive ▪ severe ▪ mild to moderate as a result of acquired brain injury 2.3 Describe the potential impact on families from: <ul style="list-style-type: none"> ▪ Personality changes in the individual ▪ Lack of self awareness ▪ The individual's increased dependence
3. Be able to apply legislation that is relevant to carers of individuals with acquired brain injury	3.1 Identify the legislation and policy specific to carers 3.2 Apply to own practice the key principles in legislation regarding carers

<p>4. Be able to support families and friends who hold the primary caring role</p>	<p>4.1 Communicate with the family to identify what supports they may need</p> <p>4.2 Demonstrate listening and communication skills when supporting primary carer(s)</p> <p>4.3 Contribute to the assessment of the primary carer's needs</p> <p>4.4 Identify any additional support needs with the primary carer(s)</p> <p>4.5 Record and report additional needs of primary carers</p>
<p>5. Know the support available from other professionals and agencies</p>	<p>5.1 Identify professionals and agencies who will provide support to families of an individual with brain injury</p> <p>5.2 Explain when referrals would be made to other professionals or agencies</p>

Assessment Requirements

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

Additional Information

Family centred way is where the family are put at the centre of the work. Advice and information are sought from them. The learner works in partnership with them and does not intrude in the family's contribution with the individual.

The individual is the person requiring support. An advocate may need to act on behalf of an individual.

Personality changes

- Irritability
- Disinhibited behaviour
- Frustration
- Loss of social skills
- Lack of self awareness

Self awareness - ability to understand the impact of behaviour on others

Primary carer(s)

- Spouse/Partner
- Parents
- Siblings
- Children
- Grandparents
- Friends or identified next of kin outside of immediate family but who are primary carers

Other professionals or Agencies may include

- Carers organisations
- Social Workers
- GPs
- Supervisor
- Advocate
- Carers/family members
- Colleagues

CU2659 Support Effective Communication With Individuals With A Sensory Loss

Aims

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

Credit value 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2 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
3 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

<p>4. Be able to utilise the environment for effective communication with individuals with sensory loss</p>	<p>4.1 Set up the environment to promote effective communication with individuals with sensory loss</p> <p>4.2 Reflect on how well the environment has facilitated effective communication with individuals with sensory loss</p> <p>4.3 Suggest ways that the environment can be adapted to promote communication with sensory loss</p>
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Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Additional Assessment Requirements

Sensory Loss could include:

- Sight loss
- Hearing loss
- Deafblindness

Others could include:

- Other professionals
- Carers / family members
- Advocates
- Colleagues

CU2660 Contribute To The Support Of Individuals With Multiple Conditions and/or Disabilities

Aims

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.

Credit 3

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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 individuals' well being and quality of life
2. 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
3. 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

<p>4. Be able to evaluate own contribution to the support of an individual for an activity</p>	<p>4.1 Reflect on own contribution to supporting an individual to participate in an activity</p> <p>4.2 Explain where additional advice, guidance or support can be accessed to improve own practice</p> <p>4.3 Adapt own practice to meet the needs of an individual</p>
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Learning Outcome 3 must be assessed in a real work environment

Additional Information

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** e.g.
 - 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

CU1680 Contribute to Supporting Individuals in the Use of Assistive Technology

Aims

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.

Credit 3

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. 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
2. 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

Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning Outcome 2 must be assessed in real work environment.

CU2661 Support Individuals to Negotiate Environments

Aims

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

Credit 4

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. 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
2. 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
3. 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
4. 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

	<p>4.2 Gather and record observations about the individual's ability to negotiate an environment</p> <p>4.3 Feedback recorded observations to others</p> <p>4.4 Identify own contributions to supporting an individual to negotiate an environment</p> <p>4.5 Adapt own practice to meet the needs of the individual</p>
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Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

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

Additional Information

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