

**NCFE**

**CACHE**

# Appendix

**NCFE CACHE Level 2 Award in Supporting  
Individuals with Learning Disabilities  
QN: 600/4041/5**

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## Summary of changes

This section summarises the changes to this Appendix.

Version	Publication Date	Summary of amendments
V1.0	October 2024	First publication

## **Section 1: introduction**

### **Overview**

This appendix contains the optional units for the NCFE CACHE Level 2 Award in Supporting Individuals with Learning Disabilities (QN: 600/4041/5).

Tasks have not been provided for these optional units; however, tasks for these units will be available upon request.

**Please ensure you check the rule of combination for your chosen qualification using the Qualification Specification.**

**Optional units**

Unit no.	Unit ref	Unit title	Unit type	Level	Credit	Hours*	Notes
SHC 21	F/601/5465	Introduction to communication in health, social care or children's and young people's settings	Knowledge / Skills	2	3	23	
LD OP 203	Y/601/7352	Provide active support	Knowledge / Skills	2	3	27	
LD 202	L/601/6442	Support person-centred thinking and planning	Knowledge / Skills	2	5	34	
★ LD OP 205	K/601/6285	Principles of positive risk taking for individuals with disabilities	Knowledge	2	2	20	
HSC 2031	A/601/9546	Contribute to support of positive risk-taking for individuals	Knowledge / Skills	2	3	27	
★ LD OP 206	H/601/5703	Principles of supporting an individual to maintain personal hygiene	Knowledge	2	1	10	
LD 206C	K/601/9963	Support individuals to maintain personal hygiene	Knowledge / Skills	2	2	17	
LD 208C	J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	Knowledge / Skills	2	3	27	

Unit no.	Unit ref	Unit title	Unit type	Level	Credit	Hours*	Notes
★ LD 208K	T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	Knowledge	2	3	23	
★ LD 210	M/601/5316	Introductory awareness of autistic spectrum conditions	Knowledge	2	2	17	
★ DEM 201	J/601/2874	Dementia awareness	Knowledge	2	2	17	
★ DEM 207	A/601/2886	Understand equality, diversity and inclusion in dementia care	Knowledge	2	2	20	
HSC 2006	Y/601/8632	Support participation in learning and development activities	Knowledge / Skills	2	3	23	
HSC 2007	T/601/8637	Support independence in the tasks of daily living	Knowledge / Skills	2	5	33	
HSC 2008	A/601/8025	Provide support for journeys	Knowledge / Skills	2	2	17	
HSC 2011	A/601/7926	Support individuals to access and use information about services and facilities	Knowledge / Skills	2	3	20	
HSC 2023	L/601/9471	Contribute to supporting group care activities	Knowledge / Skills	2	3	23	

	Unit no.	Unit ref	Unit title	Unit type	Level	Credit	Hours*	Notes
★	PD OP 2.1	L/601/6117	Understand physical disability	Knowledge	2	2	19	
★	SS MU 2.1	F/601/3442	Introductory awareness of sensory loss	Knowledge	2	2	16	
★	SS OP 2.1	Y/601/3446	Introductory awareness of models of disability	Knowledge	2	2	15	
	SS OP 2.3	A/601/4895	Contribute to the support of individuals with multiple conditions and/or disabilities	Knowledge / Skills	2	3	25	
	SS OP 2.4	H/601/3451	Contribute to supporting individuals in the use of assistive technology	Knowledge / Skills	2	3	19	
	SS OP 2.5	F/601/5160	Support individuals to negotiate environments	Knowledge / Skills	2	4	32	
★	LD OP 307	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3	21	
	LD 311C	F/602/0049	Support young people with a disability to make the transition into adulthood	Knowledge / Skills	3	5	40	

Unit no.	Unit ref	Unit title	Unit type	Level	Credit	Hours*	Notes
★ LD 311K	M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	Knowledge	3	3	30	
LD 312	K/601/7047	Support parents with disabilities	Knowledge / Skills	3	6	43	
LD OP 314C	J/602/0053	Support individuals with self-directed support	Knowledge / Skills	3	5	35	
★ LD 314K	M/601/7048	Principles of self-directed support	Knowledge	3	3	26	
ADV 301	M/502/3146	Purpose and principles of independent advocacy	Knowledge / Skills	3	4	25	
★ CMH 301	F/602/0097	Understand mental well-being and mental health promotion	Knowledge	3	3	14	
★ CMH 302	J/602/0103	Understand mental health problems	Knowledge	3	3	14	
HSC 3019	R/601/8578	Support individuals in their relationships	Knowledge / Skills	3	4	27	



Unit no.	Unit ref	Unit title	Unit type	Level	Credit	Hours*	Notes
HSC 3029	T/601/8282	Support individuals with specific communication needs	Knowledge / Skills	3	5	35	
HSC 3033	M/601/7907	Support individuals during a period of change	Knowledge / Skills	3	4	29	
HSC 3038	H/601/8147	Work in partnership with families to support individuals	Knowledge / Skills	3	4	27	
HSC 3045	F/601/3764	Promote positive behaviour	Knowledge / Skills	3	6	44	

\* This table shows the estimated total hours for each unit.

### Barred combinations

The rules of combination of the Level 2 Award in Supporting Individuals with Learning Disabilities will not allow the following unit combinations to be taken together.

If taken			Cannot be taken		
Unit ref.	Unit no.	Unit title	Unit ref.	Unit no.	Unit title
K/601/6285	LD OP 205	Principles of positive risk taking for individuals with disabilities	A/601/9546	HSC 2031	Contribute to support of positive risk-taking for individuals
H/601/5703	LD OP 206	Principles of supporting an individual to maintain personal hygiene	K/601/9963	LD 206C	Support individuals to maintain personal hygiene
T/601/8654	LD 208K	Principles of supporting individuals with a learning disability to access healthcare	J/602/0036	LD 208C	Contribute to supporting individuals with a learning disability to access healthcare
M/601/7227	LD 311K	Principles of supporting young people with a disability to make the transition into adulthood	F/602/0049	LD 311C	Support young people with a disability to make the transition into adulthood
M/601/7048	LD 314K	Principles of self-directed support	J/602/0053	LD OP 314C	Support individuals with self-directed support

**Section 2: optional units**

**SHC 21: Introduction to communication in health, social care or children’s and young people’s settings**

**Unit reference** F/601/5465 **Level** 2

**Credit value** 3 **GL** 23

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed a real work environment.</b>			
1. Understand why <b>communication</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to meet the communication and language needs, wishes and <b>preferences</b> 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 <b>services</b> to enable more effective communication.		
4. Be able to apply principles and practices relating to confidentiality at work.	4.1. Explain the term 'confidentiality'.		
	4.2. Demonstrate confidentiality in day-to-day communication, in line with <b>agreed ways of working</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Describe situations where information normally considered to be confidential might need to be passed on.		
	4.4. Explain how and when to seek advice about confidentiality.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 21**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>CCLD 201</p> <p>GEN 22</p> <p>HSC 21</p> <p>Themes recur as knowledge requirements and core values throughout HSC NOS.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Communication</b> methods may include:</p> <ul style="list-style-type: none"> <li>• non-verbal communication: <ul style="list-style-type: none"> <li>○ eye contact</li> <li>○ touch</li> <li>○ physical gestures</li> <li>○ body language</li> <li>○ behaviour</li> </ul> </li> <li>• verbal communication: <ul style="list-style-type: none"> <li>○ vocabulary</li> <li>○ linguistic tone</li> <li>○ pitch</li> <li>○ technological aids.</li> </ul> </li> <li>• <b>Preferences</b> may be based on: <ul style="list-style-type: none"> <li>○ beliefs</li> <li>○ values</li> <li>○ culture.</li> </ul> </li> <li>• <b>Services</b> may include: <ul style="list-style-type: none"> <li>○ translation services</li> <li>○ interpreting services</li> <li>○ speech and language services</li> <li>○ advocacy services.</li> </ul> </li> </ul> <p><b>Agreed ways of working</b> include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

**LD OP 203: Provide active support**

**Unit reference** Y/601/7352 **Level** 2

**Credit value** 3 **GL** 27

**Unit aim** The purpose of this unit is to provide the learner with the knowledge, understanding and skills to provide 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how <b>active support</b> translates values into person-centred practical action with an <b>individual</b> .	1.1. Explain how the key characteristics of active support differ from the <b>hotel model</b> .		
	1.1. Define the terms: <ul style="list-style-type: none"> <li>• promoting independence</li> <li>• informed choice</li> <li>• valued life.</li> </ul>		
	1.3. Explain how use of active support can promote independence, informed choice and a valued life.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to interact positively with individuals to promote participation.	2.1. Explain the three elements in <b>positive interaction</b> that promote an individual's participation in activity.		
	2.2. Break a routine task into manageable steps for an individual.		
	2.3. Provide different <b>levels of help</b> to support an individual to participate in a task or activity.		
	2.4. <b>Positively reinforce</b> 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 <b>valued range of activities</b> 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.	4.1. Record an individual's participation in activities.		
	4.2. Describe changes in an individual's participation over time.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Report the extent to which an individual's participation represents the balance of activity associated with a <b>valued lifestyle</b> .		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: LD OP 203**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Active support is referenced throughout the majority of the HSC NOS.  Links to HSC 25 and 234.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Active Support</b> - A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.</p> <p><b>Individual</b> is someone requiring care or support.</p> <p><b>Hotel model</b> - 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.</p> <p><b>Positive interaction</b> refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.</p> <p><b>Levels of help</b> - 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.</p> <p><b>Positively reinforcing</b> - refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (e.g.: drinking a cup of tea the individual has just made) or other things that the individual particularly likes (e.g.: praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.</p> <p><b>Valued range of activities</b> 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.</p>

	<p><b>Valued lifestyle</b> 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.</p>
Additional unit assessment requirements -provided with the unit	<p>Units need to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3, and 4 must be assessed in real work environment.</p>

**LD 202: Support person-centred thinking and planning**

**Unit reference** L/601/6442 **Level** 2

**Credit value** 5 **GL** 34

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 4 and 5 must be assessed in a real work environment.</b>			
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		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	<b>individuals</b> and their families.		
	1.4. Describe examples of <b>person-centred thinking tools</b> .		
	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"> <li>• with individuals</li> <li>• in <b>teams</b>.</li> </ul>		
3. Understand own role in person-centred planning, thinking and reviews.	3.1. Describe own role in person-centred thinking, planning and reviews when supporting individuals.		
	3.2. Identify challenges that may be faced in implementing person-centred thinking,		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	planning and reviews in own work.		
	3.3. Describe how these challenges might be overcome.		
4. Be able to apply person-centred thinking in relation to own life.	4.1. Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working.		
	4.2. Describe own relationship circle.		
	4.3. Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life.		
	4.4. Describe how to prepare for own person-centred review.		
5. Be able to implement person-centred thinking and person-centred reviews.	5.1. Use person-centred thinking to know and act on what is important to the individual.		
	5.2. Establish with the individual how they want to be supported.		
	5.3. Use person-centred thinking to know and respond to how the individual communicates.		
	5.4. Be responsive to how an individual makes		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	decisions to support them to have maximum choice and control in their life.		
	5.5. Support the individual in their relationships and in being part of their community using person-centred thinking.		
	5.6. Ensure that the individual is central to the person-centred review process.		
	5.7. Explain how to ensure that actions from a review happen.		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 202**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards

Links with HSC 25.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p>An <b>individual</b> is someone requiring care or support.</p> <ul style="list-style-type: none"> <li>• <b>Person-centred thinking tools</b> include:                             <ul style="list-style-type: none"> <li>○ important to/for (recorded as a one page profile)</li> <li>○ working/not working</li> <li>○ the doughnut</li> <li>○ matching staff</li> <li>○ relationship circle</li> <li>○ communication charts</li> <li>○ 4 plus 1 questions</li> <li>○ citizenship tool</li> <li>○ decision making agreement</li> <li>○ presence to contribution</li> <li>○ dreaming.</li> </ul> </li> </ul>
	<p>Community connecting related tools:</p> <ul style="list-style-type: none"> <li>• who am I? My gifts and capacities</li> <li>• hopes and fears</li> <li>• mapping our network</li> <li>• passion audit</li> <li>• capacity mapping</li> <li>• who am I? My places.</li> </ul> <p><b>Teams</b></p> <p>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</p>

	reflection is recorded and updated in a person-centred team plan.
Additional unit assessment requirements provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.  Learning outcome 5 must be assessed in a real work situation.



**LD OP 205: Principles of positive risk-taking for individuals with disabilities**

**Unit reference** K/601/6285 **Level** 2

**Credit value** 2 **GL** 20

**Unit aim** 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of risk-taking in everyday life for <b>individuals</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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"> <li>• gain in self-confidence</li> <li>• develop skills</li> <li>• take an active part in their community.</li> </ul>		
2. Understand the importance of positive, <b>person-centred</b> 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.		
3. Know how legislation and policies are relevant to positive risk-taking.	3.1. Identify legislation and policies which promote the human rights of individuals with disabilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Describe how to use human rights based approach to risk management.		
4. Understand how to support individuals with disabilities in decisions about risk-taking.	4.1. Explain the connection between an individual's right to take risks and their responsibilities towards themselves and <b>others</b> .		
	4.2. Outline how the principle of ' <b>Duty of Care</b> ' can be maintained whilst supporting individuals to take risks.		
	4.3. Describe ways of enabling individuals with disabilities to make informed choices about taking risks.		
	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.		
	4.5. Explain the potential positive and negative consequences of the choices made about taking risks.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.6. Describe what action to take if an individual decides to take an unplanned risk that places him/her or others in immediate or imminent danger.		
	4.7. Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking.		
5. Understand how to support individuals with disabilities to manage identified risks.	5.1. Explain the importance of including risks in the individual's support plan.		
	5.2. Explain why it is important to review risks in the individual's support plan.		
	5.3. Outline why it is important to communicate and work in a consistent way with all those supporting the individual.		
	5.4. Describe ways of supporting individuals with disabilities to test out the risk they wish to take.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD OP 205**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 240
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Individual</b> is someone requiring care or support.</p> <p><b>Person-centred</b> reflects what is important to individuals and helps them to live the life they choose.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Duty of Care</b> – legal duty to take reasonable care to avoid others being harmed.</p>
Additional unit assessment requirements -provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

**HSC 2031: Contribute to support of positive risk-taking for individuals**

**Unit reference** A/601/9546 **Level** 2

**Credit value** 3 **GL** 27

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

Learning outcomes	Assessment criteria	Evidence record	Assessor judgement achieved
The learner will:	The learner can:	e.g. page number & method	Initial and date
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 <b>individuals</b> of being prevented or discouraged from taking risks.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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"> <li>• gain in self-confidence</li> <li>• develop skills</li> <li>• take an active part in their community.</li> </ul>		
2. Understand the importance of positive, <b>person-centred</b> 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 <b>policies</b> 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 <b>others</b> .		
	4.2. Support the individual to access and understand information about risks associated with a choice they plan to make.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Support the individual to explore the potential positive and negative consequences of the options.		
	4.4. Support the individual to make an informed decision about their preferred option and the associated risks.		
	4.5. Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking.		
5. Be able to contribute to the support of individuals to manage identified risks.	5.1. Use an individual's support plan to record identified risks.		
	5.2. Support the individual to test out the risk they wish to take, in line with <b>agreed ways of working</b> .		
	5.3. Explain the importance of working within the limits of own role and responsibilities.		
	5.4. Contribute to the review of risks in an individual's support plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Understand duty of care in relation to supporting positive risk-taking.	6.1. Outline how the principle of duty of care can be maintained while supporting individuals to take risks.		
	6.2. Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2031**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 240
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Person-centred</b> reflects what is important to individuals and helps them to live the life they choose.</p> <p><b>Policies</b> may include:</p> <ul style="list-style-type: none"> <li>• national policy</li> <li>• local policy.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements -provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p>



**LD OP 206: Principles of supporting an individual to maintain personal hygiene**

**Unit reference** H/601/5703 **Level** 2

**Credit value** 1 **GL** 10

**Unit aim** 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>individual</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>factors</b> that contribute to good personal hygiene.		
	3.2. Explain how to support the <b>preferences and needs</b> of the individual while maintaining their independence.		
	3.3. Describe how to <b>maintain dignity</b> of an individual when supporting intimate personal hygiene.		
	3.4. Describe <b>risks</b> to own health in supporting personal hygiene routines.		
	3.5. Describe how to reduce risks to own health.		
	3.6. Identify <b>others</b> that may be involved in supporting an individual to maintain personal hygiene.		
4. Understand when poor hygiene may be an indicator of other	4.1. Identify underlying personal issues that may be a cause of poor personal hygiene.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>underlying personal issues.</b>	4.2. Describe how underlying personal issues might be addressed.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD OP 206**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links to HSC 27, 29, 218, 219, 220.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit.	<p><b>Individual</b> is someone requiring care or support.</p> <p><b>Factors</b> include: washing, showering; washing hair; cleaning clothes; keeping nails clean; washing hands after using the toilet, etc.</p> <p><b>Preferences and needs</b> include: any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion.</p> <p><b>Maintain Dignity</b> – 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.</p> <p><b>Risks</b> – from infection and reduction through infection control techniques.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates</li> </ul> <p><b>Underlying personal issues</b> – may include: financial issues, abuse, health issues etc.</p>
Additional unit assessment requirements -provided with the unit.	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

**LD 206C: Support individuals to maintain personal hygiene**

**Unit reference** K/601/9963 **Level:** 2

**Credit value** 2 **GL** 17

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>factors</b> that contribute to good personal hygiene.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>preferences and needs</b> of the individual while maintaining their independence.		
	2.5. Describe how to <b>maintain dignity</b> of an individual when supporting intimate personal hygiene.		
	2.6. Identify <b>risks</b> 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 <b>others</b> who may be involved in supporting the individual to maintain personal hygiene.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand when poor hygiene may be an indicator of other underlying personal issues.	3.1. Identify <b>underlying personal issues</b> that may be a cause of poor personal hygiene.		
	3.2. Describe how underlying personal issues might be addressed.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 206C**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 27, 29, 218, 219, 220
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• washing</li> <li>• showering/bathing</li> <li>• washing hair</li> <li>• cleaning clothes</li> <li>• keeping nails clean</li> <li>• washing hands after using the toilet.</li> </ul> <p><b>Preferences and needs</b> will include any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion.</p> <p><b>Maintaining dignity</b> includes:</p> <ul style="list-style-type: none"> <li>• privacy</li> <li>• having trust on both sides</li> <li>• being professional</li> <li>• awareness of abuse</li> <li>• averting eye contact to avoid embarrassment</li> <li>• being gentle</li> <li>• being able to empathise.</li> </ul> <p><b>Risks</b> – from infection and reduction through infection control techniques.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Underlying personal issues</b> may include:</p> <ul style="list-style-type: none"> <li>• financial issues</li> <li>• abuse</li> <li>• health issues.</li> </ul>



<p>Additional unit assessment requirements -provided with the unit.</p>	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 2 must be assessed in a real work environment.</p>
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**LD 208C: Contribute to supporting individuals with a learning disability to access healthcare**

**Unit reference** J/602/0036 **Level** 2

**Credit value** 3 **GL** 27

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislation, policies and guidance relevant to <b>individuals</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>healthcare services</b> 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 <b>plans for healthcare</b> and regular health checks underpin long-term health and well-being for individuals with a learning disability.	3.1. Explain how plans for healthcare can be of benefit to an individual with a learning disability.		
	3.2. Identify a range of regular health checks that an individual may have to support good health and well-being.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Outline how missing regular health checks can impact on the individual's health and well-being.		
4. Be able to contribute to plans for healthcare with individuals with a learning disability.	4.1. Work with an individual and <b>others</b> to identify healthcare services the individual may require.		
	4.2. Agree with the individual and others the type and level of support the individual may require to access healthcare services.		
	4.3. Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan.		
	4.4. Contribute to the review of plans for healthcare with the individual and others.		
5. Be able to support individuals to overcome barriers to accessing healthcare services.	5.1. Identify <b>barriers</b> to accessing healthcare services that an individual with a learning disability may experience.		
	5.2. Identify reasons why an individual may be reluctant to access healthcare services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.3. Demonstrate ways to overcome barriers to accessing healthcare services.		
	5.4. Support the individual to access information about healthcare services in their preferred format.		
6. Be able to support individuals with a learning disability to use healthcare services.	6.1. Provide agreed support to enable the individual to use healthcare services.		
	6.2. Support the individual to understand the reasons why they are being offered treatment.		
	6.3. Support the individual to understand the short and long term effects of treatment.		
	6.4. Ensure the individual is able to give informed consent to their treatment in line with current legislation.		
	6.5. Record details of a healthcare visit in a format that the individual can understand.		
	6.6. Ensure that information is shared in line with agreed ways of working.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 208C**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Skills for Care and Development HSC 26 and 225
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Healthcare services</b> may include:</p> <ul style="list-style-type: none"> <li>• primary healthcare services</li> <li>• acute healthcare services</li> <li>• specialist healthcare services</li> <li>• community healthcare services.</li> </ul> <p><b>Plans for healthcare:</b> in England this refers to /should include Health Action Plans.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Barriers</b> will include personal barriers as well as external barriers.</p>
Additional unit assessment requirements -provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p>



## LD 208K: Principles of supporting individuals with a learning disability to access healthcare

**Unit reference** T/601/8654 **Level** 2

**Credit value** 3 **GL** 23

**Unit aim** 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.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislation, policies and guidance relevant to <b>individuals</b> 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.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>healthcare services</b> 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.		
4. Understand how plans for healthcare and regular health checks underpin long-	4.1. Explain how <b>plans for healthcare</b> can be of benefit to an individual with a learning disability.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
term health and well-being for individuals with a learning disability.	4.2. Identify a range of regular health checks that an individual may have to support good health and well-being.		
	4.3. Outline how missing regular health checks may increase the risk of poor health and well-being for the individual.		
	4.4. Explain the importance of individual preference in relation to <b>treatments available</b> .		
5. Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services.	5.1. Identify <b>barriers</b> to accessing healthcare services that an individual with a learning disability may experience.		
	5.2. Describe ways to overcome barriers to accessing healthcare services.		
	5.3. Describe reasons why an individual may be reluctant to access healthcare services.		
	5.4. List a range of resources that may be helpful to an individual with a learning disability assessing healthcare services.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 208K**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links to HSC 26, 225
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Healthcare services</b> may include:</p> <ul style="list-style-type: none"> <li>• primary healthcare services</li> <li>• acute healthcare services</li> <li>• specialist healthcare services</li> <li>• community healthcare services.</li> </ul> <p><b>Plans for healthcare</b> – in England this refers to / should include Health Action Plans.</p> <p><b>Treatments available</b> – this may include complementary therapies.</p> <p><b>Barriers</b> should include personal barriers as well as external barriers.</p>
Additional unit assessment requirements -provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.



**LD 210: Introductory awareness of autistic spectrum conditions**

**Unit reference** M/601/5316 **Level** 2

**Credit value** 2 **GL** 17

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the areas in which <b>individuals</b> 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 <b>others</b> .		
	1.2. Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
3. Understand the behaviours exhibited by some individuals	3.1. Describe behavioural characteristics associated with autistic spectrum conditions.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
with an autistic spectrum condition.	3.2. Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours.		
	3.3. Describe what to do if an individual is highly anxious or stressed.		
4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition.	4.1. Explain why it is important to have in place structures and routines which match the wishes and needs of the individual.		
	4.2. Identify formal and informal support networks for an individual with an autistic spectrum condition.		
	4.3. Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition.		
	4.4. Describe ways of ensuring that support provided is consistent, both within own approach and with that of others.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5. Describe how to contribute towards the learning of an individual with an autistic spectrum condition.		
5. Understand how to communicate effectively with individuals on the autistic spectrum.	5.1. Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition.		
	5.2. Identify aspects of the environment that affect communication with an individual.		
	5.3. Describe how to reduce barriers to communication with an individual.		
	5.4. Outline the use of visual communication systems for individuals who have an autistic spectrum condition.		
	5.5. Identify who could provide advice about effective communication with an individual.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.



Learner signature:

Date:

**Assessor sign off of completed unit: LD 210**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p>The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (A.S.C.), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (A.S.D.'s). 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 A.S.D.'s in this context.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul>
<p>Additional unit assessment requirements -provided with the unit</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>

**DEM 201: Dementia awareness**

**Unit reference** J/601/2874 **Level** 2

**Credit value** 2 **GL** 17

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>others</b> may have on an individual with dementia.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 201**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Others e.g.:</b></p> <ul style="list-style-type: none"> <li>• care workers</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech &amp; language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• psychologist</li> <li>• admiral nurses</li> <li>• independent mental capacity advocate</li> <li>• community psychiatric nurse</li> <li>• dementia care advisors</li> <li>• advocate</li> <li>• support groups.</li> </ul>
<p>Unit assessment guidance</p>	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p>



**DEM 207: Understand equality, diversity and inclusion in dementia care**

**Unit reference**      A/601/2886                      **Level**      2

**Credit value**      2    **GL**      20

**Unit aim**                      This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion that are fundamental to person-centred care practice.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand and appreciate the importance of diversity of individuals with dementia.	1.1. Explain the importance of recognising that <b>individuals</b> with dementia have unique needs and preferences.		
	1.2. Describe ways of helping <b>carers</b> and <b>others</b> to understand that an individual with dementia has unique needs and preferences.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
3. Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met.	3.1. Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia.		
	3.2. Describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Describe what knowledge and understanding would be required to work in a <b>person-centred way</b> with an individual with a learning disability and dementia.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: DEM 207**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC21, 24, 31, 35, 41, 45
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Carers and Others</b> may be:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> </ul>

	<ul style="list-style-type: none"> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul> <p><b>Person-centred way</b> 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.</p>
Additional unit assessment requirements -provided with the unit	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

**HSC 2006: Support participation in learning and development activities**

**Unit reference** Y/601/8632 **Level** 2

**Credit value** 3 **GL** 23

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the factors to take into account when supporting individuals to take part in <b>activities for learning and development.</b>	1.1. Identify different reasons why <b>individuals</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Explain why <b>active participation</b> 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 <b>others</b> 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.		
3. Be able to contribute to preparing the environment and resources for learning and development activities.	3.1. Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity.		
4. Be able to support individuals to take part in learning and development activities.	4.1. Describe different ways of supporting the individual to take part in learning or development activities.		
	4.2. Provide the agreed type and level of support to enable the individual to engage with an activity.		
	4.3. Adapt support to reflect changing needs, wishes, achievements or levels of participation.		
	4.4. Explain what action to take if the individual becomes distressed or feels unable to continue.		
	4.5. Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity.		
	4.6. Complete required records about the learning or development activity.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to contribute to the evaluation of learning or development activities.	5.1. Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual.		
	5.2. Support the individual to provide feedback on the activity and the support provided.		
	5.3. Work with the individual and others to evaluate the learning or development activity.		
	5.4. Work with the individual and others to agree and make changes to a learning or development activity or the support provided.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2006**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC211
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Activities for learning and development</b> may include:</p> <ul style="list-style-type: none"> <li>• intellectual pursuits</li> <li>• activities to promote fitness or mobility</li> <li>• activities relating to skills development</li> <li>• activities to promote participation and interaction.</li> </ul> <p><b>Active participation</b> 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.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family members</li> <li>• advocates</li> <li>• line manager</li> <li>• specialists</li> <li>• others who are important to the individual's well-being.</li> </ul>
Additional unit assessment requirements -provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

**HSC 2007: Support independence in the tasks of daily living**

**Unit reference** T/601/8637                      **Level** 2

**Credit value** 5                                      **GL** 33

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand principles for supporting independence in the tasks of daily living.	1.1. Explain how <b>individuals</b> can benefit from being as independent as possible in the tasks of daily living.		
	1.2. Explain how <b>active participation</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 practice 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 <b>care plan</b> and <b>agreed ways of working</b> .		
	2.2. Clarify with the individual and <b>others</b> 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 <b>difficulties or concerns</b> about support for daily living tasks.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to provide support for planning and preparing meals.	3.1. Support the individual to plan meals that contribute to a <b>healthy diet</b> and reflect the individual's culture and preferences.		
	3.2. Support the individual to store food safely.		
	3.3. Support the individual to prepare food in a way that promotes active participation and safety.		
4. Be able to provide support for buying and using household and personal items.	4.1. Identify different ways of buying household and personal items.		
	4.2. Work with the individual to identify household and personal items that are needed.		
	4.3. Support the individual to buy items in their preferred way.		
	4.4. Support the individual to store items safely.		
	4.5. Support the individual to use items safely.		
5. Be able to provide support for keeping the home clean and secure.	5.1. Support the individual to keep their home clean, in a way that promotes active participation and safety.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2. Describe different risks to home security that may need to be addressed.		
	5.3. Support the individual to use agreed security measures.		
6. Be able to identify and respond to changes needed in support for daily living tasks.	6.1. Enable the individual to express views about the support provided to increase independence in daily living tasks.		
	6.2. Record changes in the individual's circumstances that may affect the type or level of support required.		
	6.3. Adapt support in agreed ways to address concerns, changes or increased independence.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2007**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 27 HSC 29.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Active participation</b> 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.</p> <p>A <b>care plan</b> 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.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family or friends of the individual</li> <li>• advocate</li> <li>• line manager.</li> </ul> <p><b>Difficulties or concerns</b> may include:</p> <ul style="list-style-type: none"> <li>• risks to the individual's health, safety or security</li> <li>• concerns about the ability, skills or willingness of the individual to participate in daily living tasks</li> <li>• insufficient time, equipment or other resources to provide agreed support.</li> </ul> <p>A <b>healthy diet</b> is one that:</p> <ul style="list-style-type: none"> <li>• follows current guidelines for healthy eating</li> <li>• meets any specific nutritional requirements for the individual.</li> </ul>

<p>Additional unit assessment requirements -provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>
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**HSC 2008: Provide support for journeys**

**Unit reference** A/601/8025 **Level** 2

**Credit value** 2 **GL** 17

**Unit aim** 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand factors to consider when planning support for journeys.	1.1. Describe different <b>aspects and factors</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to support individuals to plan journeys.	2.1. Agree with the <b>individual</b> 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 <b>active participation</b> and reflects <b>agreed ways of working</b> .		
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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2008**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 28.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Aspects and factors</b> may include those relating to:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• the journey</li> <li>• health and safety.</li> </ul> <p><b>Active participation</b> 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.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements -provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

**HSC 2011: Support individuals to access and use information about services and facilities**

**Unit reference** A/601/7926 **Level** 2

**Credit value** 3 **GL** 20

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know ways to support individuals to access information on services and facilities.	1.1. Identify the types of <b>services and facilities</b> about which <b>individuals</b> may require information.		
	1.2. Identify possible barriers to accessing and understanding information.		
	1.3. Describe ways to overcome barriers to accessing information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Identify a range of formats, translations and technology that could make information more accessible for individuals.		
	1.5. Describe types of support individuals may need to enable them to identify and understand information.		
2. Be able to work with individuals to select and obtain information about services and facilities.	2.1. Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities.		
	2.2. Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes.		
	2.3. Support an individual to obtain selected information in their preferred format and language.		
3. Be able to work with individuals to access and use information about services and facilities.	3.1. Support an individual to access the content of information about services and facilities.		
	3.2. Demonstrate ways to check an individual's understanding of the information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Work with an individual to access a service or facility using the information, in ways that promote <b>active participation</b> .		
	3.4. Describe ways to support individuals to deal with any <b>issues or concerns</b> that may arise from the content of information.		
4. Be able to support individuals to evaluate the information accessed on services and facilities.	4.1. Support an individual to give feedback on whether information on services and facilities has met their needs and preferences.		
	4.2. Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information.		
	4.3. Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:	Date:
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<b>Assessor sign off of completed unit: HSC 2011</b>	
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.	
Assessor name:	
Signature:	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	N/A
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Services and facilities</b> may include:</p> <ul style="list-style-type: none"> <li>• services provided within an individual's home</li> <li>• services to enable individuals to meet their social care needs</li> <li>• community facilities.</li> </ul> <p><b>Active participation</b> 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.</p> <p><b>Issues or concerns</b> may include those relating to:</p>



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	<ul style="list-style-type: none"><li>• ineligibility</li><li>• lack of availability</li><li>• conditions for access.</li></ul>
Additional unit assessment requirements -provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

**HSC 2023: Contribute to supporting group care activities**

**Unit reference** L/601/9471 **Level** 2

**Credit value** 3 **GL** 23

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the place of <b>group care activities</b> in the care and support of individuals.	1.1. Explain how participating in group care activities can benefit an <b>individual's</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>well-being</b> .		
	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 <b>others</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Maintain records about group care activities in line with <b>agreed ways of working</b> .		
4. Be able to contribute to the evaluation of group care activities.	4.1. Contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities.		
	4.2. Carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities.		
	4.3. Describe ways to ensure that individuals and others are actively involved in the evaluation.		
	4.4. Contribute to agreeing changes to activities or processes to improve outcomes for individuals.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2023**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC228.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Group care activities</b> may include:</p> <ul style="list-style-type: none"> <li>• recreational or leisure activities</li> <li>• visits outside the usual setting</li> <li>• Social activities.</li> </ul> <p><b>Individuals</b> are those requiring care or support.</p> <p><b>Well-being</b> includes the following aspects:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• spiritual.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• carers and family members</li> <li>• line manager</li> <li>• therapists or other specialists who may recommend group care activities</li> <li>• the local community.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements -provided with the unit	<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>



## PD OP 2.1: Understand physical disability

**Unit reference** L/601/6117 **Level** 2

**Credit value** 2 **GL** 19

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of differentiating between the <b>individual</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>day to day life</b> .		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.	4.1. Describe how the individual can be in control of their care needs and provision of social care services.		
	4.2. Describe the importance of supporting independence and inclusion within the community.		
	4.3. Describe how to assist with independence and inclusion within the community.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: PD OP 2.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>The <b>individual</b> is the person requiring care or support.</p> <p><b>Day to day life:</b></p> <ul style="list-style-type: none"> <li>• education opportunities</li> <li>• housing</li> <li>• employment</li> <li>• access to leisure activities</li> <li>• relationships</li> <li>• health care.</li> </ul>
Additional unit assessment requirements -provided with the unit	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.



## SS MU 2.1: Introductory awareness of sensory loss

**Unit reference** F/601/3442 **Level** 2

**Credit value** 2 **GL** 16

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the <b>factors</b> that impact on an individual with <b>sensory loss</b> and steps that can be taken to overcome these.	1.1. Describe how a range of factors have a negative and positive impact on individuals with sensory loss.		
	1.2. Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss.		
	1.3. Explain how individuals with sensory loss can be disabled by attitudes and beliefs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>		
	2.2. Describe how effective communication may have a positive impact on the lives of individuals with sensory loss.		
	2.3. Explain how information can be made accessible to individuals with sensory loss.		
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 and acquired sensory loss.		
	3.3. State what percentage of the general population is likely to have sensory loss.		
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss.	4.1. Outline the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• deafblindness</li> <li>• hearing loss.</li> </ul>		

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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Explain where additional advice and support can be sourced in relation to sensory loss.		
5. Know how to report concerns about sensory loss.	5.1. Describe to whom and how concerns about sight and / or hearing loss can be reported.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS MU 2.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• information</li> <li>• familiar layouts and routines</li> <li>• mobility.</li> </ul> <p><b>Sensory Loss</b> could include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>

Additional unit assessment requirements -provided with the unit	Units need to be assessed in line with Skills for Care and Development Assessment Principles.
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**SS OP 2.1: Introductory awareness of models of disability**

**Unit reference** Y/601/3446 **Level** 2

**Credit value** 2 **GL** 15

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 well-being and quality of life of individuals.	2.1. Identify how the principles of each model are reflected in service delivery.		
	2.2. Explain how each of the models of disability impacts on the: <ul style="list-style-type: none"> <li>• inclusion</li> <li>• rights</li> <li>• autonomy</li> <li>• needs of individuals.</li> </ul>		
	2.3. Explain how own practice promotes the principle of inclusion.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS OP 2.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

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<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 1, 2, 3, 10, 11
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements -provided with the unit	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

**SS OP 2.3: Contribute to the support of individuals with multiple conditions and/or disabilities**

**Unit reference** A/601/4895 **Level** 2

**Credit value** 3 **GL** 25

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the impact of multiple conditions and/or disabilities on individuals.	1.1. Identify possible <b>multiple conditions and/or disabilities</b> individuals may have.		
	1.2. Explain how multiple conditions and/or disabilities may have additional impacts on individuals' <b>well-being</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>informal networks</b> 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 <b>activity</b> .		
	3.4. Support the use of equipment or resources to enable an individual to participate in an activity.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to evaluate own contribution to the support of an individual for an activity.	4.1. Reflect on own contribution to supporting an individual to participate in an activity.		
	4.2. Explain where additional advice, guidance or support can be accessed to improve own practice.		
	4.3. Adapt own practice to meet the needs of an individual.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS OP 2.3**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 4
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Multiple conditions and/or disabilities</b> could include a combination of factors relating to:</p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• emotional health.</li> </ul> <p><b>Well-being</b> e.g.:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul> <p><b>Informal networks</b> could include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• neighbours</li> <li>• special interest groups.</li> </ul> <p>An <b>activity</b> could include:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• employment</li> <li>• leisure activities</li> <li>• social activities</li> <li>• household or domestic tasks.</li> </ul>
Additional unit assessment requirements -provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning Outcome 3 must be assessed in a real work environment.</p>



**SS OP 2.4: Contribute to supporting individuals in the use of assistive technology**

**Unit reference** H/601/3451 **Level** 2

**Credit value** 3 **GL** 19

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS OP 2.4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

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<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 4, 5, 6, 7, 9, 11.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements -provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning Outcome 2 must be assessed in real work environment.</p>

**SS OP 2.5: Support individuals to negotiate environments**

**Unit reference** F/601/5160 **Level** 2

**Credit value** 4 **GL** 32

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the factors that impact on an individual being able to negotiate their environment.	1.1. Identify <b>conditions and / or disabilities</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Identify the environmental barriers that need to be addressed for an individual to negotiate an environment.		
	2.3. Use <b>resources</b> 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.		
	4.2. Gather and record observations about the individual's ability to negotiate an environment.		
	4.3. Feedback recorded observations to <b>others</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Identify own contributions to supporting an individual to negotiate an environment.		
	4.5. Adapt own practice to meet the needs of the individual.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS OP 2.5**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 8, 9, 10, 11.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit.	<p><b>Conditions and/or disabilities</b> could include factors relating to:</p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• emotional health.</li> </ul> <p><b>Resources</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• assistive technology / aids.</li> </ul> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers / family members</li> <li>• advocates</li> <li>• colleagues.</li> </ul>
Additional unit assessment requirements -provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>





### LD OP 307: Principles of supporting individuals with a learning disability regarding sexuality and sexual health

**Unit reference** A/601/6274 **Level** 3

**Credit value** 3 **GL** 21

**Unit aim** The unit introduces the principles of supporting individuals with a learning disability regarding sexuality and sexual health. It gives a broad summary of sexuality, sexual development and sexual health. The unit also introduces relevant legislation that relates to the development of sexuality for an individual with a learning disability.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the development of human sexuality.	1.1. Define the terms: sexuality, sexual health, sexual orientation, and sexual expression.		
	1.2. Explain main sexual development milestones throughout an individual's lifespan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how the sexual development of <b>individuals</b> with a learning disability can differ.	2.1. Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability.		
	2.2. Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development.		
	2.3. Explain how <b>mental capacity</b> can influence sexual development, sexual experiences, sexual expression and sexual health.		
3. Understand the issues of sexual health and how these can be supported.	3.1. Explain the <b>key features of sexual health</b> and well-being and how this relates to an individual's overall health and well-being.		
	3.2. Identify sexual health issues that differently affect men and women.		
	3.3. Explain how sexual health issues can be supported within <b>plans for health care</b> .		
	3.4. Identify local services that exist to support sexual health for individuals.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand <b>relevant legislation</b> influencing the support of sexuality and sexual health for individuals with learning disabilities.	4.1. Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice.		
5. Know how to support the sexual expression of an individual with a learning disability.	5.1. Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities.		
	5.2. Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality.		
	5.3. Describe different ways an individual can express themselves sexually and how individual preferences can be supported.		
	5.4. Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD OP 307**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 311, 331, 332, 356
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p>The principles of human rights underpin this unit. Where <b>mental capacity</b> is referred to it should be remembered that the Mental Capacity Act (2007) states that everyone should be treated as able to make their own decisions until it is shown that they are not.</p> <p><b>Key features of sexual health</b> may include: contraception, hygiene, sexually transmitted infections etc.</p> <p><b>Plans for health care</b> – in England this refers to/ should include Health Action Plans.</p> <p><b>Relevant legislation</b> – any legislation related to supporting individuals with learning disabilities with sexuality and sexual health.</p>
Additional unit assessment requirements -provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

**LD 311C: Support young people with a disability to make the transition into adulthood**

**Unit reference** F/602/0049 **Level** 3

**Credit value** 5 **GL** 40

**Unit aim** This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to support young people with a disability to move from childhood into adulthood.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the steps and stages of moving from childhood into adulthood.	1.1. Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood.		
	1.2. Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.3. Explain how culture may impact on the process of moving from childhood into adulthood.		
	1.4. Explain theories about change and how this can affect a young person with a disability.		
2. Understand how having a disability may affect the process of moving from childhood into adulthood .	2.1. Explain, giving examples, the potential effects of the transition process on young people with disabilities and their <b>families</b> .		
	2.2. Identify challenges young people with a disability might have in understanding and coping with change.		
	2.3. Outline the methods that can be used to support a young person with a disability to cope with changes.		
	2.4. Explain how <b>legislation and local and national practice guidelines</b> affect the planning of the transition for a young person with a disability from childhood into adulthood.		
	2.5. Describe the legislation that affects the right of a young person with a disability to make decisions about their life.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know the options for supporting a young person who has a disability to make the transition into adulthood.	3.1. Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability.		
	3.2. Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development.		
	3.3. Explain how personal budgets can be used with young people in transition.		
4. Be able to support a young person with a disability through transition into adulthood.	4.1. Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process.		
	4.2. Support a young person to explore <b>options for their future</b> .		
	4.3. Use <b>person-centred thinking</b> to identify with the young person their needs and aspirations.		
	4.4. Use person-centred thinking to develop with the young person a plan to support them through transition.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5. Involve families in the transition process according to the wishes of the young person.		
	4.6. Identify ways to provide <b>resources</b> to meet needs.		
	4.7. Explain the role of <b>key agencies and professionals</b> likely to be involved in the transition process.		
	4.8. Outline possible areas of tension and conflict that may arise during the transition into adulthood.		
5. Be able to support a young person to reflect on the transition.	5.1. Use <b>person-centred approaches</b> with the young person to review their transition plan and ensure it reflects their needs.		
	5.2. Support a young person to record the transition and what has happened in their life in order to plan for the future.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: LD 311C**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Health and Social Care National Occupational Standards, Skills for Care and Development, 2009:  HSC 310, 329, 332, 344, LMC B3
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Families</b> may also include others significant to the young person such as guardians, carers, friends, partners etc.</p> <p><b>Legislation and local and national practice guidelines</b> - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.</p> <p><b>Options for their future</b> – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc.</p> <p><b>Person-centred thinking</b> is a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p><b>Resources</b> may include personal budgets, conventional services, support of family and friends.</p> <p><b>Key agencies and professionals</b> – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists, citizens' advice etc.</p> <p><b>Person-centred approaches</b> - in England this will include Person-Centred Transition Plans.</p>

<p>Additional unit assessment requirements -provided with the unit.</p>	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p>
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### LD 311K: Principles of supporting young people with a disability to make the transition into adulthood

**Unit reference** M/601/7227 **Level** 3

**Credit value** 3 **GL** 30

**Unit aim** The unit provides knowledge and understanding on how to enable young people with a disability to move from childhood into adulthood.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the steps and stages of moving from childhood into adulthood.	1.1. Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood.		
	1.2. Explain the changes faced by young people as they move from childhood into adulthood in relation to their: freedoms, rights, and responsibilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.3. Explain how culture may impact on the process of moving from childhood into adulthood.		
	1.4. Explain theories about change and how this can affect a young person with a disability.		
2. Understand how having a disability may affect the process of moving from childhood into adulthood.	2.1. Explain, giving examples, the potential effects of the transition process on young people with disabilities and their <b>families</b> .		
	2.2. Identify challenges young peoples with a disability might have understanding and coping with change.		
	2.3. Outline the methods that can be used to support a young person with a disability to cope with changes.		
	2.4. Explain how <b>legislation and local and national practice guidelines</b> affect the planning of the transition for a young person with a disability from childhood into adulthood.		
	2.5. Describe the legislation that affects the right of a young person with a disability to make decisions about their life.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know the options for supporting a young person who has a disability to make the transition into adulthood.	3.1. Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability.		
	3.2. Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development.		
	3.3. Explain how personal budgets can be used with young people in transition.		
4. Understand how to support a young person with a disability through a successful transition.	4.1. Explain the factors to consider, and types of support that a young person with a disability may need before, during and after the transition process.		
	4.2. Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process.		
	4.3. Explain the difference in approaches to planning between children's and adults' support services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Describe how to involve families in the transition process.		
	4.5. Explain the role of <b>key agencies and professionals</b> likely to be involved in the transition process.		
	4.6. Outline possible areas of tension and conflict that may arise during the transition into adulthood.		
	4.7. Compare different methods of support to use with young people with disabilities who have varying abilities.		
5. Understand the importance of supporting a young person and their family to reflect on the transition.	5.1. Explain why it is important to reflect on the transition with the young person and their family.		
	5.2 Explain the importance of recording the process of transition.		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 311K**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links to HSC 310, 329, 332, 344, 412
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Families</b> may also include others significant to the young person such as guardians, carers, friends, partners etc.</p> <p><b>Legislation and local and national practice guidelines</b> - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.</p> <p><b>Key agencies and professionals</b> – may include agencies offering support with personal budgets, careers advice, housing,</p>

	advocates, education, benefits, occupational therapists citizens advice etc.
Additional unit assessment requirements -provided with the unit	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Please note, learners wishing to confirm competence should take unit LD 311C Support young people with a disability to make the transition into adulthood, which includes skills assessment criteria, as opposed to LD 311K which is a knowledge only unit</p>

**LD 312: Support parents with disabilities**

**Unit reference** K/601/7047 **Level** 3

**Credit value** 6 **GL** 43

**Unit aim** This unit is aimed at those who work in a wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child(ren).

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the legislative and policy frameworks that underpin good practice in the support of parents with disabilities.	1.1. Outline the policy, legislation and guidance relevant to supporting <b>individuals</b> with disabilities to have children and bring them up in a safe and nurturing environment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.2. Explain the <b>statutory responsibilities</b> placed on organisations towards families and children who are in need.		
2. Understand the support parents with disabilities may need.	2.1. Explain the support provided by adults' and children's services to a family receiving support from both.		
	2.2. Explain the ways in which independent advocates can play an important role in the support of parents with disabilities.		
	2.3. Explain the benefits of providing support to families at the earliest stage possible.		
3. Be able to support parents with disabilities.	3.1. Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support.		
	3.2. Develop flexible support strategies to meet families' needs at the different stages of the child's development.		
	3.3. Implement support strategies to meet families' needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Evaluate support strategies to ensure they continue to meet the needs of the family.		
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children.	4.1. Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need.'		
	4.2. Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities.		
	4.3. Support individuals with disabilities to overcome <b>barriers</b> to successful parenting.		
	4.4. Work in a way that promotes individuals' self-determination and self-confidence in their role as parents.		
	4.5. Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to develop positive working relationships with parents with disabilities.	5.1. Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have.		
	5.2. Use evidence based approaches in developing positive relationships with parents with disabilities.		
6. Be able to work in partnership with <b>other workers</b> , different services and informal support networks.	6.1. Plan how to involve relevant services to support parents with disabilities and/or their children.		
	6.2. Access relevant services to support parents with disabilities and/or their children.		
	6.3. Demonstrate ways of helping to create, enhance and work with informal support networks.		
7. Understand how to maintain the primary focus on safeguarding	7.1. Explain own role and responsibilities in relation to safeguarding children.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
and promoting the welfare of the child.	7.2. Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary.		
	7.3. Describe the action to take in response to any concerns regarding safeguarding children.		
	7.4. Explain the types of support the child may need in his/her own right.		
	7.5. Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 312**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links to HSC 333, 388, 392
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Statutory responsibilities</b> refers to those outlined in the Children Act 1989.</p> <p><b>Barriers</b> refers to external factors and may include: prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information.</p> <p><b>Other workers</b> would include people supporting individuals within the family or the family as a whole. This may include for example: independent advocates, social workers, teachers, health practitioners etc.</p>
Additional unit assessment requirements -provided with the unit	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work situation.</p>

**LD OP 314C: Support individuals with self-directed support**

**Unit reference** J/602/0053 **Level** 3

**Credit value** 5 **GL** 35

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand <b>self-directed support</b> .	1.1. Explain the principles underpinning self-directed support and how this differs from traditional support.		
	1.2. Explain the benefits of an <b>individual</b> having self-directed support.		
	1.3. Explain how <b>legislation, policy or guidance</b> underpins self-directed support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Explain what the following terms mean: <ul style="list-style-type: none"> <li>• indicative allocation</li> <li>• supported self assessment</li> <li>• support plan</li> <li>• outcome focused review.</li> </ul>		
	1.5. Outline the possible barriers to self-directed support.		
2. Understand how to support individuals to direct their own support and develop their support plan.	2.1. Explain how to use <b>person-centred thinking</b> to enable individuals to think about what is important to them, and how they want to be supported.		
	2.2. Explain how individuals can direct their own support if they do not have a personal budget.		
	2.3. Explain how person-centred planning can be used to inform a support plan.		
	2.4. Explain the roles of <b>others</b> who can assist individuals in developing their support plan.		
	2.5. Describe different ways that individuals can develop a support plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.6. Describe a range of <b>person-centred thinking tools</b> that can be used to help individuals think about different ways they can spend their personal budget.		
	2.7. Describe what might be included in the costings for a support plan.		
3. Understand the different ways that individuals can use their personal budget.	3.1. Explain the different ways that individuals can use their personal budget to buy support.		
	3.2. Research innovative ways that individuals can spend their personal budget other than buying social care services.		
	3.3. Explain what restrictions may be imposed on personal budgets.		
	3.4. Describe the criteria that are used to sign off a support plan.		
	3.5. Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to support <b>individuals</b> to direct their support.	4.1. Support an individual to express what is important to them in how they want to be supported in the future.		
	4.2. Use <b>person-centred thinking tools</b> to support an individual to have maximum choice and control in their life.		
	4.3. Use person-centred thinking tools to support an individual to develop their support plan.		
	4.4. Support an individual to identify any <b>others</b> who could work with them to develop their support plan.		
5. Be able to support individuals to use their personal budget in different ways.	5.1. Support an individual to understand the different ways they could develop their support plan.		
	5.2. Support an individual to understand what restrictions may be imposed on their personal budget.		
	5.3. Support an individual to think about different options for spending their personal budget.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4. Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget.		
6. Be able to support individuals with an outcome-focused review.	6.1. Explain the process of an outcome-focused review.		
	6.2. Support an individual to prepare for an outcome-focused review.		
	6.3 Support an individual to be at the centre of the review process.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD OP 314C**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Health and Social Care National Occupational Standards, Skills for Care and Development, 2009:  HSC 35.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit.	<p><b>Self-directed support</b> – puts the person in need of support in control of that support.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Legislation, policy or guidance</b> – refers to any current legislation or guidance around this area.</p> <p><b>Person-centred thinking</b> is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• families, friends or carers</li> <li>• social workers</li> <li>• brokers</li> <li>• peer support</li> <li>• voluntary user-led organisations</li> <li>• independent support brokerage.</li> </ul> <p><b>Person-centred thinking tools</b> include:</p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one page profile)</li> <li>• working/not working</li> <li>• the doughnut</li> <li>• matching staff</li> <li>• relationship circle</li> <li>• communication charts</li> <li>• plus 1 questions</li> <li>• citizenship tool</li> <li>• decision making agreement</li> <li>• presence to contribution</li> <li>• dreaming</li> </ul>



	<ul style="list-style-type: none"><li>• community connecting related tools:<ul style="list-style-type: none"><li>- Who am I? My gifts and capacities</li><li>- Hopes and Fears</li><li>- Mapping our network</li><li>- Passion audit</li><li>- Capacity mapping</li><li>- Who am I? My places.</li></ul></li></ul>
Additional unit assessment requirements -provided with the unit.	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p>



**LD 314K: Principles of self-directed support**

**Unit reference** M/601/7048 **Level** 3

**Credit value** 3 **GL** 26

**Unit aim** The unit provides the knowledge and understanding required to support an individual to direct their own support.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand <b>self-directed support</b> .	1.1. Explain the principles underpinning self-directed support and how this differs from traditional support.		
	1.2. Explain the benefits of an <b>individual</b> having self-directed support.		
	1.3. Explain how <b>legislation, policy or guidance</b> underpin self-directed support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Explain what the following terms mean: <ul style="list-style-type: none"> <li>• indicative allocation</li> <li>• supported self assessment</li> <li>• support plan</li> <li>• outcome focused review.</li> </ul>		
	1.5. Outline the possible barriers to self-directed support.		
2. Understand how to support an individual to direct their own support and develop their support plan.	2.1. Explain how to use <b>person-centred thinking</b> to enable individuals to think about what is important to them, and how they want to be supported.		
	2.2. Explain how individuals can direct their own support if they do not have a personal budget.		
	2.3. Explain how person-centred planning can be used to inform a support plan.		
	2.4. Explain the roles of <b>others</b> who can assist individuals in developing their support plan.		
	2.5. Describe different ways that individuals can develop a support plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.6. Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget.		
	2.7. Describe what might be included in the costings for a support plan.		
3. Understand the different ways that people can use their personal budget.	3.1. Explain the different ways that individuals can use their personal budget to buy support.		
	3.2. Research innovative ways that individuals can spend their personal budget other than buying social care services.		
	3.3. Explain what restrictions may be imposed on personal budgets.		
	3.4. Describe the criteria that are used to sign off a support plan.		
	3.5. Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe.		
4. Understand the outcome focused review process.	4.1. Explain the process of an outcome focused review.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Explain how to enable someone to prepare for their outcome focused review.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 314K**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links to HSC 35
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Self-directed support</b> – puts the person in need of support in control of that support.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Legislation, policy or guidance</b> – refers to any current legislation or guidance around this area.</p> <p><b>Person-centred thinking</b> is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• families, friends or carers</li> <li>• social workers</li> <li>• brokers</li> <li>• peer support</li> <li>• voluntary user-led organisations</li> <li>• independent support brokerage.</li> </ul>
Unit assessment guidance – provided by the sector	Please note, learners wishing to confirm competence should take unit LD OP 314 C Support individuals with self-directed support, which includes skills assessment criteria, as opposed to LD 314 K which is a knowledge only unit.
Additional unit assessment requirements -provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

**ADV 301: Purpose and principles of Independent Advocacy**

**Unit reference** M/502/3146 **Level** 3

**Credit value** 4 **GL** 25

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand independent advocacy.	1.1. Define independent advocacy.		
	1.2. Explain the limits to advocacy and boundaries to the service.		
	1.3. Identify the different steps within the advocacy process.		
	1.4. Distinguish when independent advocacy can and cannot help.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Identify a range of services Independent advocates commonly signpost to.		
	1.6. Explain the difference between advocacy provided by independent advocates and other people.		
2. Explain principles and values underpinning independent advocacy	2.1. Explain the key principles underpinning independent advocacy.		
	2.2. Explain why the key principles are important.		
3. Describe the development of advocacy.	3.1. Explain the purpose of independent advocacy.		
	3.2. Identify key milestones in the history of advocacy.		
	3.3. Explain the wider policy context of advocacy.		
4. Be able to explain different types of advocacy support and their purpose.	4.1. Compare a range of advocacy models.		
	4.2. Explain the purpose of different advocacy models.		
	4.3. Identify the commonalities and differences in a range of advocacy models.		
5. Understand the roles and responsibilities of	5.1. Explain roles and responsibilities within independent advocacy.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
an independent advocate.	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.		
6. Understand advocacy standards.	6.1. Describe a range of standards which apply to independent advocacy.		
	6.2. Explain how standards can impact on the advocacy role and service.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: ADV 301**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided by the sector	<p>HSC 23 Develop your knowledge and practice.</p> <p>HSC 31 Promote effective communication for and about individuals.</p> <p>H136 Communicate effectively with individuals and others.</p> <p>HSC 45 Develop practices which promote choice, well-being and protection of all individuals.</p> <p>HSC 335 Contribute to the protection of individuals from harm and abuse.</p> <p>HSC 366 Support individuals to represent their own needs and wishes at decision making forums.</p> <p>HSC 367 Help individuals identify and access independent representation and advocacy.</p> <p>HSC 368 Present individuals' needs and preferences.</p> <p>HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals.</p> <p>HSC 3199 Promote the values and principles underpinning best practice.</p> <p>PE 1 Enable individuals to make health choices and decisions.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit.	<p>The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example:</p> <p>Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.</p> <p>Simulation must be discussed and agreed in advance with the External Verifier.</p>

	<p>The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.</p> <p>Required sources of performance and knowledge evidence:</p> <p>Direct Observation is the required assessment method to be used to evidence some part of this unit.</p> <p>Other sources of performance and knowledge evidence:</p> <p>The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.</p> <ul style="list-style-type: none"><li>• work products</li><li>• professional discussion</li><li>• candidate/reflective accounts</li><li>• questions asked by assessors</li><li>• witness testimonies</li><li>• projects/assignments/RPL</li><li>• case studies.</li></ul>
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**CMH 301: Understand mental well-being and mental health promotion**



**Unit reference** F/602/0097 **Level** 3

**Credit value** 3 **GL** 14

**Unit aim** 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the different views on the nature of mental well-being and mental	1.1. Evaluate two different views on the nature of mental well-being and mental health.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
health and the factors that may influence both across the life span.	1.2. Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: <ul style="list-style-type: none"> <li>• biological factors</li> <li>• social factors</li> <li>• psychological factors.</li> </ul>		
	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: <ul style="list-style-type: none"> <li>• risk factors including inequalities, poor quality social relationships</li> <li>• protective factors including socially valued roles, social support and contact.</li> </ul>		
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups.	2.1 Explain the steps that an individual may take to promote their mental well-being and mental health.		
	2.2. Explain how to support an individual in promoting their mental well-being and mental health.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health.		
	2.4. Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community.		
	2.5. Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CMH 301**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:



Signature:	Date:
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	This unit has links to HSC 3112, HSC 3119 and MH 25.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcome 1, assessment criteria 1 requires learners to ‘explain the range of factors that may influence mental well-being and mental health problems <i>across the life span</i> ’. 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 on 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.

**CMH 302: Understand mental health problems**

**Unit reference** J/602/0103 **Level** 3

**Credit value** 3 **GL** 14

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main forms of mental ill health.	1.1. Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders.		
	1.2. Explain the key strengths and limitations of the psychiatric classification system.		
	1.3. Explain two alternative frameworks for understanding mental distress.		
	1.4. Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.		
2. Know the impact of mental ill health on individuals and others in their social network.	2.1. Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Explain how mental ill health may have an impact on the individual including: <ul style="list-style-type: none"> <li>• psychological and emotional</li> <li>• practical and financial</li> <li>• the impact of using services</li> <li>• social exclusion</li> <li>• positive impacts.</li> </ul>		
	2.3. Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: <ul style="list-style-type: none"> <li>• psychological and emotional</li> <li>• practical and financial</li> <li>• the impact of using services</li> <li>• social exclusion</li> <li>• positive impacts.</li> </ul>		
	2.4. Explain the benefits of early intervention in promoting an individual's mental health and well-being.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CMH 302**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	This unit has links to HSC 3111 and MH14.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit.	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.

**HSC 3019: Support individuals in their relationships**

**Unit reference** R/601/8578 **Level** 3

**Credit value** 4 **GL** 27

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support for individuals to establish and maintain relationships and social networks. Additional support that may be needed regarding sexual relationships is not addressed within this unit.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships.	1.1. Analyse reasons why <b>individuals</b> may find it difficult to establish or maintain <b>relationships</b> .		
	1.2. Describe types of legal restriction or requirement that may affect individuals' relationships.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.3. Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided.		
	1.4. Explain the importance of ensuring privacy and confidentiality when providing support for relationships.		
2. Be able to support individuals to identify beneficial relationships.	2.1. Support an individual to understand the likely benefits of positive relationships.		
	2.2. Support the individual to recognise when a relationship may be detrimental or harmful.		
	2.3. Work with the individual to identify specific relationships that are likely to be beneficial to them.		
3. Be able to support individuals to develop new relationships.	3.1. Describe types of support and information an individual may need in order to extend their social network.		
	3.2. Establish with an individual the type and level of support needed to develop a new relationship.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Provide agreed support and information to develop the relationship.		
	3.4. Encourage continued participation in actions and activities to develop the relationship.		
4. Be able to support individuals to maintain existing relationships.	4.1. Describe types of support an individual may need in order to maintain an existing relationship with family or friends.		
	4.2. Establish with an individual the type and level of support needed to maintain the relationship.		
	4.3. Provide agreed support to maintain the relationship.		
5. Be able to work with individuals to review the support provided for relationships.	5.1. Establish with the individual the criteria for evaluating how effective support for a relationship has been.		
	5.2. Collate <b>information</b> about the relationship and the support provided.		
	5.3. Work with the individual and <b>others</b> to review and revise the support provided.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4. Report and record in line with <b>agreed ways of working.</b>		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3019**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 331
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Relationships</b> may include:</p> <ul style="list-style-type: none"> <li>• family relationships</li> <li>• friendships</li> <li>• social networks.</li> </ul> <p><b>Information</b> may include:</p> <ul style="list-style-type: none"> <li>• feedback from the individual and others</li> <li>• observations</li> <li>• records.</li> </ul>

	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"><li>• family</li><li>• friends</li><li>• advocates</li><li>• others who are important to the individual's well-being.</li></ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>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 the individual.</p>

**HSC 3029: Support individuals with specific communication needs**

**Unit reference** T/601/8282                      **Level** 3

**Credit value** 5                                      **GL** 35

**Unit aim** This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand specific communication needs and factors affecting them.	1.1. Explain the importance of meeting an individual's communication needs.		
	1.2. Explain how own role and practice can impact on communication with an individual who has specific communication needs.		
	1.3. Analyse features of the environment that may help or hinder communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Analyse reasons why an individual may use a form of communication that is not based on a formal language system.		
	1.5. Identify a range of communication methods and <b>aids</b> to support individuals to communicate.		
	1.6. Describe the potential effects on an <b>individual</b> of having unmet communication needs.		
2. Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them.	2.1. Work in partnership with the individual and <b>others</b> to identify the individual's specific communication needs.		
	2.2. Contribute to identifying the communication methods or aids that will best suit the individual.		
	2.3. Explain how and when to access information and support about identifying and addressing specific communication needs.		
3. Be able to interact with individuals using their preferred communication.	3.1. Prepare the environment to facilitate communication.		
	3.2. Use agreed methods of communication to interact with the individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Monitor the individual's responses during and after the interaction to check the effectiveness of communication.		
	3.4. Adapt own practice to improve communication with the individual.		
4. Be able to promote communication between individuals and others.	4.1. Support the individual to develop communication methods that will help them to understand others and be understood by them.		
	4.2. Provide opportunities for the individual to communicate with others.		
	4.3. Support others to understand and interpret the individual's communication.		
	4.4. Support others to be understood by the individual by use of agreed communication methods.		
5. Know how to support the use of communication technology and aids.	5.1. Identify specialist services relating to communication technology and aids.		
	5.2. Describe types of support that an individual may need in order to use communication technology and aids.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.3. Explain the importance of ensuring that communication equipment is correctly set up and working properly.		
6. Be able to review an individual's communication needs and the support provided to address them.	6.1. Collate <b>information</b> about an individual's communication and the support provided.		
	6.2. Contribute to evaluating the effectiveness of agreed methods of communication and support provided.		
	6.3. Work with others to identify ways to support the continued development of communication.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3029**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:



Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 369, HSC 370.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone with specific communication needs who requires care or support.</p> <p><b>Aids</b> may include:</p> <ul style="list-style-type: none"> <li>• technological aids</li> <li>• human aids.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• advocates</li> <li>• specialist communication professionals</li> <li>• others who are important to the individual's well-being.</li> </ul> <p><b>Information</b> may include:</p> <ul style="list-style-type: none"> <li>• observations</li> <li>• records</li> <li>• feedback from the individual and others.</li> </ul>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.</p>

**HSC 3033: Support individuals during a period of change**

**Unit reference** M/601/7907 **Level** 3

**Credit value** 4 **GL** 29

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand reasons for and responses to change.	1.1. Describe <b>types of change</b> that may occur in the course of an <b>individual's</b> life.		
	1.2. Analyse factors that may make change a positive or a negative experience.		
	1.3. Describe approaches likely to enhance an individual's capacity to manage change and experience change positively.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to support individuals to plan how to manage or adapt to change.	2.1. Work with individuals and <b>others</b> to identify recent or imminent changes affecting them.		
	2.2. Support the individual to assess the implications and likely impacts of the change identified.		
	2.3. Work with the individual and others to <b>plan</b> how to adapt to or manage the change.		
	2.4. Explain the importance of both practical support and emotional support during a time of change.		
	2.5. Identify and agree roles and responsibilities for supporting a change.		
3. Be able to support individuals to manage or adapt to change.	3.1. Carry out agreed role and responsibilities for supporting change, in ways that promote <b>active participation</b> .		
	3.2. Provide information and advice to support the individual to manage change.		
	3.3. Support the individual to express preferences and anxieties when going through change.		
	3.4. Adapt support methods to take account of preferences or anxieties.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5. Describe how and when to seek additional expertise and advice when supporting an individual through change.		
4. Be able to evaluate the support provided during a period of change.	4.1. Agree with the individual and others how the support provided will be evaluated, and who will be involved.		
	4.2. Work with the individual and others to identify positive and negative aspects of a change.		
	4.3. Work with the individual and others to evaluate the effectiveness of methods used to support the change process.		
	4.4. Record and report on the effectiveness of support for the change process.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: HSC 3033**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 382: Support individuals to prepare for, adapt to and manage change.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Types of change</b> include changes that are:</p> <ul style="list-style-type: none"> <li>• positive</li> <li>• negative</li> <li>• chosen</li> <li>• unchosen</li> <li>• temporary</li> <li>• permanent.</li> </ul> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• carers</li> <li>• friends and relatives</li> <li>• professionals</li> <li>• others who are important to the individual's well-being.</li> </ul> <p>The <b>plan</b> to manage a change may incorporate:</p> <ul style="list-style-type: none"> <li>• the individual's preferences associated with the change</li> <li>• existing skills or knowledge the individual has that will help them manage the change</li> </ul>

	<ul style="list-style-type: none"> <li>• new skills or knowledge the individual may need to develop in order to manage the change</li> <li>• resources and expertise for managing the change that exist within the individual's personal network</li> <li>• additional resources, support or expertise needed</li> <li>• ways to address risks that may arise from a change.</li> </ul> <p><b>Active participation</b> 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.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

**HSC 3038: Work in partnership with families to support individuals**

**Unit reference** H/601/8147 **Level** 3

**Credit value** 4 **GL** 27

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand partnership working with families.	1.1. Analyse the contribution of families to the care and/or support of <b>individuals</b> .		
	1.2. Identify factors that may affect the level of involvement of family members in care and/or support.		
	1.3. Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Explain how the attitudes of a worker affect partnership working with families.		
2. Be able to establish and maintain positive relationships with families.	2.1. Interact with family members in ways that respect their culture, experiences and expertise.		
	2.2. Demonstrate dependability in carrying out actions agreed with families.		
	2.3. Describe principles for addressing dilemmas or conflicts that may arise in relationships with families.		
3. Be able to plan shared approaches to the care and support of individuals with families.	3.1. Agree with the individual, family members and <b>others</b> the proposed outcomes of partnership working with a family.		
	3.2. Clarify own role, role of family members, and roles of others in supporting the individual.		
	3.3. Support family members to understand person centred approaches and <b>agreed ways of working</b> .		
	3.4. Plan ways to manage risks associated with sharing care or support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5. Agree with the individual and family members processes for monitoring the shared support plan.		
4. Be able to work with families to access support in their role as carers.	4.1. Work with family members to identify the support they need to carry out their role.		
	4.2. Provide accessible information about available <b>resources</b> for support.		
	4.3. Work with family members to access resources.		
5. Be able to exchange and record information about partnership work with families.	5.1. Exchange information with the individual and family members about: <ul style="list-style-type: none"> <li>• implementation of the plan</li> <li>• changes to needs and preferences.</li> </ul>		
	5.2. Record information in line with agreed ways of working about: <ul style="list-style-type: none"> <li>• progress towards outcomes</li> <li>• effectiveness of partnership working.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Be able to contribute to reviewing partnership work with families.	6.1. Agree criteria and processes for reviewing partnership work with families.		
	6.2. Agree criteria and processes for reviewing support for family members.		
	6.3. Encourage the individual and family members to participate in the review.		
	6.4. Carry out own role in the review of partnership working.		
7. Be able to provide feedback about support for families.	7.1. Provide feedback to others about the support accessed by family members.		
	7.2. Report on any gaps in the provision of support for family members.		
	7.3. Describe ways to challenge information or support that is discriminatory or inaccessible.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3038**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 387 and 388.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• organisations providing support to family members</li> <li>• other professionals.</li> </ul> <p><b>Resources</b> may include:</p> <ul style="list-style-type: none"> <li>• materials and equipment</li> <li>• training</li> <li>• financial support</li> <li>• transport</li> <li>• support groups</li> </ul>

	<ul style="list-style-type: none"><li>• therapeutic services</li><li>• other professionals.</li></ul> <p><b>Agreed ways of working</b> will include policies and procedures where they exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.</p>

**HSC 3045: Promote positive behaviour**

**Unit reference** F/601/3764 **Level** 3

**Credit value** 6 **GL** 44

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support.	1.1. Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice.		
	1.2. Define what is meant by restrictive interventions.		
	1.3. Explain when restrictive interventions may and may not be used.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Explain who needs to be informed of any incidents where restrictive interventions have been used.		
	1.5. Explain why the least restrictive interventions should always be used when dealing with incidents of <b>challenging behaviour</b> .		
	1.6. Describe safeguards that must be in place if restrictive physical interventions are used.		
2. Understand the context and use of proactive and reactive strategies.	2.1. Explain the difference between proactive and reactive strategies.		
	2.2. Identify the proactive and reactive strategies that are used within own work role.		
	2.3. Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used.		
	2.4. Explain the importance of maintaining a person or child centred approach when establishing proactive strategies.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5. Explain the importance of reinforcing positive behaviour with individuals.		
	2.6. Evaluate the impact on an <b>individual's well-being</b> of using reactive rather than proactive strategies.		
3. Be able to promote positive behaviour.	3.1. Explain how a range of <b>factors</b> may be associated with challenging behaviours.		
	3.2. Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours.		
	3.3. Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour.		
	3.4. Demonstrate how to model to others best practice in promoting positive behaviour.		
4. Be able to respond appropriately to	4.1. Identify types of challenging behaviours.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
incidents of challenging behaviour.	4.2. Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines.		
	4.3. Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour.		
	4.4. Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.		
5. Be able to support individuals and others following an incident of challenging behaviour.	5.1. Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2. Describe how an individual can be supported to reflect on an incident including: <ul style="list-style-type: none"> <li>• how they were feeling at the time prior to and directly before the incident</li> <li>• their behaviour</li> <li>• the consequence of their behaviour</li> <li>• how they were feeling after the incident.</li> </ul>		
	5.3. Describe the complex feelings that may be experienced by <b>others</b> involved in or witnessing an incident of challenging behaviour.		
	5.4. Demonstrate how to debrief others involved in an incident of challenging behaviour.		
	5.5. Describe the steps that should be taken to check for injuries following an incident of challenging behaviour.		
6. Be able to review and revise approaches to promoting positive behaviour.	6.1. Work with others to analyse the <b>antecedent, behaviour and consequences</b> of an incident of challenging behaviour.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.2. Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities.		
	6.3. Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3045**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 326, 337 and 398.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Challenging behaviour</b> may include behaviours that are:</p> <ul style="list-style-type: none"> <li>• repetitive / obsessive</li> <li>• withdrawn</li> <li>• aggressive</li> <li>• self-injurious</li> <li>• disruptive</li> <li>• anti-social or illegal</li> <li>• verbally abusive.</li> </ul> <p><b>Individual</b></p> <p>A child, young person or adult accessing a service.</p> <p><b>Well-being</b> e.g.:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul>

	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• environment</li> <li>• power imbalance</li> <li>• excessive demands</li> <li>• boredom</li> <li>• inconsistent approaches</li> <li>• lack of boundaries or goals</li> <li>• emotional expression</li> <li>• sensory needs</li> <li>• physical health</li> <li>• mental health</li> <li>• an individual's past experiences</li> <li>• age and gender.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Antecedent, behaviour and consequences:</b></p> <ul style="list-style-type: none"> <li>• <b>Antecedent</b> is what happens before the behaviour.</li> <li>• <b>Behaviour</b> is the actions that are perceived as challenging behaviour or unwanted.</li> <li>• <b>Consequences</b> are what happened as a result of the behaviour.</li> </ul>
<p>Additional unit assessment requirements provided with the unit.</p>	<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 and 6 must be assessed in real work environment.</p>

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