Qualification Guidance Document

SEG Awards Level 3 Diploma in Health and Social Care Practice (Northern Ireland)

610/6288/1

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The Skills and Education Group Awards website provides access to a wide variety of information.

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Specification Code

The specification code is D2497-03.

Issue	Date	Details of change
1.0	March 2026	New Qualification Guide created
1.1	March 2026	Unit content and NOS updated on page 92

1.2	April 2026	Updated LO's and AC's for unit tilted Supporting Individuals to Maintain and Develop Everyday Living Skills – page 104
1.3	November 2026	New link added on page 13 to Skills for Care and Development Assessment Principles October 2026, V1.2
1.3	November 2026	Addendum as per appendix C of revised Assessment Principles page 23

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

SEG Awards Level 3 Diploma in Health and Social Care Practice (Northern Ireland) – 610/6288/1								
Qualification Purpose	The SEG Awards Level 3 Diploma in Health and Social Care Practice (NI) is a unitised qualification on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency. This qualification will enable learners to acquire knowledge and practical skills in health and social care required for employment in the sector.							
Age Range	Pre 16		16-18		18+	✓	19+	✓
Regulation	The above qualification(s) is/are regulated by CCEA Regulation.							
Assessment	> Portfolio of Evidence > Practical demonstration/assignment > Coursework > E-assessment > Internal and external moderation							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/06/2026							
Review Date	01/06/2029							
Operational End Date								
Certification End Date								
Guided Learning (GL)	317 hours							
Total Qualification Time (TQT)	440 hours							
Credit Value	44							

Skills and Education Group Awards Sector	Adult Care
Regulator Sector	1.3 Health and Social Care
Support from Trade Associations	Northern Ireland Social Care Council (NISCC)

Introduction

The SEG Awards Level 3 Diploma in Health and Social Care Practice (Northern Ireland) will provide learners within Health and Social Care, training aligned to the Health and Social Care Apprenticeship Framework and is fully endorsed by the Northern Ireland Social Care Council (NISCC).

The primary purpose of the qualification is to confirm occupational competence.

The overall qualification is graded pass or fail.

SEG Awards is regulated to deliver this qualification by CCEA Regulation. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
SEG Awards Level 3 Diploma in Health and Social Care Practice (NI)	610/6288/1

Pre-requisites

The entry requirements for this qualification are that learners **must** be at least **18 years** of age and be employed in relevant health and social care roles in Northern Ireland.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 3 Diploma in Health and Social Care Practice (NI)

***Note:** Barred units (only **one** of the units below will count towards qualification achievement):*

- Supporting Individuals to use Medication in Health and Social Care
- Administering Medication to Individuals in Health and Social Care

Learners **must** achieve 44 credits. This **must** be made up of **26 credits** from the Mandatory units and a minimum of **18 credits** from the Optional units.
A Minimum of **3 credits** and a maximum of **6 credits must** be achieved from Optional Group A Units and the remaining credits taken from Optional Group B Units.

A **maximum of 6 credits** can be taken from the Level 2 Optional Units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 26				
Continuing Professional Development in Health and Social Care	L/651/7518	3	4	30
Promoting Effective Communication and Information Sharing in Health and Social Care	M/651/7519	3	6	48
Promoting and Implementing Health and Safety in Health and Social Care	Y/651/7520	3	4	30
Understand Safeguarding, Protection and Duty of Care in Health and Social Care	A/651/7521	3	4	30
Understand Mental Capacity and Restrictive Practices in Health and Social Care	D/651/7522	3	2	12
Promoting and Implementing Person-Centred Practice	F/651/7523	3	4	30
Promoting Equality, Diversity and Inclusion in Health and Social Care	H/651/7524	3	2	12

Optional Group 'A' - Minimum Credit Target of 3 and a maximum of 6				
Understand the Context of Supporting Individuals with Learning Disabilities	J/651/7525	3	3	24
Understand Autism Spectrum Disorder	K/651/7526	3	3	24
Understand Principles of Supporting Individuals in Relation to Sexuality and Sexual Health	L/651/7527	3	3	24
Understand Mental Health	M/651/7528	3	3	24
Understand Dementia	R/651/7529	3	3	24
Understand the Nature and Impact of Acquired Brain Injury	A/651/7530	3	3	24
Understand Physical Disability	D/651/7531	3	3	24
Understand Person-Centred Approaches to Supporting Older People	F/651/7532	3	3	24
Understand Personalisation through Self-Directed Support	H/651/7533	3	3	24
Understand Sensory Loss	J/651/7534	3	3	24
Understand how to provide support in end of life care	K/651/7535	3	3	24
Understand Substance use and Referring Individuals to Specialists	L/651/7536	3	3	24
Understand Homelessness	M/651/7537	3	3	24
Understand Reablement	R/651/7538	3	3	24
Optional Group 'B'				
Promoting Infection Prevention and Control in Health and Social Care	T/651/7539	2	2	12

Supporting Individuals to Participate in Group Activity Provision in Health and Social Care	D/651/7540	3	4	25
Supporting Individuals with Personal Care in Accordance with their Care Plan	F/651/7541	2	3	20
Moving and Positioning Individuals in Accordance with their Care Plan	H/651/7542	2	4	26
Undertaking Agreed Pressure Area Care	J/651/7543	2	4	30
Providing Support to Manage Pain and Discomfort	K/651/7544	2	2	15
Supporting Individuals who are Distressed	L/651/7545	2	3	21
Supporting Individuals with Multiple Conditions and/or Disabilities	M/651/7546	3	4	30
Supporting Young People with a Disability in Transitioning to Adulthood	R/651/7547	3	5	40
Supporting Parents with Disabilities	T/651/7548	3	6	43
Supporting Individuals with Specific Communication Needs	Y/651/7549	3	4	25
Supporting Individuals who are Substance Users	F/651/7550	3	4	25
***Supporting Individuals to use Medication in Health and Social Care**	H/651/7551	3	4	30
***Administering Medication to Individuals and Monitoring Effects**	J/651/7552	3	5	40
Contributing to Awareness Raising of Health Issues	K/651/7553	3	4	26
Supporting Individuals to Maintain and Develop Skills for Everyday Life	L/651/7554	3	4	25

Supporting Individuals to Access and Use Services and Facilities	M/651/7555	3	4	25
Supporting Individuals in Their Relationships	R/651/7556	3	4	27
Promoting Positive Behaviour	T/651/7557	3	4	25
Preparing for and Carrying Out Extended Feeding Techniques	Y/651/7558	3	4	27
Undertaking Physiological Measurements	A/651/7559	3	3	23
Undertaking Stoma Care	H/651/7560	3	4	30
Performing Routine Electrocardiograph Procedures	J/651/7561	3	4	30
Supporting Individuals to Manage Dysphagia	K/651/7562	3	4	30
Supporting Individuals Using Telecommunications Technologies	L/651/7563	3	5	36
Supporting Individuals to Negotiate Different Environments	M/651/7564	3	5	34
Promoting Nutrition and Hydration in Health and Social Care Settings	R/651/7565	3	5	36
Performing Intravenous Cannulation	T/651/7566	3	4	34
Obtaining and Testing Capillary Blood Samples	A/651/7568	3	4	30
Obtaining and Handling Venous Blood Samples	D/651/7569	3	4	24
Supporting Individuals in the Use of Assistive Technologies	K/651/7571	3	4	32

Note:* *Barred units (only **one of the units below will count towards qualification achievement):*

- Supporting Individuals to use Medication in Health and Social Care
- Administering Medication to Individuals in Health and Social Care

Aim

The SEG Awards Level 3 Diploma in Health and Social Care Practice (NI) aims to:

- Provide learners within health and social care, training aligned to the Health and Social Care Apprenticeship Framework and is fully endorsed by the Northern Ireland Social Care Council (NISCC)

Target Group

This qualification is designed for learners working in health and social care to consolidate their knowledge, skills and competence required to practise in a range of health and social care settings within Northern Ireland.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

This qualification is appropriate for use in the following age ranges:

- 18+
- 19+

Assessment Structure

This qualification is assessed through internal assessment, internal and external moderation. Each unit is accompanied by specific assessment criteria that define the requirements for achievement. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

This qualification **must** be assessed in line with Skills for Care and Development Assessment Principles October 2026, V1.2 (see below).

Access the full Shared Assessment Principles here.

Skills for Care and Development Assessment Principles

1 Introduction

1.1. Skills for Care and Development (SfCD) is an alliance of key organisations from England, Northern Ireland, Ireland, Scotland and Wales with varied roles across social work, social care, children and young people, early years and childcare, with remits across workforce development and regulation.

1.2. This document sets out the minimum expected principles and approaches to assessment and internal quality assurance and should be read alongside qualification regulatory arrangements and any specific requirements set out for qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations/Body (AO/B) and from SfCD partner organisations using the links in Appendix A.

1.3. The information in this document is intended to support the quality assurance processes of AO/Bs and approved centres that offer qualifications in the sectors.

1.4. Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skills for Health assessment principles should also be considered.

1.5. Throughout this document the following terms are used:

- "Unit" is used for simplicity, but this can mean module or any other similar term
- "Centre" is also used for simplicity; this means the training / learning provider who is approved to deliver qualifications by the AO/B
- Individual and others: "individual" refers to the person or people receiving care or support. "Others" may include families, carers, other people in the setting, team members and other professionals

1.6. In all work, we would expect assessors to observe and review learners upholding core values and standards, inclusive practices, professional behaviour, and attitudes required for quality practice and being assessed within the qualification.

1.7. All learners should follow appropriate standards for conduct. All parties involved in any form of assessment **must** know and embrace the values and standards of practice set out in these documents.

1.8. The voices of individuals who use services **must** be at the centre of all assessor and learners' practice. This should be apparent throughout the evidence

provided for a learner's practice. Learners should also be provided an opportunity to provide feedback throughout the assessment and internal quality assurance process.

2 Assessment principles

2.1. Good practice dictates the following:

- Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units
- Centres should have in place processes to identify and recognise opportunities for use of Accredited Prior Learning (APL) and/or Recognition of Prior Learning (RPL), and these should meet the requirements of the AO/B
- Centres should also have in place processes to support reasonable adjustments, and again, these should meet the requirements of the AO/B

2.2. The centre **must** monitor that learners are registered with the AO/B before formal assessment continues. Assessors **must** be able to fully evidence and justify the assessment decisions they have made in line with the principles of validity, authenticity, reliability, currency and sufficiency. Assessment records should be accurate, legible and complete, and meet requirements set out by the AO/B and associated assessment strategy where this is in place.

2.3. Skills-based assessment **must** include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation **must** be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers. Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted. These approaches **must** be standardised, and the centre **must** discuss and agree this with the AO/B. See 2.8 and 5.5.

2.4. Assessment decisions for skills-based learning outcomes **must** be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

2.5. Assessors **must** demonstrate occupational competence and sector knowledge at or above the level they assess, maintaining this through ongoing continual professional development.

- In examples where assessors are returning to practice, a professional development plan should be in place to ensure current sector competency

against the level, the subject matter being assessed, and overall assessment practices
- If an assessor is occupationally competent but not yet qualified, a qualified assessor **must** make the final assessment decisions. These **must** be validated through countersigning and supported by robust internal quality assurance, sampling plans and activities until qualification requirements are met
- It is the responsibility of the AO/B to confirm that assessors in centres are suitably qualified and competent to make assessment decisions

2.6. Simulation **must** only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the AO/B or agreed with the External Quality Assurer acting on behalf of the AO/B.

2.7. Witness testimony from others, including those who use services, their families and professionals, can be an important contribution to evidence in the assessment process and can enrich and triangulate other evidence obtained. A witness testimony does not replace direct observation and should not be used as the only evidence of skills. A witness testimony and an expert witness testimony are two different types of evidence. Informed consent **must** be gained for those providing witness testimonies.

2.8. Expert witnesses play an important role in assessments. They **must**:

- Have a working knowledge of the relevant units
- Be occupationally competent in the relevant units, and
- Have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise

2.9. Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the AO/B.

2.10. The expert witness is a reliable source of evidence:

- Where the assessor is not occupationally competent in a specialist area e.g. a healthcare task, an expert witness testimony can be used for direct observation of the unit (not the whole qualification) where they have occupational expertise in the specialist area
- When used as a method to enrich, supplement, and add triangulation to other assessment methods and outcomes
- In supporting flexibility where there are valid and genuine factors in not being able to obtain direct observation in the workplace e.g. individual considerations, environment and practice sensitivities. Occasions where this is needed **must** be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations

- Where allowed as per the assessment strategy

2.11. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and AO/B requirements for assessment of units within the qualification and the sector. The assessor remains responsible for supporting the expert witness through the process and making the final assessment decision.

3 Assessment of knowledge-based learning outcomes

3.1. The assessment of knowledge-based learning outcomes:

- May take place in or outside of a real work environment
- **Must** be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- **Must** be robust, reliable, valid and current
- Can be supported by eLearning programmes to support overall summative assessment, by helping learners acquire and review knowledge, but they cannot replace practical assessment in a real work environment
- May include pre-set automated tests (such as multiple-choice questions) which contribute evidence towards summative decisions. However, they **must** be complemented by direct assessment methods that demonstrate the learner's ability to apply knowledge in real work situations
- **Must** take into account APL/RPL to avoid duplication of learning

4 Recording and documentation

4.1. All assessment and quality assurance evidence, regardless of format, **must** comply with confidentiality and data protection laws. Information **must** be traceable, auditable, authenticated, and meet assessment principles. In addition, no recordings should compromise anyone's privacy or dignity. As such, clear and robust referencing is necessary to establish a relationship between the evidence and the assessment standard, which validates competence. Referencing should clearly indicate the specific location within the evidence where the relevant skills and knowledge are claimed, either in paper-based or e-portfolios.

5 Use of technology in the assessment process

5.1. Centres should have in place robust policies and procedures regarding Artificial Intelligence (AI) and technology, and these **must** meet requirements as set out by the AO/B.

5.2. Technology, platforms, and e-portfolios can support assessment by enabling planning, reviews, learner reflection, professional discussions, and capturing evidence from expert witnesses. When using technology in these contexts, ensure:

- Recording, storage, and access comply with confidentiality and data protection legislation
- Individuals receiving care or support and others are not unintentionally recorded
- Informed consent **must** be freely given by everyone involved in the assessment and this **must** be documented

5.3. Using technology to observe and verify learner competency (remote observation) is not allowed if it risks anyone's privacy, dignity, or confidentiality.

5.4. Where permitted by sector or qualification guidelines, technology may be used to remotely observe learners' task-based competencies, such as online meetings or remote support to colleagues. Such evidence **must** be clearly marked and distinguished from other types. It should not be used when there is a requirement for direct interaction with individuals using care or support services or others.

5.5. The remote observation approach in 5.4 is supplementary and does not replace direct observation as the primary assessment method. It should be used to support and enhance planned direct assessments throughout the qualification.

5.6. Centre practices in the use of technology are to be monitored and assured by the AO/B, and this should include centre consideration of the following:

- Use aligns to adherence to any additional guidance set by the AO/B, the qualification, which is being assessed, any specific sector considerations and associated assessment strategies in place
- The centre understands the ethical considerations in the use of technology in the sectors and has policies and procedures in place to support use
- Robust approaches to risk assessment are used to ensure risks to individuals and others are eradicated
- Centre practices and approaches are guided and supported by thorough standardisation
- Technology and programmes used are standardised, accessible, safe and reliable
- If the centre allows assessor and internal quality assurer use of personal devices (e.g. phones, tablets, or personal laptops), then procedures should be in place to ensure data and confidentiality aspects. This includes consideration of where and how devices are accessed to view learner evidence
- Assessment planning and discussion should capture the relevant and safe opportunities to use technology, along with the approach used to explore and mitigate any risks
- Evidence recording methods and assessment outcome processes do not increase the risk of any data or confidentiality breaches

- Assessment outcomes and decisions and outcomes generated by use of technology in the process are reliable, sufficient and traceable
- All protocols are upheld in the 'observation' context e.g. permissions sought and confirming the purpose of the assessment activity
- Assessment activities where technology is used, **must** be incorporated in internal and external quality assurance sampling planning and activities
- Learners are not disadvantaged by the use of technology, and they are aware of its use
- Learning requirements, support, skill development or other developmental needs of the learner are fully supported throughout the qualification process
- Technology is used well to genuinely enhance the assessment process, experience, outcomes and digital skills of the learner
- Practices and lessons learned should be shared by all to support review and continuous improvement

6 Internal quality assurance

6.1. Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. This process should be supported by robust sampling plans and activity that takes place at beginning, middle and end of the qualification journey and accounts for any potential risks in the assessment process. Those carrying out internal quality assurance **must** be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the AO/B to confirm that those involved in internal quality assurance are suitably qualified for this role.

6.2. If the internal quality assurer is knowledgeable but not yet qualified, a qualified internal quality assurer **must** make final decisions. A clear countersigning strategy should support and confirm decisions by unqualified staff until they are fully qualified.

6.3. Those involved in internal quality assurance **must** have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment 10 process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

6.4. Those carrying out external quality assurance **must** be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the AO/B to confirm that those involved in external quality assurance are suitably qualified for this role.

6.5. Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Definitions

Occupationally competent

This means that each assessor **must** be capable of carrying out the full requirements of the specific qualification units they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification, while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent also means being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable

This means that each assessor and internal quality assurer should possess knowledge and understanding relevant to the specific qualifications and / or units they are assessing or internally quality assuring. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development. It is crucial that internal quality assurers understand the nature and context of the assessors' work and that of their learners.

Qualified to make assessment decisions

This means that each assessor **must** hold a qualification suitable to support the making of appropriate and consistent assessment decisions. AO/B will determine what will qualify those making assessment decisions according to the unit of skills under assessment. A list of general assessor qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Qualified to make quality assurance decisions

AO/B will determine what qualifies those undertaking internal and external quality assurances to make decisions about that quality assurance. A list of general internal qualification assurance qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Witness testimony

Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.

Appendix A: Skills for Care and Development partnership website links

Skills for Care and Development
Northern Ireland Social Care Council
Social Care Wales
Skills for Care
Scottish Social Services Council

Appendix B: Recognised assessor and internal quality assurance qualifications

This list aims to provide an overview of generally recognised qualifications. Please gain additional guidance from the individual nation and AO/B where needed. Please also check and apply CPD/CPL requirements for qualifications held.

Assessor:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' performance through observation (plus CPD/CPL in line with current L&D9 or L&D9DI)
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Level 3 Award in Assessing competence in the work environment
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)

- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Tutor/Assessor Award Level 3 Awards and Certificate in Assessing the Quality of Assessment
- Level 4 Awards and Certificates in Assuring the Quality of Assessment
- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificates in Assessing Vocational Achievement
- Specific to Wales: Relevant learning programmes which support practice learning/practice education on social work, they **must** be regulated and approved by Social Care Wales
- Specific to Scotland: Teaching Qualification for Further Education plus CPD in line with current L&D9D

Internal Quality Assurance:

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- D34 Unit: Internally verify the assessment process
- V1 Verifiers Award
- V1 Conduct internal quality assurance of the assessment process (plus CPD/CPL in line with the current L&D11 standard)

- L&D11- Internally Monitor and Maintain the Quality of Workplace Assessment (Scotland J8RT 04)

Appendix C: Addendum: The review of assessment and quality assurance qualifications (October 2026)

Skills for Care and Development welcomes the review of assessment and quality assurance qualifications and recognises the revised qualifications as equivalent to those currently accepted.

However, the minimum requirement for assessors carrying out assessment practice within the sector, is the achievement of the Assessing Occupational Achievement – In Person unit within the overall qualification structure.

The guidance for skills-based assessment remains unchanged in Section 2.3. This **must** include direct observation as the principal and most reliable source of assessment evidence. Direct observation **must** be undertaken in person by the assessor, observing the learner carrying out their role within the workplace.

To support evolving assessment practices, new assessors could also seek to achieve the Assessing Occupational Achievement – Remote unit, but this must only be in addition to Assessing Occupational Achievement – In Person. Achievement of the Remote unit alone, though, does not meet the requirements for assessment practice within the sector. The guidance referenced in Section 5 of this document regarding the use of technology to observe learner competence remains unchanged.

Additionally, to support continuous professional development, existing qualified assessors may wish to further develop their practice by engaging with refreshed qualification content and associated developments in assessment approaches.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- Purpose Statement
- Learner Unit Achievement Checklist
- Witness Statement Template
- Professional Discussion Template
- Oral Questioning Template
- Observation Record Template
- Learner Summative Reflection Template
- Declaration of Authenticity Template
- *Indicative Content
- *Sample Assessment Modules (SAM's)

* These can be accessed by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Practice Assessment Material

Skills and Education Group Awards confirm that Sample Assessment Modules (SAM's) have been provided. These can be accessed by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The SEG Awards Level 3 Diploma in Health and Social Care Practice (NI) will support learners to consolidate their practice; engage in ongoing continuing professional development; and progress to higher level qualifications in health and social care.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres **must**, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Language

This specification and associated assessment materials are in English only.

Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification familiarise themselves with these units to ensure a comprehensive understanding of the content.

Unit Details

Continuing Professional Development in Health and Social Care		
Unit Reference	L/651/7518	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to show their knowledge and understanding of the importance of continuous development within their work role. Understanding and using reflective practice, the learner will demonstrate their commitment to their own development and in accordance with regulatory requirements.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the role of regulation in health and social care	1.1	Summarise the role and standards associated with regulatory bodies applicable to you and your setting and describe their impact on practice
2. Be able to meet the competence requirements of your own role	2.1	Describe duties and responsibilities of your role
	2.2	Summarise the importance of continuing professional development in health and social care
	2.3	Explain the purpose and focus areas of your own supervision
	2.4	Provide access to records to demonstrate your active participation in: > the supervision process > other forms of CPD

		in order to meet competence requirements of your own role
3. Know how to manage your own wellbeing	3.1	Explain what is meant by both: > personal wellbeing > resilience
	3.2	Describe factors that affect your own wellbeing
	3.3	Describe a range of wellbeing supports available and identify ways to access them
4. Be able to engage in reflective practice in order to improve health and social care practice	4.1	Explain the importance of reflective practice
	4.2	Reflect on an aspect of recent learning in order to describe its impact on: > your own development > individuals or others
	4.3	Use examples from your work environment in order to reflect on how your own practice: > has improved > may need to improve
Linked to NOS SCDHSC0023 Develop your own knowledge and practice SCDHSC0033 Develop your practice through reflection and learning SCDHSC0043 Take responsibility for the continuing professional development of yourself and others		

Promoting Effective Communication and Information Sharing in Health and Social Care		
Unit Reference	M/651/7519	
Level	3	
Credit Value	6	
Guided Learning (GL)	48	
Unit Summary	This unit will enable the learner to understand and demonstrate effective communication and information sharing in accordance with their role and context.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Understand the importance of effective communication in health and social care	1.1	Explain the importance of effective communication in building and maintaining relationships with individuals and others
	1.2	Describe skills required to be an effective communicator within your own role and context
	1.3	Describe how technologies can be used to promote and enhance effective communication with individuals and others in the context of your role
	1.4	Analyse barriers to effective communication that may be experienced in your own role and context and describe how to overcome these
	1.5	Reflect on your use of effective communication in complex, sensitive or challenging situations and identify communication skills to develop
2. Understand operational frameworks that support communication and	2.1	Outline the legislation relevant to information sharing in health and social care

information sharing in health and social care	2.2	Summarise key principles with regard to confidentiality and information sharing, including relevant Regulatory Standards applicable to your job role and context
	2.3	Describe the potential tension between maintaining an individual's confidentiality and sharing information with others
	2.4	Explain what is meant by a 'data breach' in the handling of information
3. Be able to meet the communication and language needs, wishes and preferences of individuals	3.1	Demonstrate the use of appropriate communication methods and skills when communicating with individuals, in accordance with their needs, wishes and preferences and agreed ways of working
	3.2	Demonstrate how to respond appropriately to an individual's reactions when communicating with them
	3.3	Demonstrate how to overcome barriers to communicating effectively with an individual
4. Be able to implement good practice in record keeping and information sharing	4.1	Demonstrate how to maintain accurate, complete, retrievable and up to date records, in accordance with legal requirements and agreed ways of working
	4.2	Demonstrate how to maintain confidentiality in day-today communication and record keeping, in line with agreed ways of working
	4.3	Demonstrate the appropriate and safe use of digital communication systems
5. Know how to respond to complaints and feedback from others	5.1	Summarise the main points of agreed policy and procedure for handling complaints within your own organisation
	5.2	Explain why having an accessible complaints procedure can reduce the likelihood of abuse

	5.3 5.4	Explain how to support an individual or others to make a complaint Describe service improvements that resulted from feedback, in your own or other services
Linked to NOS SCDHSC0021 Support effective communication SCDHSC0031 Promote effective communication		

Promoting and Implementing Health and Social Care		
Unit Reference	Y/651/7520	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to understand and demonstrate their knowledge and skills in promoting and implementing health and safety in the workplace.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
1. Understand your own and others' responsibilities relating to health and safety in the work setting	1.1	Outline current legislation in relation to: > overarching health and safety > fire safety > hazardous substances > moving and handling equipment or objects > infection prevention and control
	1.2	Explain your role responsibilities in relation to: > overarching health and safety > fire safety > storing and handling hazardous substances > moving and handling equipment or objects > infection prevention and control
	1.3	Explain procedures to follow in relation to incidents and accidents which could occur in your work setting
	1.4	Explain actions to take in your role in relation to unsafe health and safety practices

2. Be able to undertake your responsibilities for health and safety in the work setting, in accordance with agreed ways of working	2.1	Adhere to fire safety requirements in accordance with your role and work setting
	2.2	Explain different types of risk assessments that are applicable to your work setting
	2.3	Adhere to risk assessments in relation to health and safety when undertaking your own job role
	2.4	Work with team members and / or others to monitor potential health and safety risks in your work setting
	2.5	Identify tasks in your work setting that should not be undertaken without specific training
	2.6	Describe types of additional support that you may require in relation to health and safety and how to access this support
3. Be able to implement security measures in the work setting	3.1	Explain the importance of ensuring that others are aware of your whereabouts
	3.2	Use agreed ways of working to protect your own security and the security of others in the work setting

Linked to NOS

SCDHSC0246 Maintain a safe and clean environment
SCDHSC0022 Support the health and safety of yourself and individuals
SCDHSC00243 Support the safe use of materials and equipment
SCDHSC 0032 Promote health, safety and security in the work setting

Understand Safeguarding, Protection and Duty of Care in Health and Social Care		
Unit Reference	A/651/7521	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit covers areas of safeguarding and protection of those at risk of harm from abuse, neglect or exploitation. It identifies different types of abuse and the signs that might indicate abuse occurring. It considers when individuals may be particularly vulnerable to abuse, neglect or exploitation and what a learner must do if abuse is suspected or alleged.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the national and local context of safeguarding and protection of those at risk of harm from abuse, neglect or exploitation	1.1	Outline current, relevant legislation, policies and local systems that relate to safeguarding and protection of those at risk of harm from abuse, neglect or exploitation
	1.2	Describe the roles of at least **three** different agencies in safeguarding and protecting individuals' right to live safely and be free from abuse, neglect or exploitation
	1.3	Analyse how reports into failures in upholding individuals' right to live free from abuse, neglect or exploitation have influenced current practice
2. Know how to recognise signs of harm from abuse, neglect or exploitation	2.1	Describe factors that may contribute to individuals being at risk of harm from abuse, neglect or exploitation
	2.2	Describe each of the following types of harm and their potential indicators:

		> physical abuse > sexual abuse > emotional / psychological abuse > financial abuse > institutional abuse > neglect > domestic abuse > exploitation > human trafficking / modern slavery > discriminatory abuse (hate crime)
	2.3	Describe potential risks of harm to individuals using electronic communication devices and systems
3. Know how to respond to suspected or disclosed abuse	3.1	Describe actions to take in your role, and in accordance with agreed ways of working if: > there are suspicions that **one** or more individuals are being abused > **one** or more individuals disclose that they are being abused > there are suspicions about the abuse of another person, other than individuals in direct receipt of your service
	3.2	Outline ways to ensure that evidence of abuse is preserved
	3.3	Explain when and how to seek support in relation to responding to safeguarding concerns
4. Understand ways to reduce the likelihood of harm from abuse, neglect or exploitation	4.1	Explain what it means to have a duty of care in your own role and how it contributes to the safeguarding and protection of individuals and others
	4.2	Explain at least **two** strategies to reduce the likelihood of abuse, neglect or exploitation occurring
	4.3	Explain what is meant by raising a concern in the public interest (whistleblowing)

Linked to NOS

SCDHSC0024 Support the safeguarding of Individuals
SCDHSC0035 Promote the safeguarding of individuals
SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse

Understand Mental Capacity and Restrictive Practices in Health and Social Care		
Unit Reference	D/651/7522	
Level	3	
Credit Value	2	
Guided Learning (GL)	12	
Unit Summary	This unit covers areas of legislation and principles in relation to capacity and ways in which these impact on practice in health and social care, including the appropriate use of restrictive practices.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.5)**	
The learner will	**The learner can**	
1. Understand capacity and consent when providing care / support	1.1	Identify current legislation relating to an individual's capacity
	1.2	Outline the principles that underpin practice, in relation to capacity and consent
2. Understand restrictive practice	2.1	Describe what is meant by 'restrictive practice'
	2.2	Analyse the principles that underpin the use of restrictive practices
	2.3	Describe at least **two** restrictive practices that may be appropriately used in identified circumstances
	2.4	Explain the importance and impact of seeking the least restrictive option for individuals
	2.5	Identify how to raise concerns in your role, when restrictions appear out of proportion with presenting risk

Linked to NOS

SCDHSC0313 Work with children and young people to promote their own physical and mental health
SCDHSC0024 Support the Safeguarding of Individuals
SCDHSC0035 Promote the safeguarding of individuals
SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse

Promoting and Implementing Person-Centred Practice		
Unit Reference	F/651/7523	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to understand and demonstrate the knowledge and skills required to promote and implement person-centred practice, underpinned by the values and behaviours expected of their role and context.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.7)**	
The learner will	**The learner can**	
1. Understand the application of person-centred practice in health and social care	1.1	Outline what is meant by person-centred practice and the values that underpin it
	1.2	Analyse why person-centred values and a strength based approach must underpin the care / support of individuals
	1.3	Summarise ways in which trauma informed principles can support person-centred practice
	1.4	Explain the nature of partnership working and coproduction
	1.5	Describe ways to promote the active participation of individuals and others, in the care / support process
	1.6	Describe how to support an individual to question or challenge decisions when active participation has not been upheld
2. Understand the role of risk assessments in promoting person-centred practice	2.1	Explain why supporting positive risk taking should be part of person-centred practice

	2.2	Explain how risk assessments can be used to promote and enable an individual's right to take risks
	2.3	Explain when and why risk assessments should be reviewed and who should be involved in the process
3. Be able to work in a person-centred way	3.1	Establish consent when providing care / support
	3.2	Work with an individual and others to establish and understand the individual's history, preferences, wishes, strengths and needs
	3.3	Support an individual to make informed choices and decisions
	3.4	Demonstrate respect for an individual's lifestyle, choices and relationships
	3.5	Discuss why practitioners' views, beliefs, wishes and preferences should not influence an individual's choices
	3.6	Support an individual's active participation in their care / support, taking account of their changing needs, strengths and circumstances
	3.7	Work with team members and others to support an individual to manage risks, in ways that maintain and promote their right to make choices

Linked to NOS

SCDHSC0025 Contribute to implementation of care or support plan activities
SCDHSC0233 Develop effective relationships with individuals
SCDHSC0234 Uphold the rights of individuals

Promoting Equality, Diversity and Inclusion in Health and Social Care		
Unit Reference	H/651/7524	
Level	3	
Credit Value	2	
Guided Learning (GL)	12	
Unit Summary	This unit will enable the learner to show their knowledge and skills in promoting and implementing equality, diversity, inclusion and human rights in their role and work setting.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.4)**	
The learner will	**The learner can**	
1. Understand the importance of equality, diversity and inclusion in health and social care	1.1	Explain what is meant by: > equality > diversity > inclusion
	1.2	Summarise key pieces of legislation and regulatory standards relevant to equality, diversity and inclusion
	1.3	Explain ways in which legislation, professional standards and agreed ways of working relevant to equality, diversity and inclusion underpin your own practice
	1.4	Explain how unconscious bias may affect your own and others' behaviours
	1.5	Describe ways to adapt practice to show awareness of and respect for a diverse population
2. Be able to work in an inclusive way to promote equality, diversity and inclusion	2.1	Interact with individuals in ways that respect equality and diversity
	2.2	Demonstrate actions that model inclusive practice with:

		> individuals > colleagues / managers / others
	2.3	Explain how to report and record any discriminatory or exclusionary behaviour within your own work setting
	2.4	Reflect on your own practice in promoting equality, diversity and inclusion and identify ways to develop your own practice
Linked to NOS SCDHSC0025 Contribute to implementation of care or support plan activities SCDHSC0233 Develop effective relationships with individuals SCDHSC3111 Promote the rights and diversity of individuals SCDHSC0234 Uphold the rights of individuals		

Understand the Context of Supporting Individuals with Learning Disabilities		
Unit Reference	J/651/7525	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand the meaning of the term learning disability and to consider issues linked with learning disability support. The unit considers how attitudes affect individuals with learning disabilities and recognises the importance of advocacy, promoting active participation and empowerment.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
1. Understand the causes and impact of learning disabilities	1.1	Explain what is meant by the term learning disability
	1.2	Describe at least **three** causes of learning disabilities
	1.3	Analyse the potential impact on a family of an individual with a learning disability
2. Understand the historical context of learning disability and its relationship to current services	2.1	Summarise the types of services that have been provided over time for individuals with learning disabilities
	2.2	Explain how attitudes have changed in relation to individuals with learning disabilities
	2.3	Describe examples of how past ways of working are no longer appropriate in current health and social care services
3. Understand advocacy, empowerment and active	3.1	Explain what is meant by the terms:

participation in relation to supporting individuals with learning disabilities and their families		> social inclusion > advocacy
	3.2	Explain how individuals with learning disabilities may benefit from the services of an independent advocate
	3.3	Describe ways to build empowerment and active participation into everyday support of individuals with learning disabilities and their families
	3.4	Summarise ways to promote positive attitudes towards individuals with learning disabilities
	3.5	Describe the role of **two** external agencies in promoting the rights of individuals with learning disabilities
Linked to NOS SCDHSC0234 Uphold the rights of individuals SCDHSC0367 Support individuals to access independent representation and advocacy		

Understand Autism Spectrum Disorder (ASD)		
Unit Reference	K/651/7526	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand ASD, the legislative and policy context and supports available for individuals with an ASD.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand ASD	1.1	Explain what is meant by the term 'Autism Spectrum Disorder'
	1.2	Describe the core characteristics associated with an ASD, including: > communication > behaviours and interests > sensory processing
	1.3	Analyse the potential impact that an ASD may have on the daily life of individuals
3. Understand the legal and policy frameworks that relate to individuals diagnosed with an ASD	2.1	Outline key areas of legislation and government policy that relate to an individual diagnosed with an ASD in your own region
	2.2	Summarise the impact of the legislation and government policy identified in **AC2.1** on the life of individuals diagnosed with an ASD
3. Understand effective communication with individuals with an ASD	3.1	Describe a range of behaviours that may be an expression of emotions for individuals with an ASD
	3.2	Analyse strategies and skills that may be used to promote effective communication

		with individuals with an ASD, in accordance with their needs and preferences
4. Understand the support available for individuals with an ASD	4.1 4.2 4.3	Describe adaptations that may be made to physical and sensory environments in order to promote the wellbeing and inclusion of individuals with an ASD Explain the importance of informal networks in providing support to individuals with an ASD Describe the role of **two** external agencies in promoting the rights of individuals with an ASD
Linked to NOS SCDHSC0234 Uphold the rights of individuals		

Understand Principles of Supporting Individuals in Relation to Sexuality and Sexual Health		
Unit Reference	L/651/7527	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand the principles of supporting individuals in relation to sexuality and sexual health.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand human sexuality and its development	1.1	Explain what is meant by: > sexuality > sexual orientation > gender identity
	1.2	Describe sexual development milestones from adolescence to older adulthood
2. Understand the legal framework in relation to consent and sexual activity, in own region	2.1	Outline current, relevant legislation that relates to consent and sexual activity
	2.2	Analyse key principles in relation to consent and sexual activity
3. Understand sexual health and wellbeing	3.1	Explain the key features of a healthy relationship and how these relate to an individual's overall wellbeing
	3.2	Describe factors that may lead to high risk or unwanted sexual activity
	3.3	Describe at least **three** sexually transmitted infections and their possible effects on an individual's health and wellbeing

	3.4	Describe possible effects on an individual's health and wellbeing due to unwanted pregnancy
4. Know how to provide help and support to individuals in relation to their sexual health and wellbeing	4.1	Explain how to promote an environment and culture where individuals are empowered to express their sexuality and feel safe to discuss relationships
	4.2	Describe risk assessment processes that may be used in relation to an individual's sexual health and wellbeing and why these should be regularly reviewed
	4.3	Identify barriers to changing behaviour with regard to sexual health and wellbeing and ways in which these can be overcome
	4.4	Summarise the services provided by at least **two** local organisations relevant to sexual health and wellbeing, and how they may be accessed
Linked to NOS SCDHSC3112 Support individuals to manage their own health and social well-being SCDHSC0234 Uphold the rights of individuals		

Understand Mental Health		
Unit Reference	M/651/7528	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	The aim of this unit is to enable learners to understand what is meant by mental health and wellbeing, factors that can impact and strategies to support individuals' mental health and wellbeing.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand different models of mental health	1.1	Summarise the main types of mental ill health according to the International Classification for Diseases (ICD) and the Diagnostic and Statistical Manual (DSM) classification systems
	1.2	Critically compare at least **two** models of mental health
	1.3	Explain the differences between clinical recovery and personal recovery
2. Understand factors that influence mental health and wellbeing across the lifespan	2.1	Summarise a range of factors that may influence mental health and wellbeing across the life span
	2.2	Distinguish between risk factors and protective factors relating to mental health and wellbeing
	2.3	Explain ways in which individuals may experience stigma and discrimination based on their mental ill-health
	2.4	Explain the effects an individual's mental ill-health may have on others

3. Understand how mental health and wellbeing may be promoted	3.1 3.2 3.3	Distinguish between peer support, self-help and advocacy Analyse ways an individual may promote their own mental health and wellbeing Describe ways a health and social care worker may support an individual to promote their mental health and wellbeing
Linked to NOS SFHMH20 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs SCDHSC0234 Uphold the rights of individuals		

Understand Dementia		
Unit Reference	R/651/7529	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand dementia and how individuals may experience it.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand dementia	1.1	Explain what is meant by the term dementia
	1.2	Summarise at least **three** types of dementia and their likely signs / symptoms
	1.3	Clarify what is meant by 'young onset' dementia
	1.4	Explain the possible impact of receiving a diagnosis of dementia on: > an individual > their family and / or significant others
	1.5	Outline the stages of dementia
	1.6	Describe other factors that can cause changes or fluctuations in an individual's condition, that may not be attributable to dementia
2. Understand the importance of positive interactions and communications with individuals with dementia	2.1	Summarise ways in which dementia can affect how an individual: > communicates and uses language

		> follows and participates in a conversation
	2.2	Analyse the importance of non-verbal communication when supporting an individual with dementia
	2.3	Describe ways to encourage an individual with dementia to communicate
	2.4	Explain ways to use aspects of the physical environment to enable positive interactions for an individual with dementia
3. Understand the importance of holistic support for individuals with dementia	3.1	Describe ways to support individuals with dementia to engage in a valued range of meaningful activities in ways that promote independence, dignity and respect
	3.2	Analyse the importance of life review work for understanding behaviours of concern
	3.3	Explain the importance of continually reviewing and adapting approaches and support for an individual and their family / significant others, as dementia progresses
Linked to NOS SFHOP1 Communicate with older people and their carers SCDHSC0234 Uphold the rights of individuals		

Understand the Nature and Impact of Acquired Brain Injury		
Unit Reference	A/651/7530	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand the nature and impact of acquired brain injury.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand types and causes of acquired brain injury	1.1	Explain what is meant by acquired brain injury
	1.2	Describe causes of acquired brain injury
	1.3	Explain the difference between a traumatic brain injury and other forms of acquired brain injury
2. Understand the impact on individuals and others of acquired brain injury	2.1	Explain the possible initial effects of acquired brain injury on an individual and significant others
	2.2	Summarise a model of loss and grief
	2.3	Explain the potential long-term impact of acquired brain injury on an individual and significant others
3. Understand the specialist communication needs of an individual with an acquired brain injury	3.1	Outline each of the following and their effects on communication: > dysphasia > dysarthria > aphasia
	3.2	Explain the importance of a person-centred approach to supporting

		communication for an individual with acquired brain injury
	3.3	Analyse a range of intervention strategies and assistive tools that may support communication for individuals with acquired brain injury
4. Understand the specialist communication needs of an individual with an acquired brain injury	4.1	Describe ways to support an individual with acquired brain injury to engage in a valued range of meaningful activities in ways that promote independence, dignity and respect
	4.2	Explain the importance of continually reviewing and adapting approaches and support for an individual with acquired brain injury
Linked to NOS SFHCHS69 Support individuals with long term conditions to optimise their physical functions		

Understand Physical Disability		
Unit Reference	D/651/7531	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand physical disability, barriers experienced and the potential impact of a physical disability on a person's life.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand physical disability	1.1	Define the term physical disability
	1.2	Explain and provide an example of each term when used in relation to physical disability: > congenital > acquired > neurological > progressive
	1.3	Compare and contrast the impact that a congenital or an acquired physical disability may have on an individual
3. Understand the impact of living with a physical disability within society	2.1	Summarise barriers that may limit participation in everyday life for an individual with a physical disability
	2.2	Describe the potential effects of the barriers identified in **AC2.1** on the life choices of an individual with a physical disability
	2.3	Evaluate the extent to which improvements have occurred for individuals with a physical disability as a result of legislative changes

3. Understand the importance of holistic support	3.1	Explain the importance of recognising the individual rather than solely treating their disability
	3.2	Describe ways to build empowerment and active participation into everyday support of individuals with a physical disability
	3.3	Compare the differences in outcomes for an individual when focusing on their strengths and aspirations rather than solely on their needs
Linked to NOS SFHCHS69 Support individuals with long term conditions to optimise their physical functions		

Understand Person-Centred Approaches to Supporting Older People		
Unit Reference	F/651/7532	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	The aim of this unit is to enable learners to understand the experience of older age, factors that can impact and strategies to support individuals.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.4)**	
The learner will	**The learner can**	
1. Understand the experience of older age in a regional context	1.1	Summarise demographic changes in relation to society's ageing population in own region
	1.2	Analyse the potential impact on older people of factors associated with ageing, including: > physical > emotional > social > cognitive > environmental > financial / economic
	1.3	Explain how societal attitudes and behaviours may impact on older people
4. Understand how to promote independence, positive sense of identity and inclusion of older people	2.1	Explain how a positive approach to ageing may contribute to the health and wellbeing of older people
	2.2	Describe strategies that may be used to challenge stereotypes and discriminatory attitudes towards older people

	2.3	Describe, using examples ways to support older people's: > independence > positive sense of identity > inclusion
	2.4	Evaluate the role of technology and digital solutions in supporting older people's social inclusion and access to services
Linked to NOS SFHOP1 Communicate with older people and their carers SFHOP12 Enable older people to cope with changes to their health and well-being		

Understand Personalisation through Self-Directed Support		
Unit Reference	H/651/7533	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand personalisation through self-directed support in the context of social care.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand self-directed support within social care	1.1	Define the term personalisation as it applies within social care
	1.2	Explain the meaning and scope of self-directed support within social care
	1.3	Identify legislation and policy associated with self-directed support
	1.4	Analyse how self-directed support promotes choice, control and independence for individuals
2. Understand how self-directed support is implemented in your own region	2.1	Describe the self-directed support process, including assessment, resource allocation, support planning, implementation and review
	2.2	Describe potential barriers to availing of self-directed support and how these may be overcome
	2.3	Explain the impact that self-directed support may have on the process of commissioning social care

3. Understand challenges that may arise with self-directed support and sources of information and advice	3.1 3.2 3.3	Use examples to describe practical difficulties that may arise in relation to the use of self-directed support Explain dilemmas that may arise between duty of care and an individual's rights in the context of self-directed support Identify sources of information and advice in relation to self-directed support
Linked to NOS SCDHSC0346 Support individuals to manage direct payments CPC 309 Support individuals, families and communities to commission their own services		

Understand Sensory Loss		
Unit Reference	J/651/7534	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand sensory loss, causes, conditions and impact.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the causes, conditions and indicators of sensory loss	1.1	Identify causes of sensory loss
	1.2	Explain what is meant by: > congenital sensory loss > acquired sensory loss
	1.3	Summarise the indicators and signs of: > sight loss > hearing loss > deaf blindness
	1.4	Explain actions to take if there are concerns about onset of sensory loss or changes in sensory status
2. Understand the impact on individuals with sensory loss	2.1	Analyse ways in which a range of factors may impact on an individual with sensory loss
	2.2	Summarise a model of loss and grief
	2.3	Describe sources of support for those who may be experiencing onset of sensory loss
3. Understand specialist communication needs of an individual with sensory loss	3.1	Explain the importance of a person-centred approach to supporting

		communication for an individual with sensory loss
	3.2	Analyse a range of intervention strategies and assistive tools that may support communication for individuals with sensory loss
4. Understand the importance of holistic support for individuals with sensory loss	4.1	Describe ways to support an individual with sensory loss to engage in a valued range of meaningful activities in ways that promote independence, dignity and respect
	4.2	Explain the importance of continually reviewing and adapting approaches and support for an individual with sensory loss
Linked to NOS SFHCHS69 Support individuals with long term conditions to optimise their physical functions SCDHSC0234 Uphold the rights of individuals SCDHSC0233 Develop effective relationships with individuals		

Understand how to Provide Support in End of Life Care		
Unit Reference	K/651/7535	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand the nature of support for individuals and significant others in end of life care.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand the legal requirements and current approaches to end of life care	1.1	Explain what is meant by end of life care
	1.2	Summarise the legal requirements to protect the rights of individuals in end of life care in your own region
	1.3	Analyse the impact of national and local drivers on current approaches to end of life care
2. Understand factors affecting end of life care	2.1	Summarise a model of loss and grief
	2.2	Analyse the importance of a person-centred approach to end of life care, including the significance of the history, beliefs and culture of individuals and significant others
3. Understand advance care planning in relation to end of life care	3.1	Explain the purpose of advance care planning in relation to end of life care
	3.2	Explain the importance of supporting and recording decisions about advance care planning
	3.3	Summarise issues that may arise in relation to advance care planning

4. Understand how to support individuals and significant others during end of life care	4.1	Explain the importance of supporting an individual and significant others to explore their thoughts and feelings about death and dying
	4.2	Describe ways to support an individual to feel respected and valued during end of life care
	4.3	Describe, using examples, how an individual's wellbeing can be enhanced by: > the environment > use of equipment and aids > a range of therapies
	4.4	Explain why it is important to know about an individual's wishes for their after-death care
Linked to NOS SCDHSC0385 Support individuals at the end of life		

Understand Substance Use and Referring Individuals to Specialists		
Unit Reference	L/651/7536	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand how to recognise signs which may indicate that someone may be using substances and how to refer individuals with indications of substance use to relevant services.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand substances that may be used and the possible indications of misuse	1.1	Summarise the range of substances which may be used and their effects including: > illegal drugs > prescription drugs > over the counter drugs > alcohol > solvents
	1.2	Summarise possible indications of substance use including: > physical > behavioural > social > emotional
	1.3	Analyse factors that increase individuals' likelihood of using substances, including: > age > gender > economic status > emotional wellbeing

2. Understand how to assess and monitor risk	2.1	Describe risk assessment processes in relation to individuals and others, associated with substance use, in accordance with agreed ways of working
	2.2	Explain why risk assessments associated with substance use should be regularly reviewed
	2.3	Summarise actions that may be required in response to changes to individuals' situations and levels of risk
3. Understand how to refer individuals to appropriate services and how to seek specialist assistance	3.1	Describe the services of **two** local and **two** national organisations relevant to substance use and how they may be accessed
	3.2	Explain how to refer individuals to services identified in **AC3.1** in line with organisational requirements
	3.3	Describe potential tensions between maintaining confidentiality and providing accurate information when making a referral to another service
	3.4	Describe examples of and ways to obtain specialist non-substance use assistance when required, as part of the support for individuals

Linked to NOS

SFHAA1 Recognise indications of substance misuse and refer individuals to specialists
SFHAB2 Support individuals who misuse substances
SFHAI3 Use recognised theoretical models to provide therapeutic support to groups of individuals who misuse substances

Understand Homelessness		
Unit Reference	M/651/7537	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand homelessness, including contributory factors, its impact on individuals and support services available.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the nature of homelessness	1.1	Define what is meant by homelessness including statutory and non-statutory categories as recognised in your own region
	1.2	Summarise key legislation and statutory responsibilities that relate to homelessness in your own region
	1.3	Explain systems and processes within your own organisation to support individuals experiencing, or at risk of homelessness
2. Understand factors that can contribute to individuals becoming homeless	2.1	Describe personal / individual factors that can contribute to an individual becoming homeless
	2.2	Describe societal factors that can contribute to homelessness
	2.3	Analyse reasons why some groups of individuals are more at risk of becoming homeless

3. Understand the possible impact of becoming homeless	3.1 3.2	Describe the potential effects of homelessness on individuals, including: > physical health and wellbeing > emotional health and wellbeing > mental health and wellbeing Outline the social implications of homelessness
4. Understand accommodation services and preventive measures to support individuals who are homeless or at risk of homelessness	4.1 4.2	Summarise the accommodation services available for people who are homeless or threatened with homelessness in your own region Describe strategies used by organisations to prevent homelessness
Linked to NOS ASTH327L Provide support to customers to reduce the risk of homelessness		

Understand Reablement in Health and Social Care Services		
Unit Reference	R/651/7538	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand the nature of reablement and its implementation in service provision.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
1. Understand reablement	1.1	Explain what is meant by the term reablement
	1.2	Describe the principles of reablement and the potential benefits for individuals and their families / carers
	1.3	Explain how reablement differs from longer-term service provision, in relation to outcomes-focused goals
2. Understand reablement service provision in health and social care	2.1	Describe reablement services available for individuals whose physical independence is restricted by their health or wellbeing, in own region
	2.2	Analyse the role of multi-disciplinary team working in supporting reablement provision
	2.3	Outline challenges that may arise when providing reablement services to individuals
3. Understand resources and techniques to support reablement	3.1	Outline a range of activities that may be the focus of reablement support for individuals

	3.2	Analyse potential barriers to engaging in reablement activities
	3.3	Describe how equipment and assistive technology can support reablement for individuals
	3.4	Outline techniques and skills used to support individuals during reablement
	3.5	Explain when and how to seek support from others in relation to reablement support for individuals

Linked to NOS

SCDHSC0025 Contribute to implementation of care or support plan activities
SCDHSC3112 Support individuals to manage their own health-being
SCDHSC0027 Support individuals in their daily living

Promoting Infection Prevention and Control in Health and Social Care		
Unit Reference	T/651/7539	
Level	2	
Credit Value	2	
Guided Learning (GL)	12	
Unit Summary	This unit will enable the learner to understand and demonstrate knowledge and skills in implementing infection prevention and control in health and social care.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.3)**	
The learner will	**The learner can**	
1. Understand your own role in the prevention and control of the spread of infection	1.1	Describe the main types of infection and ways in which they may be spread within the work setting
	1.2	Describe actions that should be taken to reduce the risks of infection to individuals and others
	1.3	Outline your own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection
	1.4	Describe your own responsibilities for ensuring the appropriate level of cleaning of environments and equipment
2. Be able to undertake your responsibilities to prevent and control the spread of infection in the work setting	2.1	Demonstrate appropriate use of Personal Protective Equipment (PPE) in a range of situations and in accordance with agreed ways of working
	2.2	Perform hand hygiene using recommended techniques and appropriate products

	2.3	Demonstrate appropriate level of cleaning of environments and equipment, in accordance with own role responsibilities and agreed ways of working
Linked to NOS SFHIPC1 Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments SFHIPC6 Use personal protective equipment to prevent the spread of infection		

Supporting Individuals to Participate in Group Activity Provision in Health and Social Care		
Unit Reference	D/651/7540	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	This unit will enable the learner to prepare, implement and review group activity provision in agreement with individuals in health and social care.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand the role of group activity provision in health and social care	1.1	Describe the range and purposes of group activities offered to individuals in your work context
	1.2	Analyse the benefits of group activity provision for individuals in your work context
	1.3	Outline resource considerations and their implications when providing group activities in your work context
2. Be able to prepare for a group activity in health and social care	2.1	Agree the purpose of a group activity with individuals and others, in accordance with individuals' needs and preferences
	2.2	Carry out preparatory checks using risk assessments associated with the individuals and the activity
	2.3	Prepare the environment and resources ensuring: > adequate space > risks are minimised

		> inclusion and cultural sensitivity have been considered
3. Be able to implement a group activity in health and social care	3.1	Carry out the planned group activity in accordance with your own role and agreed ways of working
	3.2	Ensure that resources and materials are used safely and appropriately
	3.3	Support individuals during the group activity to engage at their chosen level of participation
	3.4	Give direction, praise and reassurance to individuals during the group activity, ensuring an inclusive and person-centred approach
	3.5	Demonstrate how to bring the group activity to a safe and timely end
4. Be able to monitor and record the group activity and the support provided to individuals when engaging in the group activity in health and social care	4.1	Monitor individuals throughout the group activity and make adjustments as required
	4.2	Seek feedback from individuals at the end of the group activity
	4.3	Record individuals' engagement in the group activity and the support provided, in accordance with agreed ways of working
	4.4	Reflect on your own role and the support provided to individuals when planning and implementing a group activity and identify possible areas for improvement
Linked to NOS SCHDSC0394 Contribute to the provision of support groups SCDHSC0429 Work with groups to promote individual growth, development and independence		

Supporting Individuals with Personal Care in Accordance with their Care Plan		
Unit Reference	F/651/7541	
Level	2	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit will enable the learner to understand how to support individuals with personal care in accordance with their care plan and care values.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Be able to minimise risk before supporting an individual with personal care	1.1	Carry out preparatory checks using the individual's care plan risk assessment
	1.2	Demonstrate how to identify any immediate risks to the individual
	1.3	Describe the actions to take in relation to risks identified in **AC1.2**
	1.4	Describe the actions to take if the individual's wishes conflict with their care plan
	1.5	Prepare the environment and resources ensuring: > adequate space > potential hazards are removed
	1.6	Apply standard precautions for infection control
2. Be able to provide support for personal care safely	2.1	Demonstrate the use of appropriate communication methods and skills during the activity

	2.2	Support the individual in accordance with their care plan and agreed ways of working
	2.3	Support an individual in ways that maintain their comfort, respect their dignity and promote their active participation
	2.4	Demonstrate how to ensure safe disposal of waste materials
3. Be able to monitor and record support for personal care	3.1	Monitor the individual throughout the activity
	3.2	Explain ways to ensure that an individual can summon help, if required
	3.3	Record personal care functions as required by the individual's care plan
	3.4	Record an individual's personal care, in accordance with agreed ways of working

Linked to NOS

SFHCHS11 Undertake personal hygiene for individuals who require additional support to care for themselves
SCDHSC0218 Support individuals with their personal care needs
SFHIPC7 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection

Moving and Positioning Individuals in Accordance with their Care Plan		
Unit Reference	H/651/7542	
Level	2	
Credit Value	4	
Guided Learning (GL)	26	
Unit Summary	This unit will enable the learner to understand how to move and position individuals; and in accordance with their care plan, move and position them safely, while promoting active participation in the process.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand own responsibilities and accountability in relation to moving and positioning individuals	1.1	Identify policies, procedures, and guidelines in relation to moving and assisting individuals
	1.2	Describe health and safety considerations in relation to moving and positioning individuals
	1.3	Identify sources of information and support in relation to moving and positioning individuals
	1.4	Describe ways to maintain dignity when moving and positioning individuals
	1.5	Identify specific health conditions and ways in which they may impact on the moving and positioning of individuals
2. Be able to minimise risk before moving and positioning individuals	2.1	Carry out preparatory checks using the individual's care plan risk assessment
	2.2	Identify the aids and equipment that may be used for moving and positioning

	2.3	Demonstrate how to identify any immediate risks to the individual
	2.4	Describe the actions to take in relation to risks identified in **AC2.3**
	2.5	Describe the actions to take if the individual's wishes conflict with their care plan
	2.6	Prepare the environment ensuring: > adequate space for the move > potential hazards are removed
	2.7	Apply standard precautions for infection control
3. Be able to move and position an individual	3.1	Demonstrate the use of appropriate communication methods and skills during the activity
	3.2	Position the individual in accordance with their care plan
	3.3	Demonstrate how to effectively encourage the individual's active participation in the activity
	3.4	Monitor and observe the individual throughout the activity
4. Know how to recognise and report unsafe practices	4.1	Describe unsafe practices in moving and positioning that may affect the well-being of individuals
	4.2	Explain actions to take in your role, in relation to unsafe practices in moving and positioning individuals
Linked to NOS SCDHSC0233 Contribute to moving and positioning individuals SFHCHS6 Move and position individuals		

Undertaking Agreed Pressure Area Care		
Unit Reference	J/651/7543	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to understand how to care for and maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.7)**	
The learner will	**The learner can**	
1. Understand the anatomy and physiology of the skin in relation to pressure area care	1.1	Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure ulcers
	1.2	Illustrate where the pressure sites of the body are located
	1.3	Outline each of the stages of pressure ulcers
	1.4	Summarise factors which might put an individual at risk of skin breakdown and pressure ulcers
	1.5	Describe how incorrect handling and moving techniques can damage the skin
	1.6	Describe a range of interventions that can reduce the risk of skin breakdown and pressure ulcers
	1.7	Describe changes to an individual's skin condition that should be reported

2. Understand good practice in relation to own role when undertaking pressure area care	2.1	Summarise legislation and national guidelines affecting pressure area care
	2.2	Describe agreed ways of working relating to pressure area care
	2.3	Describe why team working and effective communication are important in relation to providing pressure area care
3. Be able to follow the agreed care plan	3.1	Describe why it is important to follow the agreed care plan
	3.2	Verify the agreed care plan has been checked prior to undertaking the pressure area care
	3.3	Describe concerns that may arise prior to undertaking the pressure area care as documented in the care plan and in accordance with own role and responsibilities
	3.4	Summarise actions to take, in accordance with own role and responsibilities, when concerns arise prior to undertaking the pressure area care as documented in the care plan
	3.5	Identify the pressure area risk assessment tools which are used in own work area
	3.6	Describe why it is important to use appropriate and agreed risk assessment tools
4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care	4.1	Identify the aids and equipment used to relieve pressure
	4.2	Describe safe use of aids and equipment
	4.3	Describe where current information and support can be obtained in relation to: > materials > equipment > resources

5. Be able to prepare to undertake pressure area care	5.1	Prepare equipment and environment in accordance with health and safety guidelines and individual's care plan
	5.2	Demonstrate how to obtain valid consent from the individual for pressure area care
6. Be able to undertake pressure area care	6.1	Carry out pressure area care procedures in a way that: > respects the individual's dignity and privacy > maintains the safety of both the individual and carers > ensures the individual's comfort > promotes active participation > promotes partnership working
	6.2	Apply standard precautions for infection prevention and control
	6.3	Carry out the pressure area care procedures without obstruction from bedding and clothing
	6.4	Move an individual using approved techniques and in accordance with the agreed care plan
	6.5	Use pressure relieving aids in accordance with the care plan and any safety instructions
	6.6	Communicate effectively with the individual throughout the intervention
	6.7	Complete all records and documentation accurately and legibly
Linked to NOS SFHCHS5 Undertake agreed pressure area care		

Providing Support to Manage Pain and Discomfort		
Unit Reference	K/651/7544	
Level	2	
Credit Value	2	
Guided Learning (GL)	15	
Unit Summary	This unit will enable the learner to understand and provide support to individuals to manage pain and discomfort in accordance with agreed ways of working.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
1. Understand approaches to managing pain and discomfort	1.1	Describe the importance of a holistic approach to managing pain and discomfort
	1.2	Describe at least **three** different approaches to alleviate pain and minimise discomfort
	1.3	Summarise agreed ways of working that relate to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort	2.1	Describe how pain and discomfort may affect an individual's holistic well-being and communication
	2.2	Demonstrate how to encourage an individual to express their pain or discomfort
	2.3	Describe how to recognise that an individual is in pain when they are not able to verbally communicate this
	2.4	Demonstrate how to effectively support others to recognise when an individual is in pain or discomfort

	2.5 2.6	Demonstrate how to carry out measures to alleviate pain and discomfort, in accordance with an individual's care plan, agreed ways of working and own job role and responsibilities Demonstrate how to effectively assist an individual to be positioned safely and comfortably
3. Be able to monitor and record the support provided to an individual to manage pain and discomfort	3.1 3.2	Demonstrate how to monitor an individual while supporting them to manage pain and discomfort Record an individual's use of agreed measures to alleviate pain and discomfort and the support provided, in accordance with agreed ways of working
Linked to NOS SCDHSC0216 Help address the physical comfort needs of individuals SCDHSC0224 Monitor the condition of individuals		

Supporting Individuals who are Distressed		
Unit Reference	L/651/7545	
Level	2	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	This unit will enable the learner to understand how to provide support to individuals through periods of distress in a range of settings.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand causes and effects of distress	1.1	Identify **four** common causes of distress
	1.2	Summarise **five** possible signs that may indicate an individual is distressed
	1.3	Describe how distress may affect the way an individual communicates
	1.4	Describe how working with an individual who is distressed may impact on own well-being
2. Be able to prepare to support individuals who are experiencing distress	2.1	Describe how to access information and advice about supporting an individual through a time of distress
	2.2	Identify signs of distress that would indicate the need for specialist intervention
	2.3	Describe how to access specialist intervention
	2.4	Summarise sources of support to manage own feelings when working with an individual who is distressed

3. Be able to support individuals through periods of distress	3.1	Demonstrate how to effectively communicate in empathic and reassuring ways which respects the individual's dignity, culture and beliefs
	3.2	Use an appropriate strategy to support the alleviation of immediate distress
	3.3	Adapt support as required in response to the individual's reactions
	3.4	Describe why involving others may be beneficial in supporting an individual who is distressed
4. Be able to support individuals to reduce distress	4.1	Demonstrate how to effectively support: > an individual to express their thoughts and feelings about troubling aspects of their life > an individual and others to identify triggers for distress > an individual and others to reduce triggers or alleviate causes of distress > an individual to reassess their usual ways of coping with distress
5. Be able to record and report on an individual's distress	5.1	Maintain accurate records relating to the individual's distress and the support provided in line with agreed ways of working
	5.2	Report on periods of distress in line with agreed ways of working
Linked to NOS SCDHSC0226 Support Individuals who are distressed SFHFMH15 Increase the individual's capacity to manage negative or distressing thoughts and emotional states		

Supporting Individuals with Multiple Conditions and/or Disabilities		
Unit Reference	M/651/7546	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to support individuals with multiple conditions and/or disabilities to engage in activities.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand the impact of multiple conditions and/or disabilities on individuals	1.1	Summarise possible multiple conditions and/or disabilities that individuals may have, in your work context
	1.2	Explain how multiple conditions and/or disabilities may have an additional impact on the individual's well-being and quality of life
	1.3	Explain how multiple conditions and/or disabilities may impact on individual's opportunity to participate in a range of activities
2. Understand your own role in supporting individuals with multiple conditions and/or disabilities	2.1	Explain own role in supporting the well-being of individuals with multiple conditions and/or disabilities
	2.2	Explain the steps to take when actions may be outside the scope of your own role and responsibilities
3. Understand the support available for individuals with multiple conditions and/or disabilities	3.1	Research the roles of at least **three** professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area

	3.2	Summarise resources available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.3	Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities
4. Be able to assist an individual with multiple conditions and/or disabilities to engage in activities	4.1	Demonstrate how to appropriately support an individual to identify their needs and preferences
	4.2	Identify resources that may be required to support an individual to engage in activities
	4.3	Demonstrate how to appropriately support an individual to engage in activities that meet their needs and preferences
	4.4	Demonstrate the use of appropriate communication methods and skills during the activities
5. Be able to monitor and record the activities and support provided to an individual when engaging in activities	5.1	Monitor an individual throughout the activities
	5.2	Record an individual's engagement in the activities and the support provided, in accordance with agreed ways of working
	5.3	Reflect on the support provided to an individual to engage in activities identifying possible areas for improvement
Linked to NOS SCDHSC0224 Monitor the condition of individuals		

Supporting Young People with a Disability in Transitioning to Adulthood		
Unit Reference	R/651/7547	
Level	3	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	The unit will enable the learner to understand how to support young people with a disability to transition into adulthood.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand the steps and stages of transitioning from childhood into adulthood	1.1	Summarise physical, social and emotional changes which occur for young people as they transition into adulthood
	1.2	Explain the changes faced by young people as they transition from childhood into adulthood in relation to their freedoms, rights and responsibilities
	1.3	Explain how culture may impact on the process of transitioning from childhood into adulthood
2. Understand how having a disability may affect the process of transitioning from childhood into adulthood	2.1	Explain theories about change and how this can inform the development and progression of a young person with a disability
	2.2	Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families
	2.3	Summarise challenges young people with a disability might have in understanding and coping with change

	2.4	Summarise the methods that can be used to support a young person with a disability to cope with changes
	2.5	Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into adulthood
	2.6	Summarise the legislation that affects the right of a young person with a disability to make decisions about their own life
3. Know how to support a young person who has a disability to make the transition into adulthood	3.1	Explain how a young person with a disability has the same 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 budgeting, employment or continued education and development
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	Demonstrate how to effectively support a young person to explore options for their future
	4.3	Use a person-centred approach and planning to support a young person with a disability to identify their needs and aspirations
	4.4	Use a person-centred approach to develop with the young person a plan to support them through transition
	4.5	Demonstrate how to effectively support the involvement of families in the transition process for a young person with

		a disability whilst respecting the young person's wishes
	4.6	Summarise ways to access resources to meet needs of a young person with a disability
	4.7	Explain the role of key agencies and professionals likely to be involved in the transition process
	4.8	Summarise 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 their transition	5.1	Use person-centred approaches with a young person with disabilities to review their transition plan to ensure the plan reflects their needs
	5.2	Demonstrate how to effectively support a young person to review their transition and document the outcomes of the plan in order inform future development
Linked to NOS SCDHSC0366 Support individuals to represent their own wishes and needs at decision-making events SCDHSC0310 Work with children and young people to prepare them for adulthood, citizenship and independence SCDHSC0382 Support individuals to manage change in their lives		

Supporting Parents with Disabilities		
Unit Reference	T/651/7548	
Level	3	
Credit Value	6	
Guided Learning (GL)	43	
Unit Summary	The unit will enable the learner to understand how to support parents with disabilities to have and bring up their children.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.3)**	
The learner will	**The learner can**	
1. Be aware of the legislative and policy frameworks that underpins good practice in the support of parents with disabilities	1.1	Summarise the policy, legislation and guidance relevant to supporting individuals with disabilities to have children and bring them up in a safe and nurturing environment
	1.2	Explain the statutory responsibilities placed on organisations towards families and children who are in need
2. Understand the support required by parents with disabilities and their families	2.1	Explain the support provided by adult and child services to a family who may need help
	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	Evaluate the needs, strengths and preferences of the parents and children to inform available support
	3.2	Develop flexible support strategies to meet families' needs at the different stages of their children's development

	3.3	Demonstrate how to implement and evaluate effective support strategies to meet families' needs
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children	4.1	Summarise the potential barriers that an individual with disabilities may face in becoming a parent and bringing up children
	4.2	Compare and contrast the positive and negative implications for parents with disabilities of having their child assessed as being in need
	4.3	Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities
	4.4	Demonstrate how to effectively support individuals with disabilities to overcome barriers to successful parenting
	4.5	Use an appropriate strategy to promote an individual's self-determination and self-confidence in their role as parents
	4.6	Demonstrate how to effectively support parents with **one** or more of the following disabilities to access learning programmes adapted to their learning needs and circumstances: > learning > communication > sensory disabilities
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 other workers, different services and informal support networks to a range of support for parents with disabilities	6.1 6.2 6.3	Plan how to involve relevant services to support either or both parents with disabilities and their children Demonstrate how to effectively support individuals access relevant services to support either or both parents with disabilities and their children Demonstrate ways of assisting the individual create, enhance and work with informal support networks
7. Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child or children	7.1 7.2 7.3	Explain own role and responsibilities in relation to safeguarding children Explain the action to take in response to any concerns regarding safeguarding children Explain the types of support the child may be individually entitled to
Linked to NOS SCDHSC0319 Support the families of children and young people in their own homes		

Supporting Individuals with Specific Communication Needs		
Unit Reference	Y/651/7549	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	This unit will enable the learner to develop their knowledge and skills to interact and use special methods or aids to promote communication with individuals with specific communication needs.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Be able to contribute to identifying the nature of specific communication needs of individuals and ways to address them, in accordance with their care plan	1.1	Work in partnership with an individual and others to identify an individual's specific communication needs
	1.2	Identify the communication methods or aids that best suit the needs of an individual, in accordance with their care plan
	1.3	Explain how and when to access sources of support for addressing specific communication needs
2. Be able to communicate with individuals with specific communication needs using their preferred form of communication	2.1	Prepare the environment to facilitate communication
	2.2	Use agreed methods or aids for communicating with an individual with specific communication needs
	2.3	Observe an individual's responses during the interaction
3. Know how to promote communication between individuals with specific	3.1	Summarise opportunities for an individual with specific communication needs to communicate with others

communication needs and others	3.2 3.3	Explain how to support an individual to use communication methods or aids that will help them to understand others and be understood Explain how to support others to understand and be understood when communicating with an individual with specific communication needs
4. Be able to monitor and record an individual's communication needs and the methods or aids used to address these	4.1 4.2 4.3	Monitor the effectiveness of agreed methods or aids for communicating when providing support Record information about an individual's specific communication Reflect on the effectiveness of your communication with an individual with specific communication needs, identifying possible areas for practice improvement
Linked to NOS SCDHSC0031 Promote effective communication SCDHSC0041 Maintain effective communication systems and practice SCDHSC0369 Support individuals with specific communication needs		

Supporting Individuals Who Are Substance Users		
Unit Reference	F/651/7550	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	This unit will enable learners to consider ways of supporting individuals who are substance users, include enabling them to adopt safe practices and supporting individuals' efforts to reduce or cease substance use.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the use of different substances	1.1	Outline a range of substances, including: > street names by which they are known in own region > ways in which they are used by individuals > short term effects > long term effects
	1.2	Summarise key aspects of legislation, policies and guidelines on the use and storage of substances
2. Be able to support individuals to adopt safe practices associated with substance use	2.1	Explain **three** reasons why an individual may wish to adopt safe practices associated with substance use
	2.2	Demonstrate the use of appropriate communication methods and skills with an individual in relation to their substance use, in accordance with their needs, rights and agreed ways of working
	2.3	Demonstrate how to advise an individual on harm reduction strategies, in

		accordance with their needs, rights and agreed ways of working
	2.4	Demonstrate how to advise an individual on safe ways to dispose of hazardous materials and equipment associated with their substance use, in accordance with agreed ways of working
3. Be able to support individuals who want to reduce or cease their substance use	3.1	Explain reasons why an individual may wish to reduce or cease substance use
	3.2	Demonstrate how to appropriately support an individual to recognise possible effects and challenges that may arise when attempting to reduce or cease substance use
	3.3	Demonstrate how to support an individual to manage the effects of attempting to reduce or cease substance use, in accordance with their needs, rights and agreed ways of working
	3.4	Describe a range of local services to support an individual to reduce or cease substance use, including protocols for accessing services
4. Be able to monitor and record the support provided to an individual who is a substance user	4.1	Demonstrate how to monitor the individual while providing support
	4.2	Record an individual's engagement with the support provided, in accordance with agreed ways of working
	4.3	Reflect on the support provided to an individual, identifying possible areas for improvement
Linked to NOS SFHAA1 Recognise indications of substance misuse and refer individuals to specialists SFHAB2 Support individuals who misuse substances SFHAI3 Use recognised theoretical models to provide therapeutic support to groups of individuals who misuse substances		

Supporting Individuals to use Medication in Health and Social Care		
Unit Reference	H/651/7551	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to prepare for and provide support to individuals to use medication; to monitor and record in accordance with agreed ways of working.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.6)**	
The learner will	**The learner can**	
1. Understand the legislative framework and agreed ways of working for the use of medication in health and social care	1.1	Summarise legislation and agreed ways of working that govern the use of medication in your work context
	1.2	Explain the legal classification system for medication
2. Know about common types of medication, their use and possible adverse reactions	2.1	Describe common types of prescribed medication used in social care settings, including for each: > its purpose and conditions for which it may be prescribed > changes to an individual's physical or mental wellbeing that may indicate an adverse reaction to the medication
3. Understand the forms, routes and equipment associated with the use of medication	3.1	Explain the forms in which medication may be presented
	3.2	Explain the routes of medication administration
	3.3	Describe a range of aids / equipment that may be used to assist with medication

4. Be able to receive, store and dispose of medication supplies safely	4.1	Explain how to receive supplies of medication in line with your own role and agreed ways of working
	4.2	Demonstrate how to store medication safely, in line with your own role and agreed ways of working
	4.3	Explain how to dispose of unused or unwanted medication safely, in line with your own role and agreed ways of working
5. Be able to support an individual to use medication	5.1	Demonstrate how to appropriately access required information regarding an individual's medication
	5.2	Demonstrate how to support an individual to use medication in accordance with their care plan and in ways that promote hygiene, safety, dignity and active participation
6. Be able to monitor and record the support provided to an individual to use medication	6.1	Demonstrate how to monitor an individual while supporting them to use medication
	6.2	Explain actions to take if an individual displays an adverse reaction after their use of medication
	6.3	Demonstrate how to seek feedback from an individual after supporting them to use medication
	6.4	Record an individual's use of medication and the support provided, in accordance with agreed ways of working
	6.5	Explain actions to take in the event of making or becoming aware of a medication error, in accordance with agreed ways of working
	6.6	Reflect on your own role in supporting an individual to use medication and identify possible areas for improvement

Linked to NOS

SCDHSC3122 Support Individuals to use medication in social care settings

Administering Medication to Individuals in Health and Social Care		
Unit Reference	J/651/7552	
Level	3	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit will enable the learner to prepare for and administer medication to individuals; to monitor and record in accordance with agreed ways of working.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.5)**	
The learner will	**The learner can**	
1. Understand the legislative framework and agreed ways of working for the use of medication in health and social care	1.1	Summarise legislation and agreed ways of working that govern the use of medication in your work context
	1.2	Explain the legal classification system for medication
2. Know about common types of medication, their use and possible adverse reactions	2.1	Describe common types of prescribed medication used in social care settings, including for each: > its purpose and conditions for which it may be prescribed > changes to an individual's physical or mental well-being that may indicate an adverse reaction to the medication
3. Understand the forms, routes and equipment associated with the use of medication	3.1	Explain the forms in which medication may be presented
	3.2	Explain the routes of medication administration
	3.3	Describe a range of aids / equipment that may be used to assist with medication

4. Be able to receive, store and dispose of medication supplies safely	4.1	Explain how to receive supplies of medication in line with your own role and agreed ways of working
	4.2	Demonstrate how to store medication safely, in line with your own role and agreed ways of working
	4.3	Explain how to dispose of unused or unwanted medication safely, in line with your own role and agreed ways of working
5. Be able to prepare to administer medication	5.1	Demonstrate how to appropriately access required information regarding an individual's medication
	5.2	Apply standard precautions for infection control when preparing to administer medication
	5.3	Verify the identity of an individual, obtain their consent and confirm their readiness for the administration of medication
	5.4	Select, check and prepare medication in accordance with medication records and agreed ways of working
	5.5	Explain ways to ensure the appropriate timing of administration of medication
6. Be able to administer medication safely	6.1	Demonstrate how to follow instruction requirements for administering the medication
	6.2	Explain how to report any immediate issues with the administration of medication
	6.3	Demonstrate how to safely administer the medication in accordance with medication records and agreed ways of working
	6.4	Demonstrate how to support and reassure an individual during the administration of

		medication, in accordance with their care plan and in ways that: > minimise distress > safeguard dignity > promote active participation
	6.5	Demonstrate how to effectively monitor the individual during the administration of medication
	6.6	Confirm that the individual has taken the medication
	6.7	Explain actions to take if an individual has an adverse reaction following the administration of medication
7. Be able to record the administration of medication in accordance with legal requirements and agreed ways of working	7.1	Demonstrate how to maintain the security of medication and related records throughout the process
	7.2	Complete required records following the administration of medication
	7.3	Demonstrate how to return medication and related records to the correct place for storage
	7.4	Explain actions to take in the event making or becoming aware of an error in the administration of medication, in accordance with agreed ways of working
	7.5	Reflect on your own role in the administration of medication and identify possible areas for improvement
Linked to NOS SCDHSC3122 Support Individuals to use medication in social care settings		

Contributing to Awareness Raising of Health Issues		
Unit Reference	K/651/7553	
Level	3	
Credit Value	4	
Guided Learning (GL)	26	
Unit Summary	This unit will enable the learner to participate in teams to raise awareness of health issues in a range of settings.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Understand factors impacting on awareness raising activities about health issues	1.1	Analyse reasons why it may be necessary to raise awareness of health issues
	1.2	Compare and contrast the roles of **three** agencies or other bodies who may be involved in raising awareness of health issues
	1.3	Summarise factors to consider when planning awareness raising activities
2. Be able to recognise the need for raising awareness of health issues	2.1	Demonstrate how to access appropriate information and support about health issues and approaches to raising awareness
	2.2	Evaluate with others health issues affecting individuals about which awareness needs to be raised
	2.3	Review with others the demand for and interest in raising awareness of a given health issue
3. Be able to assist in planning activities to raise awareness of health issues	3.1	Contribute effectively to agreeing roles and responsibilities within team planning awareness-raising activities

	3.2	Participate effectively within a team to plan a set of activities to raise awareness about a given health issue
4. Be able to contribute to implementing activities for raising awareness of health issues	4.1 4.2 4.3	Carry out role in **AC3.1** to implement health awareness raising activities Demonstrate effective communication to enhance team working while implementing plan identified in **AC3.2** Demonstrate how to effectively encourage individuals and others to provide feedback about awareness-raising activities
5. Be able to review the effectiveness of activities to raise awareness of health issues	5.1 5.2 5.3 5.4	Participate effectively with others to agree processes and criteria for reviewing the activities undertaken in **AC4.1** Collate and present information in an appropriate format regarding activities undertaken in **AC4.1** Participate effectively with others to review the effectiveness of the activities undertaken in **AC4.1** using collated information and feedback from individuals and others Make recommendations where appropriate for improvement to awareness-raising activities
Linked to NOS SCDHSC3103 Contribute to raising awareness of health issues		

Supporting Individuals to Maintain and Develop Skills for Everyday Life		
Unit Reference	L/651/7554	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	This unit will enable the learner to work with individuals to retain, regain or develop skills for everyday life.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand factors that influence individuals' access to services and facilities	1.1	Summarise reasons why individuals may need support to retain, regain or develop skills for everyday life
	1.2	Explain how retaining, regaining or developing skills for everyday life can benefit individuals
	1.3	Describe a range of methods for retaining, regaining or developing skills for everyday life
2. Be able to support individuals to select services and facilities	2.1	Demonstrate how to effectively identify with an individual and others the support needed to retain, regain or develop skills for everyday life
	2.2	Demonstrate how to effectively gain agreement with an individual on a plan for retaining, regaining or developing skills for everyday life identified in AC2.1
	2.3	Discuss possible challenges that may arise when planning and identify ways to address them
	2.4	Demonstrate how to effectively support an individual to understand the plan and any

		processes, procedures or equipment required to implement and monitor it
3. Be able to support individuals to access and use services and facilities to ensure rights and preferences are met	3.1 3.2 3.3	Demonstrate how to effectively provide agreed support identified in AC2.1 to retain, regain or develop skills for everyday life, in a way that promotes active participation by the individual Demonstrate how to effectively provide encouragement and feedback to the individual during activities to develop or maintain their skills Summarise actions to take if an individual becomes distressed or is unable to continue with skills development activities
4. Be able to monitor and record the support provided to individuals when accessing and using services and facilities	4.1 4.2 4.3 4.4	Monitor an individual throughout the activities and make adjustments as required Seek feedback from an individual at the end of the skills activities Record an individual's engagement in the activities and the support provided, in accordance with agreed ways of working Reflect on your own role and the support provided to an individual when planning and implementing support for retaining, regaining or developing skills for everyday life and identify possible areas for improvement
Linked to NOS SCDHSC0329 Support individuals in their daily living		

Supporting Individuals to Access and Use Services and Facilities		
Unit Reference	M/651/7555	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	This unit will enable the learner to understand how to support individuals to select, use and review services and facilities in a range of settings.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand factors that influence individuals' access to services and facilities	1.1	Explain how accessing services and facilities can be beneficial to an individual's well-being
	1.2	Summarise potential barriers that individuals may encounter in accessing services and facilities and how they may be overcome
	1.3	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2. Be able to support individuals to select services and facilities	2.1	Demonstrate how to effectively support an individual to identify appropriate services and facilities to meet their assessed needs and preferences
	2.2	Demonstrate how to effectively support an individual to select services and facilities that meet their assessed needs and preferences
3. Be able to support individuals to access and use services and facilities	3.1	Demonstrate how to support an individual to identify the resources and assistance

to ensure rights and preferences are met		required to access and use selected services and facilities
	3.2	Demonstrate how to support an individual to access and use services and facilities, in accordance with your own job role and responsibilities
	3.3	Explain how to ensure an individual's rights and preferences are promoted when accessing and using services and facilities
4. Be able to monitor and record the support provided to individuals when accessing and using services and facilities	4.1	Seek feedback from an individual after accessing and using services and facilities
	4.2	Record an individual's engagement while accessing and using services and facilities and the support provided, in accordance with agreed ways of working
	4.3	Reflect on your own role and the support provided to an individual when accessing and using services and facilities and identify possible areas for improvement
Linked to NOS SCDHSC0329 Support individuals to plan, monitor, and review the delivery of services		

Supporting Individuals in Their Relationships		
Unit Reference	R/651/7556	
Level	3	
Credit Value	4	
Guided Learning (GL)	27	
Unit Summary	This unit will enable the learner to understand how to provide support for individuals to establish and maintain relationships and social networks in a range of settings.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand factors affecting the capacity of individuals to develop and maintain relationships	1.1	Summarise reasons why individuals may find it difficult to establish and maintain relationships
	1.2	Summarise the main types of legal restrictions or requirements that may affect an individual's relationships
	1.3	Explain how an individual's capacity to establish and 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	Demonstrate how to effectively support an individual to understand the benefits of positive relationships
	2.2	Demonstrate how to effectively support an individual to identify when a relationship may be detrimental, harmful and beneficial

3. Be able to support individuals to develop new relationships	3.1	Summarise support and information an individual may need in order to extend their social network
	3.2	Demonstrate how to assist an individual develop a new relationship including: > establishing type and level of support required > providing agreed support and information > encouraging ongoing participation
4. Be able to support individuals to maintain existing relationships	4.1	Summarise the support an individual may need in order to maintain an existing relationship with family or friends
	4.2	Demonstrate how to establish with an individual the type and level of support in order to maintain the relationship identified in **AC4.1**
	4.3	Demonstrate how to provide agreed support in order to maintain the relationship identified in **AC4.1**
5. Be able to work with individuals to evaluate the support provided for relationships	5.1	Demonstrate how to establish with an individual the criteria for evaluating how effective the support for a relationship has been
	5.2	Demonstrate how to effectively work with an individual and others to review and revise the support provided
	5.3	Report and record on outcomes of evaluation in line with agreed ways of working
Linked to NOS SCDHSC0331 Support individuals to develop and maintain social networks and relationships SCDHSC03110 Promote effective relationships with individuals		

Promoting Positive Behaviour		
Unit Reference	T/651/7557	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	The aim of this unit is to enable learners to work with individuals to promote positive behaviour and respond appropriately to behaviours of concern.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand behaviour as a means of expression	1.1	Explain a range of factors that may impact on an individual's behaviour including: > environmental factors > personal factors > others
	1.2	Explain what is meant by behaviour as a means of expression
	1.3	Analyse how behaviour may be perceived by others and the potential impact on an individual
	1.4	Explain the role of functional assessment in understanding an individual's behaviour
2. Be able to promote positive behaviour	2.1	Explain the importance of maintaining a person-centered approach when promoting positive behaviour for an individual
	2.2	Summarise own role and responsibilities in relation to positive behaviour support for an individual

	2.3	Demonstrate the use of agreed ways of working to minimise the likelihood of behaviours of concern
	2.4	Reinforce positive behaviour with an individual
3. Be able to respond appropriately to behaviours of concern	3.1	Summarise a range of behaviours of concern that may arise in your own work context
	3.2	Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident where the individual has displayed behaviour of concern
	3.3	Respond to incidents in accordance with support plans and agreed ways of working, when an individual has displayed behaviour of concern
4. Be able to provide support after an individual displayed behaviour of concern	4.1	Demonstrate support provided to an individual after they displayed behaviour of concern
	4.2	Demonstrate accurate and factual recording in accordance with agreed ways of working, after an individual displayed behaviour of concern
	4.3	Demonstrate participation in post-incident support processes after an individual displayed behaviour of concern
	4.4	Reflect on your own role and the support provided to an individual in relation to their behaviours and identify possible areas for improvement
Linked to NOS SCDHSC0336 Promote positive behaviour SCDHSC0398 Support individuals with programmes to promote positive behaviour		

SFHMH27 Reinforce positive behavioural goals during relationships with individuals
SFHGEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour

Preparing for and Carrying Out Extended Feeding Techniques		
Unit Reference	Y/651/7558	
Level	3	
Credit Value	4	
Guided Learning (GL)	27	
Unit Summary	This unit will enable the learner to understand how to prepare for and carry out extended feeding techniques to ensure individuals maintain appropriate nutritional and fluid intake in a range of settings.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.3)**	
The learner will	**The learner can**	
1. Understand legislation and agreed ways of working when using extended feeding techniques	1.1	Explain legislation, protocols and agreed ways of working that impact on working practices related to extended feeding
	1.2	Explain the importance of following specified extended feeding procedures
2. Understand anatomy and physiology in relation to extended feeding and importance of nutrition and fluids	2.1	Explain the anatomy and physiology of the gastrointestinal tract in relation to extended feeding
	2.2	Summarise conditions when extended feeding methods are required
	2.3	Explain the importance of fluid and maintaining nutritional balance to the health of individuals
3. Understand extended feeding techniques	3.1	Explain techniques for extended feeding
	3.2	Summarise equipment and materials that may be used for extended feeding
	3.3	Summarise ways to support an individual to prepare for extended feeding in a way

		that meets their individual needs and preferences
	3.4	Explain how to identify and deal with adverse reactions which may occur: > during procedures > following procedures
4. Be able to prepare for extended feeding	4.1	Prepare for extending feeding by confirming the following: > availability of adequate and relevant fluids and feeds > identity and valid consent of the individual > equipment and materials are appropriate to the procedure and fit for purpose
	4.2	Position an individual to ensure safety and comfort to facilitate the method of extended feeding
5. Be able to carry out and complete extended feeding techniques	5.1	Attach and position feeding tubes correctly and securely that prevents discomfort and promotes the dignity of an individual
	5.2	Carry out extended feeding safely according to the individual's plan of care
	5.3	Observe the individual throughout the activity and respond to any adverse reactions
	5.4	Assess the comfort of the individual following extended feeding making adjustments to improve comfort as required
	5.5	Maintain appropriate communication with the individual during the extended feeding
6. Be able to manage risks relating to extended feeding	6.1	Summarise potential risks associated with extended feeding

	6.2	Explain potential sources and consequences of contamination related to extended feeding
	6.3	Explain why it is important to: > maintain the correct level of cleanliness > pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
	6.4	Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
	6.5	Dispose of the following in accordance with legislation and agreed ways of working: > used equipment, materials and feeds > body fluids including those aspirated prior to feeding
7. Be able to maintain records and report on extended feeding	7.1	Maintain accurate records
	7.2	Consult with others who may be involved in reviewing the nutritional and fluid intake of an individual
	7.3	Report any findings regarding the extended feeding process which may have an impact on the individual's care plan
Linked to NOS SFHCHS17 Carry out extended feeding techniques to ensure individuals nutritional and fluid intake		

Undertaking Physiological Measurements		
Unit Reference	A/651/7559	
Level	3	
Credit Value	3	
Guided Learning (GL)	23	
Unit Summary	This unit will enable the learner to understand how to take and record physiological measurements as part of the individual's care plan including the knowledge and understanding of the importance of accurate measuring and recording.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1	Summarise current legislation, national guidelines, organisational policies and protocols that promote good working practices
2. Understand the importance, characteristics and measurement of physiological states	2.1	Explain the characteristics of blood pressure including: > blood pressure maintenance > differentiation between systolic and diastolic blood pressure > normal limits > conditions of high or low blood pressure
	2.2	Explain the characteristics of body temperature including: > temperature maintenance > normal body temperature > pyrexia, hyper-pyrexia and hypothermia
	2.3	Explain the characteristics of respiratory rates including:

		> normal respiratory rates > factors affecting respiratory rates in ill and well individuals
	2.4	Explain the characteristics of pulse rates including: normal pulse rates limits factors affecting pulse rates – raising or lowering pulse sites on the body the requirement for pulse oximetry measurements analysis and implication of pulse oximetry findings
	2.5	Explain the relationship between Body Mass Index (BMI) and weight/dietary control
	2.6	Explain the importance of undertaking physiological measurements
	2.7	Explain the major factors that influence changes in physiological measurements
	2.8	Explain how physiological measurements may need to be adapted for the individual
3. Be able to prepare to take physiological measurements	3.1	Communicate effectively with an individual in order to explain what and why physiological measurements will be undertaken
	3.2	Demonstrate how to effectively reassure an individual during the physiological measurement process
	3.3	Demonstrate how to effectively answer questions and deal with concerns during the physiological measurement process
	3.4	Explain the assistance individuals may require prior to the physiological measurement process

	3.5	Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
	3.6	Demonstrate how to effectively and appropriately prepare all materials and equipment to be used
	3.7	Confirm an individual's identity and obtain valid consent prior to the physiological measurement process
4. Be able to undertake physiological measurements	4.1	Apply the following standard precautions relevant to the procedure and environment: > infection prevention and control > health and safety measures
	4.2	Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement for each of the following: > blood pressure > body temperature > respiratory rate > pulse
	4.3	Monitor the condition of the individual throughout the measurement
	4.4	Respond to any significant changes in the individual's condition
	4.5	Follow the agreed process when unable to obtain or read a physiological measurement
	4.6	Identify any issues outside own responsibility and refer these to other colleagues
5. Be able to record and report results of	5.1	Explain why it is important to accurately and legibly record physiological measurements

physiological measurements	5.2 5.3 5.4	Summarise **three** common conditions which require recording of physiological measurements Summarise the correct process for reporting measurements that fall outside the normal levels Record accurate physiological measurements using the correct documentation for each of the following: > blood pressure > body temperature > respiratory rate > pulse
Linked to NOS SFHCHC19 Undertake routine clinical measurements		

Undertaking Stoma Care		
Unit Reference	H/651/7560	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to understand how to support individuals with a bowel/bladder stoma.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.5)**	
The learner will	**The learner can**	
1. Understand current legislation national guidelines, policies, protocols and good practice related to stoma care	1.1	Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care
	1.2	Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which inform good practice when carrying out stoma care
2. Understand the anatomy and physiology in relation to conditions requiring stoma care	2.1	Summarise **three** reasons why a stoma may be necessary
	2.2	Illustrate the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits, and nephrostomy
	2.3	Summarise the potential consequences of contamination of stoma drainage systems
	2.4	Summarise the effects of diet and mobility on stoma function
3. Be able to prepare individuals for stoma care	3.1	Verify an individual's identity and gain valid consent prior to stoma care

	3.2	Communicate information in a manner that is accessible and sensitive to the personal beliefs and preferences of an individual
	3.3	Carry out preparatory checks according to an individual's care plan
	3.4	Apply standard precautions for infection prevention and control following organisational policy and national guidelines
	3.5	Apply health and safety measures relevant to the procedure and environment
	3.6	Prepare equipment and materials for stoma care according to an individual's plan of care
4. Be able to carry out stoma care for individuals	4.1	Summarise factors which may affect the level of assistance required
	4.2	Negotiate agreement in relation to the level of support required with an individual
	4.3	Carry out stoma care in line with organisational policy and according to an individual's care plan
	4.4	Explain actions to take if the prepared stoma care equipment appears to be inappropriate or unsuitable
	4.5	Demonstrate how to effectively support individuals to select and consume food and drink which may help support effective stoma functioning
5. Be able to monitor and check individuals following stoma care	5.1	Monitor an individual's condition throughout stoma care procedures

	5.2	Check for any adverse effects and potential complications related to stoma care procedures
	5.3	Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred
	5.4	Record accurately the outcomes of stoma care activity and in line with organisational policies
	5.5	Identify when further support and advice may be needed and how it may be accessed
Linked to NOS SFHIPC7 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection SFHCHS10 Undertake stoma care		

Performing Routine Electrocardiograph Procedures		
Unit Reference	J/651/7561	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to understand how to record electrocardiograph (ECG) at rest and undertake ambulatory ECG procedures.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.7)**	
The learner will	**The learner can**	
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine ECG procedures
	1.2	Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines
	1.3	Explain own responsibilities in relation to reporting acts or omissions in care that could be detrimental to the outcome of the procedure
2. Understand the purpose and functions of ECGs	2.1	Explain the purpose of ECG procedures
	2.2	Summarise the type, common characteristics and set up requirements of recording devices used in ECG procedures
	2.3	Illustrate the structure and function of the heart
	2.4	Demonstrate how to identify a normal ECG and relate this to the conduction system of the heart

	2.5	Illustrate the correct positioning of electrodes for at rest and ambulatory procedures
	2.6	Explain why it is important to position electrodes correctly
	2.7	Explain what is meant by the term artifact in relation to ECG including potential sources and how they may be identified
	2.8	Summarise **three** steps that may be taken to reduce the impact of artifacts on an ECG reading
3. Be able to prepare for routine ECG procedures	3.1	Apply health and safety measures relevant to routine ECG procedures
	3.2	Apply standard precautions for infection control
	3.3	Verify an individual's identity, reason for referral and obtain valid consent prior to ECG procedure
	3.4	Verify an individual is fit to undergo the procedure
	3.5	Communicate the procedure effectively to an individual in an accessible way
	3.6	Summarise factors or special requirements, which may affect the test or test results
	3.7	Seek guidance where alternative arrangements are required to meet special requirements
	3.8	Demonstrate how to establish the suitability of the equipment for the procedure
	3.9	Prepare sites and position electrodes taking into account any special requirements that have been identified

4. Be able to carry out routine ECG procedures	4.1	Check that an individual's privacy and dignity is maintained at all times
	4.2	Maintain constant observation of an individual throughout the procedure to ensure safety and wellbeing
	4.3	Communicate information in an accessible way that is sensitive to the personal beliefs and preferences of an individual
	4.4	Demonstrate how to effectively encourage an individual to relax and remain immobile throughout a resting ECG
	4.5	Summarise **three** reasons why an ambulatory ECG may need to be stopped
	4.6	Check an individual understands the need for recording signs and symptoms, throughout an ambulatory ECG
	4.7	Label documents and tracings accurately and in line with organisational policies
Linked to NOS SFHCHS130 Perform routine electrocardiograph (ECG) procedures		

Supporting Individuals to Manage Dysphagia		
Unit Reference	K/651/7562	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	The aim of this unit is to enable learners to develop their knowledge and skills when supporting individuals to manage dysphagia, especially in relation to nutritional and fluid intake.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand dysphagia and its associated risks	1.1	Define what is meant by dysphagia
	1.2	Identify signs that could indicate: > a swallowing difficulty > a change in a pre-existing swallowing difficulty
	1.3	Identify risks associated with dysphagia.
	1.4	Outline health conditions often associated with dysphagia
2. Understand how to support individuals to manage dysphagia in line with local and national guidelines and good practice	2.1	Outline the key aspects of each level of the International Dysphagia Diet Standardisation Initiative (IDDSI) Framework
	2.2	Describe safe swallowing procedures at mealtimes including: > positioning > alertness > textures > help

	2.3	Describe reporting and recording responsibilities associated with own job role, in relation to dysphagia related incidents
	2.4	Describe assessment documents for individuals that should be followed if an individual has swallowing difficulties
3. Be able to follow the care plan in relation to an individual's dysphagia	3.1	Carry out preparatory checks using: > care plan > agreed ways of working
	3.2	Apply appropriate standard precautions for infection prevention and control
	3.3	Prepare equipment and environment in accordance with health and safety and the individual's care plan
4. Be able to support an individual in managing their dysphagia	4.1	Verify an individual's identity and gain valid consent for the activity
	4.2	Demonstrate how to effectively assist an individual to be positioned safely and comfortably
	4.3	Ensure that oral intake is in the consistency and appearance outlined in an individual's care plan and following regulatory and agreed ways of working
	4.4	Support an individual's active participation as specified in the individual's care plan
	4.5	Demonstrate how to communicate effectively with the individual throughout the activity
5. Be able to monitor and record the management of an individual's dysphagia	5.1	Carry out required monitoring relating to the management of an individual's dysphagia during and after oral intake
	5.2	Update records regarding the support provided in accordance with agreed ways of working

Linked to NOS

SCDHSC0214 Support individuals to eat and drink
SCDHSC0213 Provide food and drink to promote individuals' health and well-being

Supporting Individuals Using Telecommunications Technologies		
Unit Reference	L/651/7563	
Level	3	
Credit Value	5	
Guided Learning (GL)	36	
Unit Summary	This unit will enable the learner to understand how to interact with individuals using telecommunications.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Understand the legal and local requirements and policies relating to the use of telecommunications when supporting individuals	1.1	Summarise the legal and local requirements and policies that impact on supporting individuals when using telecommunications technologies including rights of the individual
2. Understand telecommunication technologies and how they are used to interact with individuals	2.1	Compare and contrast **three** different types of telecommunication technologies
	2.2	Explain how interactions may differ depending on the type of telecommunication technologies used
	2.3	Demonstrate how to effectively respond using telecommunications technologies to an individual's needs and accordance with organisational policies
	2.4	Record accurately details of interactions in accordance with organisational requirements
3. Be able to engage with individuals using telecommunications	3.1	Engage with the individual remotely: > providing opportunities to sustain the interaction > providing reassurance of continued interest

		> encouraging individuals to share their concerns > responding to the individual's immediate requirements at each stage during the interaction > recognising where anonymity may encourage them to respond
	3.2	Provide information to the individual about the remote service and confirm its appropriateness
	3.3	Demonstrate how to identify the appropriateness of using telecommunication technologies for a given individual's circumstances
	3.4	Demonstrate how to effectively encourage an individual to provide additional information about their situation or requirements when using telecommunications technologies
	3.5	Summarise how to maintain confidentiality of the individual, self, and colleagues according to organisational policies and procedures
	3.6	Comply with legal and organisational requirements and policies relevant to the functions being carried out
4. Be able to identify and evaluate any risks for individuals during the interaction	4.1	Demonstrate how to identify the types of risks different individuals might face while using telecommunications technologies
	4.2	Evaluate the implications of any risks facing an individual, including: > the circumstances in which the interaction is being made > the types of problems which could occur > the significance of any signs of increased stress during interactions > whether there are any constraints on individuals

	4.3	Summarise appropriate action to deal with any risks, dangers or problems during an interaction when using telecommunications technologies
5. Be able to appropriately conclude and record an interaction	5.1	Demonstrate how to appropriately conclude interactions: > identifying when to close the interaction > providing clear information to the individual on the reasons for ending the interaction > operating to the guidelines and procedures of the organisation > explaining what further action may be taken
	5.2	Summarise **two** situations where it would be dangerous or disadvantageous to the interest of an individual to terminate the interaction
	5.3	Explain why checking and recording an individual's details might be required before ending or transferring the telecommunications connection
	5.4	Check and record accurately an individual's demographic details
Linked to NOS SFHGEN21N Interact with individuals using telecommunications and the internet		

Supporting Individuals to Negotiate Different Environments		
Unit Reference	M/651/7564	
Level	3	
Credit Value	5	
Guided Learning (GL)	34	
Unit Summary	This unit will enable the learner to understand how to support individuals to negotiate different environments (familiar and / or unfamiliar to the individuals).	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand the factors that impact on an individual being able to negotiate different environments	1.1	Analyse how different conditions and disabilities may impact on individuals being able to negotiate different environments
	1.2	Summarise potential barriers for individuals negotiating different environments and how they may be addressed
2. Be able to prepare to support an individual to negotiate different environments	2.1	Demonstrate how to identify with an individual **one** or more activities which require them to negotiate different environments
	2.2	Explain how to assess the risks associated with supporting an individual to negotiate different environments for **one** or more activities identified in **AC2.1**
3. Be able to support an individual to negotiate different environments	3.1	Demonstrate how to effectively support an individual to negotiate different environments for **one** or more activities following an agreed plan
	3.2	Demonstrate how to effectively provide encouragement and feedback to the

		individual while negotiating different environments for **one** or more activities
	3.3	Summarise actions to take if an individual becomes distressed or is unable to continue to negotiate different environments for **one** or more activities
4. Be able to monitor and record the support provided to an individual when negotiating different environments for one or more activities	4.1	Monitor an individual while negotiating different environments for **one** or more activities and make adjustments as required
	4.2	Seek feedback from an individual at the end of negotiating different environments for **one** or more activities
	4.3	Record an individual's engagement in negotiating different environments for **one** or more activities and the support provided, in accordance with agreed ways of working
	4.4	Reflect on your own role and the support provided to an individual when supporting them to negotiate different environments and identify possible areas for improvement
Linked to NOS SCDHSC0372 Develop programmes to enable individuals to find their way around environments		

Promoting Nutrition and Hydration in Health and Social Care Settings		
Unit Reference	R/651/7565	
Level	3	
Credit Value	5	
Guided Learning (GL)	36	
Unit Summary	This unit will enable the learner to understand the importance of good nutrition and hydration and to provide support for individuals to in relation to their nutrition and hydration.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand a balanced diet in health and social care	1.1	Summarise current national nutritional guidelines for a balanced diet
	1.2	Explain the importance of a balanced diet and the potential impact of a poor diet on individuals' health and wellbeing
	1.3	Analyse how a balanced diet should take account of individuals' health needs; preferences; beliefs; and culture
2. Understand the importance of good nutrition and hydration in health and social care	2.1	Explain the importance of hydration
	2.2	Describe risk factors that may lead to: > malnutrition > dehydration
	2.3	Describe possible signs of: > malnutrition > dehydration
	2.4	Outline ways to promote good nutrition and hydration with an individual and / or others involved in their care / support

3. Understand how to prevent malnutrition and dehydration in health and social care settings	3.1	Explain how to ensure foods and drinks have increased nutritional density through fortification within a health and social care setting
	3.2	Explain the appropriate use of nutritional supplements within a health and social care setting
	3.3	Explain ways in which nutrition and hydration can be monitored
4. Be able to provide support for an individual in relation to nutrition and hydration	4.1	Carry out preparatory checks using an individual's: > care plan > risk assessment
	4.2	Prepare the environment and resources, ensuring: > appropriate utensils are available for use > potential hazards are addressed
	4.3	Apply standard precautions for infection control before, during and after providing support for an individual in relation to nutrition and hydration
	4.4	Demonstrate the use of appropriate communication methods and skills when providing support for an individual in relation to nutrition and hydration
	4.5	Support an individual in ways that respect their dignity, promote their active participation and at a pace appropriate for them
5. Be able to monitor and record support for an individual in relation to nutrition and hydration in health and social care	5.1	Monitor and respond to an individual's feedback or observed reactions while providing support in relation to nutrition and hydration

	5.2 5.3	Record information and support provided in relation to nutrition and hydration of an individual in accordance with agreed ways of working Reflect on your own role and the support provided to an individual in relation to nutrition and hydration and identify possible areas for improvement
Linked to NOS SCDHSC0214 Support individuals to eat and drink SCDHSC0213 Provide food and drink to promote individuals' health and well-being		

Performing Intravenous Cannulation		
Unit Reference	T/651/7566	
Level	3	
Credit Value	4	
Guided Learning (GL)	34	
Unit Summary	This unit will enable the learner to understand how to insert intravenous cannula to facilitate access to the blood system for treatment or diagnostic purposes in adults.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Understand current legislation, national guidelines, policies, protocols and good practice relating to intravenous cannulation	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines in relation to performing intravenous cannulation
2. Understand the importance of working within own role when performing intravenous cannulation	2.1	Explain the importance of working within own role when performing intravenous cannulation and when advice should be sought
3. Understand the purpose and functions of intravenous cannulation	3.1	Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannula
	3.2	Summarise indications and reasons for intravenous cannulation
	3.3	Explain factors which influence the choice of cannula and the site to be used
	3.4	Explain preparation and positioning of an individual for insertion of intravenous cannula

	3.5	Explain potential risks associated with the insertion of intravenous cannula
	3.6	Evaluate current evidence-based practice relating to the management of risks associated with the insertion of intravenous cannula
4. Be able to prepare to carry out intravenous cannulation	4.1	Implement health and safety measures relevant to the procedure and environment
	4.2	Apply standard precautions for infection control
	4.3	Verify an individual's identity and gain valid consent
	4.4	Communicate information in a way that is sensitive to the personal beliefs and preferences of an individual and which may alleviate anxiety
	4.5	Perform checks to ensure an individual's privacy and dignity is maintained at all times
	4.6	Prepare equipment for intravenous cannulation in line with organisational policies and protocols
	4.7	Assess potential risks prior to and during the procedure taking appropriate action if required, seeking clinical advice and support if events or risks are beyond own level of competence
5. Be able to carry out intravenous cannulation	5.1	Demonstrate how to identify and prepare an appropriate site for cannulation, using the correct size and type of cannula
	5.2	Position and use a tourniquet to engorge the selected vein with blood in accordance with organisational policies and good practice guidelines

	5.3	Insert the cannula into selected vein using the approved technique and confirm correct siting, positioning and patency of cannula
	5.4	Apply an approved dressing to fix the cannula in position
	5.5	Flush the cannula when in situ according to organisational policies
	5.6	Attach and secure the correct giving set to where infusion is required following approved procedures
	5.7	Dispose of hazardous waste appropriately following organisational policies before leaving the care area
6. Be able to monitor and report on the intravenous cannulation	6.1	Observe for any sign, condition or behaviour which may signify adverse reactions to the procedure and report in line with organisational policy and protocol
	6.2	Report and record accurately the cannulation procedure in accordance with agreed ways of working
	6.3	Monitor and maintain the cannulation site at regular intervals to avoid infection and maintain access
Linked to NOS SFHIPC5 Minimise the risk of exposure to blood and body fluids while providing care		

Obtaining and Testing Capillary Blood Samples		
Unit Reference	A/651/7568	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to understand how to obtain capillary blood samples using either manual or automated lancets and testing of the sample where this is required.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples	1.1	Summarise current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples
2. Understand the anatomy and physiology of capillary blood samples and reasons for obtaining and testing	2.1 2.2 2.3	Illustrate the structure and purpose of capillary blood vessels Explain **three** reasons for obtaining and testing capillary blood samples Explain blood clotting processes and the factors that influence blood clotting
3. Be able to prepare to obtain capillary blood samples	3.1 3.2 3.3	Verify an individual's identity and obtain valid consent Check and confirm that an individual has complied with any pre-procedural instruction Select and prepare an appropriate site for obtaining the sample taking into account an individual's preferences and previous experience

	3.4	Provide support and reassurance to address an individual's needs and concerns
	3.5	Communicate accurate information in a way that is sensitive to an individual's personal beliefs and preferences
4. Be able to obtain capillary blood samples	4.1	Apply health and safety measures relevant to the procedure and environment
	4.2	Apply standard precautions for infection prevention and control
	4.3	Obtain capillary blood samples of the required volume and quantity ensuring minimal discomfort to an individual
	4.4	Use selected materials, equipment and containers or slides in accordance with agreed procedures
	4.5	Ensure stimulation of blood flow
	4.6	Select alternative sites if necessary
	4.7	Carry out the correct procedure for encouraging closure and blood clotting at the site
	4.8	Respond to any indication of an adverse reaction, complication or problem during the procedure
	4.9	Explain actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications
5. Be able to test and record the results of blood samples	5.1	Test a sample, using approved method in line with organisational procedures
	5.2	Demonstrate how to identify normal or expected results for particular tests

	5.3	Demonstrate how to recognise and interpret normal, expected and abnormal results
	5.4	Ensure results are passed to an appropriate staff member for interpretation as required
	5.5	Record full results accurately and forward to others as required in accordance with organisational requirements
	5.6	Dispose of hazardous waste appropriately following organisational policy before leaving the care area
6. Be able to pass on results of blood samples	6.1	Communicate results of tests and any further action required to an individual
	6.2	Respond appropriately to questions and concerns from an individual, providing relevant information
	6.3	Refer issues outside own responsibility or knowledge to an appropriate staff member
Linked to NOS SFHCHS131 Obtain and Test Capillary Blood Samples		

Obtaining and Handling Venous Blood Samples		
Unit Reference	D/651/7569	
Level	3	
Credit Value	4	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand the knowledge and skills involved in the use of venipuncture/phlebotomy techniques and procedures to obtain and handle venous blood samples.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand legislation, policy and good practice related to obtaining venous blood samples	1.1	Summarise current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples
2. Understand the anatomy and physiology relating to obtaining venous blood samples	2.1	Explain the structure of venous blood vessels
	2.2	Explain blood clotting processes and factors that influence blood clotting
	2.3	Illustrate the position of venous blood vessels in relation to arteries, nerves and other structures
3. Be able to prepare to obtain venous blood samples	3.1	Demonstrate how to confirm the individual's identity and obtain valid consent
	3.2	Demonstrate effective communication with the individual in a manner which: > provides relevant information > provides support and reassurance > addresses needs, concerns and anxieties

		> is respectful of personal beliefs and preferences
	3.3	Select and prepare appropriate equipment for obtaining the venous blood sample
	3.4	Select and prepare an appropriate site taking into account the individual's preferences
4. Be able to obtain venous blood samples	4.1	Apply health and safety measures relevant to the procedure and environment
	4.2	Apply standard precautions for infection prevention and control
	4.3	Use the selected blood collection equipment correctly, safely and in a manner which will cause minimum discomfort to the individual
	4.4	Use the agreed procedure to obtain the venous blood sample including: > utilisation of containers > required volume of blood > correct sequence when obtaining multiple samples > application and use of tourniquets at appropriate stages > stimulation of blood flow or selection of alternative site where necessary > utilisation of anti-coagulant with sample when necessary
	4.5	Respond appropriately to any indication of adverse reaction, complication or problem during the procedure
	4.6	Explain the correct procedure to deal with an arterial puncture if it occurs
	4.7	Terminate the blood collection procedure following guidelines and protocols to include:

		> removal of blood collection equipment > stopping blood flow > stopping bleeding > application of suitable dressing > personal care advice to the individual
5. Be able to prepare venous blood samples for transportation	5.1 5.2	Explain the importance of the following when labelling, packaging, transporting and the storing of venous blood samples: > accurate, legible and appropriate labelling and documentation > temperature control of storage > immediacy of transportation Label, package and store venous blood samples ready for transportation in line with organisational policy, regulation and agreed ways of working
Linked to NOS SFHCHS132 Obtain venous blood samples		

Supporting Individuals in the Use of Assistive Technologies		
Unit Reference	K/651/7571	
Level	3	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit will enable the learner to understand how to support the use of assistive technology.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand the range, purpose and effectiveness of current assistive technology available to support individuals	1.1	Research the range and purpose of current assistive technology available to support individuals in own area of work
	1.2	Evaluate the effectiveness of the **three** most commonly used current assistive technologies in own area of work and present findings
	1.3	Explain how current assistive technology can have a positive impact on the well-being and quality of life of individuals
2. Be able to support the selection of assistive technology with an individual	2.1	Analyse role of self and others in the provision of assistive technology for individuals
	2.2	Support an individual to access specialist information and support regarding assistive technology
	2.3	Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
	2.4	Support an individual to select assistive technology to meet their needs and preferences

3. Be able to support the use of assistive technology aids with an individual	3.1	Prepare the environment to support the use of assistive technology with an individual
	3.2	Support the use of assistive technology following instructions or guidelines within own role
	3.3	Record the use of assistive technology following procedures and agreed ways of working
	3.4	Explain the process of referrals for maintenance or repair
4. Be able to review the effectiveness of the use of assistive technology to meet identified outcomes	4.1	Review the effectiveness of assistive technology against identified outcomes with an individual and others if required
	4.2	Provide feedback to others on the use of assistive technology and its effectiveness in meeting the needs of an individual
	4.3	Revise plans to use assistive technology to achieve identified outcomes with an individual and others if required
	4.4	Evaluate own practice in using assistive technology to meet identified outcomes identifying possible areas for improvement
Linked to NOS SFHCHS239 Enable individuals to use assistive devices and assistive technology		

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.