Unit 201  Safeguarding and protection in care settings

UAN: Y/615/7756
Unit level: Level 2
Credit value: 3
GLH: 26

Unit aim: This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged. Care settings eg. Adult, children and young people’s health settings and adult care settings.

Relationship to NOS: SCDHSC0024 Support the safeguarding of individuals
SCDHSC0035 Promote the safeguarding of individuals

Learning outcome
The learner will:
1  Understand principles of safeguarding adults

Assessment criteria
The learner can:
1.1  Explain the term safeguarding
1.2  Explain own role and responsibilities in safeguarding individuals
1.3  Define the following terms:
   1.3 a  Physical abuse
   1.3 b  Domestic abuse
   1.3 c  Sexual abuse
   1.3 d  Emotional/ psychological abuse
   1.3 e  Financial/ material abuse
   1.3 f  Modern slavery
   1.3 g  Discriminatory abuse
   1.3 h  Institutional/ organisational abuse
Range

1.3 i Self-neglect
1.3 j Neglect by others
1.4 Describe harm
1.5 Describe restrictive practices

Learning outcome
The learner will:
2 Know how to recognise signs of abuse

Assessment criteria
The learner can:
2.1 Identify the signs and/or symptoms associated with each of the following types of abuse:
   2.1 a Physical abuse
   2.1 b Domestic abuse
   2.1 c Sexual abuse
   2.1 d Emotional/psychological abuse
   2.1 e Financial/material abuse
   2.1 f Modern slavery
   2.1 g Discriminatory abuse
   2.1 h Institutional/organisational abuse
   2.1 i Self-neglect
   2.1 j Neglect by others
2.2 Describe factors that may contribute to an individual being more vulnerable to abuse

Range

(AC2.2) Factors: Factors may include:
- a setting or situation
- the individual

(AC2.2) Individual: An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.

Learning outcome
The learner will:
3 Know how to respond to suspected or alleged abuse
Assessment criteria

The learner can:

3.1 Explain the actions to take if there are suspicions that an individual is being abused
3.2 Explain the actions to take if an individual alleges that they are being abused
3.3 Identify ways to ensure that evidence of abuse is preserved

Range

(AC3.1) **Actions to take**: The actions to take constitute the learner’s responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:
- A colleague
- Someone in the individual’s personal network
- The learner
- The learner’s line manager
- Others

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse
4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
4.3 Identify factors which have featured in reports into serious cases of abuse and neglect
4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing
4.5 Identify when to seek support in situations beyond your experience and expertise

Range

(AC4.1) **Local systems**: Local systems may include:
- employer/ organisational policies and procedures
- multi-agency adult protection arrangements for a locality

(AC4.4) **Whistle blowing**: A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct
Learning outcome
The learner will:
5 Understand ways to reduce the likelihood of abuse

Assessment criteria
The learner can:
5.1 Explain how the likelihood of abuse may be reduced by:
   5.1 a working with person centred values
   5.1 b encouraging active participation
   5.1 c promoting choice and rights
   5.1 d supporting individuals with awareness of personal safety
5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention

Range
(AC5.1) **Person centred values**: Person centred values include:
   - Individuality
   - Rights
   - Choice
   - Privacy
   - Independence
   - Dignity
   - Respect
   - Partnership
   - Care
   - Compassion
   - Courage
   - Communication
   - Competence

(AC5.1) **Active participation**: Active participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Learning outcome
The learner will:
6 Know how to recognise and report unsafe practices
Assessment criteria

The learner can:

6.1 Describe unsafe practices that may affect the well-being of individuals
6.2 Explain the actions to take if unsafe practices have been identified
6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

Range

(AC6.1) Unsafe practices: Unsafe practices may include:
- poor working practices
- resource difficulties
- operational difficulties

(AC6.1) Well-being: Well-being may include aspects that are:
- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental

Learning outcome

The learner will:

7 Understand principles for online safety

Assessment criteria

The learner can:

7.1 Describe the potential risks presented by:
- 7.1 a the use of electronic communication devices
- 7.1 b the use of the internet
- 7.1 c the use of social networking sites
- 7.1 d carrying out financial transactions online

7.2 Explain ways of reducing the risks presented by each of these types of activity

7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices
Unit 202  
Responsibilities of a care worker

<table>
<thead>
<tr>
<th>UAN:</th>
<th>J/615/7946</th>
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<td>16</td>
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<td>Unit aim:</td>
<td>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC0023 Develop your own knowledge and practice. SCDHSC0024 Support the safeguarding of individuals.</td>
</tr>
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</table>

**Learning outcome**

The learner will:

1. Understand working relationships in care settings

**Assessment criteria**

The learner can:

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

**Range**

(AC1.2) **Care settings:** Care settings eg. Adult, children and young people's health settings and adult care settings.

**Learning outcome**

The learner will:

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

**Assessment criteria**
The learner can:

2.1 Describe why it is important to adhere to the agreed scope of the job role
2.2 Access full and up-to-date details of agreed ways of working
2.3 Work in line with agreed ways of working
2.4 Contribute to quality assurance processes to promote positive experiences for individuals receiving care

Range

(AC2.2) **Agreed ways of working:** Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers.

(AC2.4) **Individuals:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Learning outcome

The learner will:

3 Be able to work in partnership with others

Assessment criteria

The learner can:

3.1 Explain why it is important to work in partnership with others
3.2 Demonstrate ways of working that can help improve partnership working
3.3 Identify skills and approaches needed for resolving conflicts
3.4 Access support and advice about:
   3.4 a partnership working
   3.4 b resolving conflicts

Range

(AC3.1) **Others:** Others may include:

- team members and colleagues
- other professionals
- individual people who require care or support
- families, friends, advocates or others who are important to individual people
Unit 301  Promote personal development in care settings

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**Unit aim:**
This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice. Care settings can include adults, children and young people’s health settings and care settings.

**Relationship to NOS:**
- SCDHSCo033 Develop your practice through reflection and learning
- GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness
- GEN13 Synthesise new knowledge into the development of your own practice

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**Learning outcome**

The learner will:

1. Understand what is required for competence in own work role

**Assessment criteria**

The learner can:

1.1 Describe the duties and responsibilities of own work role
1.2 Explain expectations about own work role as expressed in relevant standards
1.3 Describe how to work effectively with others

**Range**

(AC1.2) **Standards:** Standards may include:
- Codes of practice
- Regulations
- Minimum standards
• National occupational standards

(AC1.3) Others: Others may include:
• Team members
• Other colleagues
• Those who use or commission their own health or social care services
• Families, carers and advocates

Learning outcome
The learner will:
2 Be able to reflect on practice

Assessment criteria
The learner can:
2.1 Explain the importance of reflective practice in continuously improving the quality of service provided
2.2 Reflect on practice to improve the quality of the service provided
2.3 Describe how own values, belief systems and experiences may affect working practice

Learning outcome
The learner will:
3 Be able to evaluate own performance

Assessment criteria
The learner can:
3.1 Evaluate own knowledge, performance and understanding against relevant standards
3.2 Use feedback to evaluate own performance and inform development

Learning outcome
The learner will:
4 Be able to agree a personal development plan

Assessment criteria
The learner can:
4.1 Identify sources of support for planning and reviewing own development
4.2 Work with others to review and prioritise own learning needs, professional interests and development opportunities
4.3 Work with others to agree own personal development plan

Range

(AC4.1) Sources of support: Sources of support may include
- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

(AC4.3) Personal development plan: A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Learning outcome

The learner will:

5 Be able to use learning opportunities and reflective practice to contribute to personal development

Assessment criteria

The learner can:

5.1 Evaluate how learning activities have affected practice
5.2 Explain how reflective practice has led to improved ways of working
5.3 Explain why continuing professional development is important
5.4 Record progress in relation to personal development

Range

(AC5.3) Continuing professional development: Continuing Professional Development (CPD) Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.
Unit 302 Promote health, safety and wellbeing in care settings

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<td>Unit aim:</td>
<td>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and wellbeing in their work setting.</td>
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<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC0032 Promote health, safety and security in the work setting. Infection Prevention and Control NOS: IPC2, IPC4, IPC6.</td>
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**Learning outcome**

The learner will:

1. Understand own responsibilities, and the responsibilities of others, relating to health and safety

**Assessment criteria**

The learner can:

1.1 Identify legislation relating to health and safety in a care setting
1.2 Explain the main points of health and safety policies and procedures agreed with the employer
1.3 Analyse the main health and safety responsibilities of:
   1.3a self
   1.3b the employer or manager
   1.3c others in the work setting
1.4 Identify specific tasks in the work setting that should not be carried out without special training
Range

(AC1.1) **Care setting:** Care settings may include health, adult care or children and young people’s settings.

(AC1.2) **Policies and procedures:** Policies and procedures may include other agreed ways of working as well as formal policies and procedures.

(AC1.3) **Others:** Others may include:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

(AC1.3) **Work setting:** Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

(AC1.4) **Tasks:** Tasks that the learner should not carry out without special training may include those relating to:
- Use of equipment
- First aid
- Medication
- Health care procedures
- Food handling preparation

**Learning outcome**

The learner will:

2. Be able to carry out own responsibilities for health and safety

**Assessment criteria**

The learner can:

2.1 Use policies and procedures or other agreed ways of working that relate to health and safety
2.2 Support others’ understanding of health and safety and follow agreed safe practices
2.3 Monitor potential health and safety risks
2.4 Use risk assessment in relation to health and safety
2.5 Minimise potential risks and hazards
2.6 Access additional support or information relating to health and safety

**Learning outcome**

The learner will:

3. Understand procedures for responding to accidents and sudden illness

**Assessment criteria**
The learner can:

3.1 Describe different types of accidents and sudden illness that may occur in own work setting
3.2 Explain procedures to be followed if an accident or sudden illness should occur

Learning outcome
The learner will:

4 Be able to reduce the spread of infection

Assessment criteria
The learner can:

4.1 Explain own role in supporting others to follow practices that reduce the spread of infection
4.2 Describe the causes and spread of infection
4.3 Demonstrate the use of Personal Protective Equipment (PPE)
4.4 Wash hands using the recommended method
4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work

Range
(AC4.3) Personal Protective Equipment (PPE): Use of Personal Protective Equipment (PPE)
The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

Learning outcome
The learner will:

5 Be able to move and handle equipment and other objects safely

Assessment criteria
The learner can:

5.1 Explain the main points of legislation that relate to moving and handling
5.2 Explain the principles for safe moving and handling
5.3 Move and handle equipment and other objects safely

Learning outcome
The learner will:

6 Be able to handle hazardous substances and materials
Assessment criteria

The learner can:

6.1 Describe types of hazardous substances that may be found in the work setting
6.2 Use safe practices when:
6.2 a Storing hazardous substances
6.2 b Using hazardous substances
6.2 c Disposing of hazardous substances and materials

Learning outcome

The learner will:

7 Be able to promote fire safety in the work setting

Assessment criteria

The learner can:

7.1 Describe practices that prevent fires from:
7.1 a Starting
7.1 b Spreading
7.2 Demonstrate measures that prevent fires from starting
7.3 Explain emergency procedures to be followed in the event of a fire in the work setting
7.4 Ensure clear evacuation routes are maintained at all times

Learning outcome

The learner will:

8 Be able to implement security measures in the work setting

Assessment criteria

The learner can:

8.1 Follow agreed procedures for checking the identity of anyone requesting access to:
8.1 a Premises
8.1 b Information
8.2 Use measures to protect own security and the security of others in the work setting
8.3 Explain the importance of ensuring that others are aware of own whereabouts
Learning outcome

The learner will:

9 Know how to manage stress

Assessment criteria

The learner can:

9.1 Describe common signs and indicators of stress in self and others
9.2 Analyse factors that can trigger stress
9.3 Compare strategies for managing stress in self and others
9.4 Explain how to access sources of support

Range

(AC9.1) **Stress:** Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

(AC9.4) **Sources of support:** Sources of support may include:
- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation
## Unit 303  Promote communication in care settings

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<th>UAN:</th>
<th>M/615/7939</th>
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<td>GLH:</td>
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<tr>
<td>Unit aim:</td>
<td>This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC0031 Promote effective communication</td>
</tr>
</tbody>
</table>

### Learning outcome

The learner will:

1. Understand why effective communication is important in the work setting

### Assessment criteria

The learner can:

1.1 Identify the different reasons people communicate
1.2 Explain how communication affects relationships in the work setting
1.3 Explain ways to manage challenging situations

### Range

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

### Learning outcome

The learner will:

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

### Assessment criteria
The learner can:

2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of the interaction
2.2 Describe the factors to consider when promoting effective communication
2.3 Demonstrate a range of communication methods and styles to meet individual needs
2.4 Demonstrate how to respond to an individual's reactions when communicating

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**Range**

(AC2.1) **Preferences:** Preferences may be based on:
- Beliefs
- Values
- Culture

(AC2.1) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

(AC2.3) **Communication methods:** Communication methods may include:
- non-verbal communication
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
  - sign language
  - braille
  - pictorial information
- verbal communication
  - vocabulary
  - linguistic tone
  - pitch
- technological aids

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**Learning outcome**

The learner will:

3 Be able to overcome barriers to communication

**Assessment criteria**

The learner can:

3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways
3.2 Identify barriers to effective communication
3.3 Demonstrate ways to overcome barriers to communication
3.4 Demonstrate how to use strategies that can be used to clarify misunderstandings
3.5 Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours
3.6 Explain how to access extra support or services to enable individuals to communicate effectively
3.7 Explain the purposes and principles of independent advocacy
3.8 Explain when to involve an advocate and how to access advocacy services

Range

Services: Services may include:
- translation services
- interpreting services
- speech and language services
- advocacy services

Learning outcome
The learner will:
4 Be able to apply principles and practices relating to confidentiality

Assessment criteria
The learner can:
4.1 Explain the meaning of the term confidentiality
4.2 Demonstrate ways to maintain and promote confidentiality in day-to-day communication
4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns
Unit 304  Promote effective handling of information in care settings

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<tr>
<td>Unit aim:</td>
<td>This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.</td>
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<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC31</td>
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Learning outcome

The learner will:

1. Understand requirements for handling information in care settings

Assessment criteria

The learner can:

1.1 Identify legislation and codes of practice that relate to handling information in care settings
1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings

Range

(AC1.1) Care settings: Care settings eg. Adult, children and young people's health settings and adult care settings.

Learning outcome

The learner will:

2. Be able to implement good practice in handling information
Assessment criteria

The learner can:

2.1 Describe features of manual and electronic information storage systems that help ensure security
2.2 Demonstrate practices that ensure security when storing and accessing information
2.3 Maintain records that are up to date, complete, accurate and legible
2.4 Support audit processes in line with own role and responsibilities

Learning outcome

The learner will:

3 Be able to support others to handle information

Assessment criteria

The learner can:

3.1 Support others to understand the need for secure handling of information
3.2 Support others to understand and contribute to records

Range

(AC3.1) Others: Others may include:
- Team members
- Colleagues
- Individuals accessing or commissioning care or support
- Families, carers or advocates
Unit 305  Duty of care in care settings

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<td>GLH:</td>
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<td>Unit aim:</td>
<td>This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.</td>
</tr>
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</table>
| Relationship to NOS: | SCDHSC0023 Develop your own knowledge and practice  
SCDHSC0024 Support the safeguarding of individuals  
SCDHSC0227 Contribute to working in partnership with carers  
SCDHSC0034 Promote the safeguarding of children and young people  
SCDHSC0035 Promote the safeguarding of individuals |

Learning outcome
The learner will:
1. Understand how duty of care contributes to safe practice

Assessment criteria
The learner can:
1.1 Explain what it means to have a duty of care in own work role
1.2 Explain how duty of care relates to duty of candour
1.3 Explain how duty of care contributes to the safeguarding or protection of individuals

Range
(AC1.3) Individual: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual’s rights
2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual’s rights and the duty of care
2.3 Explain where to get additional support and advice about conflicts and dilemmas

Learning outcome

The learner will:

3. Know how to respond to complaints

Assessment criteria

The learner can:

3.1 Describe how to respond to complaints
3.2 Explain policies and procedures relating to the handling of complaints

Range

(AC3.2) Policies and procedures: Policies and procedures may include other agreed ways of working as well as formal policies and procedures.
Unit 306  Promote equality and inclusion in care settings

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<td>Unit aim:</td>
<td>This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC3111 Promote the rights and diversity of individuals</td>
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Learning outcome

The learner will:

1. Understand the importance of diversity, equality and inclusion

Assessment criteria

The learner can:

1.1 Explain what is meant by:
   1.1a diversity
   1.1b equality
   1.1c inclusion
   1.1d discrimination

1.2 Describe the effects of discrimination

1.3 Explain how inclusive practice promotes equality and supports diversity

Range

(AC1.2) Effects: Effects may include effects on:
- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society
Learning outcome
The learner will:

2 Be able to work in an inclusive way

Assessment criteria
The learner can:

2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role
2.2 Work with individuals in a way that respects their beliefs, culture, values and preferences

Range
(AC2.2) **Individual**: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
(AC2.2) **Preferences**: Preferences may be based on:
- beliefs
- values
- culture

Learning outcome
The learner will:

3 Be able to promote diversity, equality and inclusion

Assessment criteria
The learner can:

3.1 Model inclusive practice
3.2 Support others to promote equality and rights
3.3 Describe how to challenge discrimination in a way that promotes change

Range
(AC3.2) **Others**: Others may include:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
Unit 307  
Promote person-centred approaches in care settings

<table>
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<tr>
<td>Unit aim:</td>
<td>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.</td>
</tr>
</tbody>
</table>
| Relationship to NOS: | SCDHSC0035 Promote the safeguarding of individuals  
SCDHSC0332 Promote individuals' positive self-esteem and sense of identity  
SCDHSC0350 Support the spiritual well-being of individuals  
SCDHSC0034 Promote the safeguarding of children and young people  
SCDHSC3111 Promote the rights and diversity of individuals  
GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness. |

Learning outcome

The learner will:

1. Understand how to promote the application of person-centred approaches in care settings

Assessment criteria

The learner can:

1.1 Explain how and why person-centred values must influence all aspects of health and adult care work

1.2 Evaluate the use of care plans in applying person-centred values

1.3 Explain how to collate and analyse feedback to support the delivery of person-centred care in line with roles and responsibilities

Range

(AC1.1) **Person-centred values:** Person-centred values include:
• Individuality
• Rights
• Choice
• Privacy
• Independence
• Dignity
• Respect
• Partnership
  o Care
  o Compassion
  o Courage
  o Communication
  o Competence

(AC1.2) Care plan: A care plan may be known by other names e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

Learning outcome

The learner will:

2 Be able to work in a person-centred way

Assessment criteria

The learner can:

2.1 Work with an individual and others to find out the individual’s history, preferences, wishes and needs

2.2 Demonstrate ways to put person centred values into practice in a complex or sensitive situation

2.3 Adapt actions and approaches in response to an individual's changing needs or preferences

Range

(AC2.1) Individual: An individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

(AC2.1) Others: Others may include:
• Team members and colleagues
• Other professionals
• Individuals who require care or support
• Families, friends, advocates or others who are important to individuals

(AC2.1) Preferences: Preferences may be based on:
• beliefs
• values
• culture

(AC2.2) Complex or sensitive: Complex or sensitive situations may include those that are:
• Distressing or traumatic
• Threatening or frightening
• Likely to have serious implications or consequences
• Of a personal nature
• Involving complex communication or cognitive needs

Learning outcome
The learner will:
3 Be able to establish consent when providing care or support

Assessment criteria
The learner can:
3.1 Analyse factors that influence the capacity of an individual to express consent
3.2 Establish consent for an activity or action
3.3 Explain what steps to take if consent cannot be readily established

Range
(AC3.1) Consent: Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual’s assessed capacity to consent.

Learning outcome
The learner will:
4 Be able to implement and promote active participation

Assessment criteria
The learner can:
4.1 Describe different ways of applying active participation to meet individual needs
4.2 Work with an individual and others to agree how active participation will be implemented
4.3 Demonstrate how active participation can address the holistic needs of an individual
4.4 Demonstrate ways to promote understanding and use of active participation

Range
(AC4.3) Active participation: Active participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; individual is regarded as an active partner in their own care or support, rather than a passive recipient.
Learning outcome
The learner will:
5 Be able to support the individual’s right to make choices

Assessment criteria
The learner can:
5.1 Support an individual to make informed choices
5.2 Use own role and authority to support the individual’s right to make choices
5.3 Manage risk in a way that maintains the individual’s right to make choices
5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others

Learning outcome
The learner will:
6 Be able to promote individuals’ well-being

Assessment criteria
The learner can:
6.1 Explain the links between identity, self-image and self-esteem
6.2 Analyse factors that contribute to the well-being of individuals
6.3 Support an individual in a way that promotes their sense of identity, self-image and self-esteem
6.4 Demonstrate ways to contribute to an environment that promotes well-being

Range
(AC6.2) Well-being: Well-being may include aspects that are:
- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental
Learning outcome

The learner will:

7 Understand the role of risk-assessment in enabling a person-centred approach

Assessment criteria

The learner can:

7.1 Compare different uses of risk-assessment in care settings
7.2 Explain how risk-taking and risk-assessment relate to rights and responsibilities
7.3 Explain why risk-assessments need to be regularly revised
Unit 309  Understand mental health problems

<table>
<thead>
<tr>
<th>UAN:</th>
<th>M/615/8282</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level:</td>
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<td>Credit value:</td>
<td>3</td>
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<tr>
<td>GLH:</td>
<td>16</td>
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<tr>
<td>Unit aim:</td>
<td>This unit aims to provide the learner with knowledge of the main forms of mental ill health according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC3111, MH14</td>
</tr>
</tbody>
</table>

Learning outcome
The learner will:

1. Understand the types of mental ill health

Assessment criteria
The learner can:

1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system:
   1.1 a mood disorders
   1.1 b personality disorders
   1.1 c anxiety disorders
   1.1 d psychotic disorders
   1.1 e substance-related disorders
   1.1 f eating disorders
   1.1 g cognitive disorders

1.2 Explain the key strengths and limitations of the psychiatric classification system

1.3 Explain alternative frameworks for understanding mental distress

1.4 Explain indicators of mental ill health
Learning outcome

The learner will:

2 Understand the impact of mental ill health on individuals and others in their social network

Assessment criteria

The learner can:

2.1 Explain how individuals experience discrimination
2.2 Explain the effects mental ill health may have on an individual
2.3 Explain the effects mental ill health may have on those in the individual’s familial, social or work network
2.4 Explain how to intervene to promote an individual’s mental health and well-being

Range

(AC2.1) Individual: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

(AC2.2) Effects: Assessment criteria 2.2 and 2.3 should cover:

Effects:
- psychological and emotional impacts
- behaviour
- physical health
- practical and financial impacts
- the impact of using services
- social exclusion
- positive impacts
Unit 320  Facilitate person centred assessment, planning, implementation and review

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<tr>
<td>Unit aim:</td>
<td>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to facilitate person-centred assessment, planning, implementation and review.</td>
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<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC 0328 and SCDHSC0329.</td>
</tr>
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</table>

Learning outcome

The learner will:

1  Understand the principles of person centred assessment and care planning

Assessment criteria

The learner can:

1.1  Explain the importance of a holistic approach to assessment and planning of care or support
1.2  Describe ways to support the individual to lead own assessment planning process
1.3  Explain how the assessment and planning process can be adapted to maximise an individual's ownership and control of it.

Range

(AC1.2)  **Individual**: The individual is the person requiring care or support. An advocate may act on behalf of an individual.

Learning outcome

The learner will:

2  Be able to facilitate person-centred assessment
Assessment criteria

The learner can:

2.1 Establish a partnership approach to assessment with the individual
2.2 Establish how the assessment process should be carried out and who else should be involved, with the individual and others
2.3 Agree with the individual and others the intended outcomes of the assessment process and care plan
2.4 Ensure that assessment takes account of the individual's strengths and aspirations as well as needs
2.5 Work with the individual and others to identify requirements and preferences to support their well being

Range

(AC2.3) Care plan: A care plan may also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day to day requirements and preferences for care and support are detailed.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 Explain factors which may influence the type and level of care or support to be provided
3.2 Work with the individual and others to explore options and resources for delivery of the plan
3.3 Contribute to agreement on how component parts of a plan will be delivered and by whom
3.4 Record the plan in a suitable format

Range

(AC3.1) Factors: Factors may include:
- Feasibility of aspirations
- Beliefs, values and preferences of the individual
- Risks associated with achieving outcomes
- Availability of services and other support options

(AC3.2) Options and resources: Options and resources should consider:
- Informal support
- Formal support
- Care or support services
- Community facilities
• Financial resources
• Individual’s personal networks

Learning outcome

The learner will:

4 Be able to support the implementation of care plans

Assessment criteria

The learner can:

4.1 Carry out the plan of care or support within the limits of own role
4.2 Lead others to carry out their responsibilities when implementing a plan of care or support
4.3 Adjust the plan in response to changing needs or circumstances

Learning outcome

The learner will:

5 Be able to monitor and review care plans

Assessment criteria

The learner can:

5.1 Agree methods for monitoring the way a care plan is delivered
5.2 Collate and record monitoring information from agreed sources and agree any changes
5.3 Seek agreement with the individual and others about who should be involved in the review process and the criteria to judge effectiveness of the care plan
5.4 Seek feedback from the individual and others about whether the objectives of the plan have been met
5.5 Work with the individual and others to agree any revisions to the plan
5.6 Document the review process and revisions as required

Range

Revisions: Revisions may include:
• Closing the plan if all objectives have been met
• Reducing the level of support to reflect increased independence
• Increasing the level of support to address unmet needs
• Changing the type of support
• Changing the method of delivering support

Level 3 Diploma in Adult Care (3095-31)
Unit 376 Support individuals who are substance users

<table>
<thead>
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<th><strong>UAN:</strong></th>
<th>R/615/9568</th>
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<td><strong>GLH:</strong></td>
<td>42</td>
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<tr>
<td><strong>Unit aim:</strong></td>
<td>This unit is for those who support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogens, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.</td>
</tr>
<tr>
<td><strong>Relationship to NOS:</strong></td>
<td>HSC379</td>
</tr>
</tbody>
</table>

**Learning outcome**
The learner will:

1. Understand about different substances, their effects and how they might be used

**Assessment criteria**
The learner can:

1.1 Identify the different substances which individuals might use, how they are used and their likely effects
1.2 Identify the risks involved with substance use both in the short and the long term (e.g. overdose, dependence and associated health risks)
1.3 Explain legislation, policies and guidelines on the use and storage of substances

**Learning outcome**
The learner will:

2. Be able to enable individuals to adopt safe practices associated with substance use

**Assessment criteria**
The learner can:

2.1 Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use
2.2 Communicate with individuals in a manner that maximises the individuals' understanding
2.3 Support individuals to discuss their circumstances and history of substance use
2.4 Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely
2.5 Support individuals to dispose of hazardous materials and equipment safely
2.6 Describe harm reduction strategies, how and why these may differ from individual to individual
2.7 Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them

Learning outcome

The learner will:

3 Be able to support individuals when they have used substances

Assessment criteria

The learner can:

3.1 Explain relevant policies and procedures for the support of individuals who have used substances
3.2 Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual
3.3 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety
3.4 Support individuals to meet their own needs and requirements after the effects of the substance have worn off
3.5 Show when and how to request further support and assistance
3.6 Report information about episodes of substance use to an appropriate person and record it in the required format

Learning outcome

The learner will:

4 Be able to support individuals in reducing substance use

Assessment criteria
The learner can:

4.1 Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so
4.2 Offer support to individuals which respects their individual rights, and is appropriate to their needs
4.3 Assist individuals to review their progress in reducing substance use
4.4 Describe how to manage your own feelings about the individual’s progress or lack of this in such a way as to minimise their impact on the support provided
4.5 Identify the specialist agencies and support networks involved in supporting substance users
Unit 377  

**Carry out comprehensive substance misuse assessment**

<table>
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<th><strong>UAN:</strong></th>
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<tr>
<td><strong>GLH:</strong></td>
<td>30</td>
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<tr>
<td><strong>Unit aim:</strong></td>
<td>This unit is for those who assess the needs of drug, alcohol or substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system.</td>
</tr>
<tr>
<td><strong>Relationship to NOS:</strong></td>
<td>This unit is linked to the Skills for Health/DANOS national occupational standard: AF3 Carry out comprehensive substance misuse assessment. This also appears in Health and Social Care Standards as HSC0340.</td>
</tr>
</tbody>
</table>

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**Learning outcome**

The learner will:

1. Understand the signs and implications of a range of substance misuse related problems

**Assessment criteria**

The learner can:

1.1 Describe the different substances which individuals might use, how they are used and their likely effects

1.2 Identify challenges often associated with substance misuse e.g. significant psychiatric and or physical co-morbidity, children at risk, social problems, legal problems

1.3 Explain ways of keeping knowledge about substances and indications of substance misuse up to date

1.4 Describe the jargon used by substance misusers in the locality
Learning outcome
The learner will:

2  Understand the range of substance misuse services and interventions

Assessment criteria

The learner can:

2.1  Describe the range of treatment interventions and assessment services available in the locality
2.2  Describe the eligibility criteria and protocols for accessing services in the locality
2.3  Explain how to respond to individuals who do not want to be referred to other services

Learning outcome
The learner will:

3  Be able to prepare for comprehensive substance misuse assessment

Assessment criteria

The learner can:

3.1  Obtain information on individuals from previous assessments carried out by other services in line with protocols
3.2  Establish any particular needs of the individual which will need to be taken into account during the assessment
3.3  Fully and accurately record arrangements for the assessment in line with the organisation’s procedures

Learning outcome
The learner will:

4  Be able to assess possible risks to the individual

Assessment criteria

The learner can:

4.1  Demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems
4.2  Explain the importance of regularly reviewing risk assessments
4.3  Demonstrate that the risk assessment takes account of the individual's needs and the legal duty of care to the individual and others
Learning outcome
The learner will:
5  Be able to assess individuals' substance misuse and related problems

Assessment criteria
The learner can:
5.1 Involve the individual in the assessment as far as possible, according to their capability
5.2 Assess the nature of the individual's substance misuse problems and other problems
5.3 Assess the individual's understanding of services available and readiness to engage in a treatment programme
5.4 Conduct the assessment in line with locally agreed criteria and using standardised documentation
5.5 Manage challenging, abusive, aggressive or chaotic behaviour
5.6 Seek clear conclusions from the assessment to inform the development of a comprehensive care plan
5.7 Explain how to involve adults with parental responsibility in the assessment and referral of children and young people
5.8 Describe how to take account of a child or young person's age and maturity when involving them in assessment
5.9 Describe the principles of the relevant legislation

Learning outcome
The learner will:
6  Be able to follow up the assessment process

Assessment criteria
The learner can:
6.1 Keep accurate, legible and complete records of the assessment
6.2 Continue assessment at appropriate intervals once the individual has commenced a care plan
6.3 Provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions
6.4 Ensure consistency of approach with other members of the substance misuse service team
Unit 246  Obtain and test specimens from individuals

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<td>Unit aim:</td>
<td>The aim of this unit is to provide the learner with the knowledge and skills required to obtain and test specimens from individuals in a health care setting</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>CHS7</td>
</tr>
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</table>

Learning outcome
The learner will:
1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens

Assessment criteria
The learner can:
1.1 Outline current legislation, national guidelines, organisational policies and protocols which affect working practice
1.2 Identify the hazards and other consequences related to incorrect labelling of specimens

Learning outcome
The learner will:
2. Understand the processes involved in obtaining and testing specimens from individuals

Assessment criteria
The learner can:
2.1 Identify the different types of specimens that may be obtained
2.2 Describe the tests and investigations that may be carried out upon the specimens
2.3 Identify the correct equipment and materials used in the collection and transport of specimens

Learning outcome
The learner will:
3 Be able to prepare to obtain specimens from individuals

Assessment criteria
The learner can:
3.1 Introduce yourself to the individual, and confirm the individual’s identity
3.2 Explain the procedure and obtain valid consent
3.3 Ensure the individual’s privacy and dignity is maintained at all times
3.4 Identify any aspects of the individual’s ethnic and religious background which might affect the procedure
3.5 Communicate with the individual in a medium appropriate to their needs and preferences
3.6 Demonstrate that the required preparations have been completed, including materials and equipment

Range
(AC3.1) Individual: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner
(AC3.2) Valid consent: Valid consent must be in line with agreed UK country definition

Learning outcome
The learner will:
4 Be able to obtain specimens from individuals

Assessment criteria
The learner can:
4.1 Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves
4.2 Describe possible problems in collecting specimens and how and when these should be reported
4.3 Demonstrate the correct collection, labelling and storage of specimens
4.4 Complete and attach relevant documentation
Learning outcome

The learner will:

5. Be able to test specimens

Assessment criteria

The learner can:

5.1 Explain tests for a range of specimens obtained
5.2 Demonstrate appropriate health and safety measures relevant to the procedure and environment

Range

(AC5.2) Environment: Environment to include:
- standard precautions for infection prevention and control
- use of PPE

Learning outcome

The learner will:

6. Be able to report on the outcomes on the test of specimens

Assessment criteria

The learner can:

6.1 Demonstrate the correct process for reporting and recording test results
6.2 Describe the actions to be taken when the results are outside the normal range
6.3 Communicate test results in accordance with agreed ways of working
6.4 Describe why it is important to understand the implications the test results may have on the individual
# Unit 273

## Safe practice when visiting individuals in their home

<table>
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<tr>
<td><strong>GLH:</strong></td>
<td>14</td>
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<tr>
<td><strong>Unit aim:</strong></td>
<td>This unit is aimed at those who support individuals to live in their own home. It provides the learner with the knowledge and skills required to gain access to an individual's home, deal with emergencies and ensure security on departure.</td>
</tr>
<tr>
<td><strong>Relationship to NOS:</strong></td>
<td>This unit is linked to HSC 0229.</td>
</tr>
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</table>

## Learning outcome

The learner will:

1. Understand agreed ways of working to gain entry to and leave individuals' homes

## Assessment criteria

The learner can:

1.1 Explain how to access information about general requirements for entering and leaving individuals’ homes

1.2 Explain security measures that should be taken when entering and leaving individuals’ homes

## Learning outcome

The learner will:

2. Be able to gain entry to individuals’ homes

## Assessment criteria

The learner can:

2.1 Access information to identify special requirements and individual preferences for entering and leaving the individuals’ home
2.2 Inform the individual and others about a planned visit
2.3 Identify self on arrival by agreed means
2.4 Gain entry to the individual's home following agreed ways of working

Range

(AC2.2) Others: Others are those who share responsibility for the worker providing care or support in the individual's home.

Learning outcome

The learner will:

3 Understand appropriate action to take when unable to gain entry to individuals' homes

Assessment criteria

The learner can:

3.1 Identify possible reasons for being unable to gain entry to an individuals’ home
3.2 Describe the actions to take if entry cannot be gained
3.3 Explain why it is important to record and report on difficulties with access

Learning outcome

The learner will:

4 Understand how to deal with emergencies encountered after gaining entry

Assessment criteria

The learner can:

4.1 Describe emergencies that may be encountered when gaining entry to an individual's home
4.2 Describe how to deal with an emergency encountered after gaining entry, using agreed ways of working
4.3 Explain what records should be completed when an emergency is encountered after gaining entry

Learning outcome

The learner will:

5 Be able to ensure security when leaving individuals' homes

Assessment criteria
The learner can:

5.1 Implement general and specific requirements about leaving an individual’s home
5.2 Ensure that an individual’s home is secure when leaving the premises

---

**Range**

(AC5.1) **General and specific requirements:** General and specific requirements may include:

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

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**Learning outcome**

The learner will:

6 Be able to review procedures for entering and leaving individuals' homes

---

**Assessment criteria**

The learner can:

6.1 Support the individual to give feedback on arrangements for entering and leaving their home
6.2 Support the individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise
6.3 Contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements
6.4 Carry out agreed changes in arrangements for entering and leaving the individual’s home
6.5 Record any agreed changes in arrangements for entering and leaving the individual’s home
### Unit 318

**Coordinate the progress of individuals through care pathways**

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<td>Unit level:</td>
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<tr>
<td>GLH:</td>
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</tr>
<tr>
<td>Unit aim:</td>
<td>This unit is about coordinating the effective management of individuals through care or patient pathways. Pathways are determined by the specific needs of the individual and their condition.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>GEN79</td>
</tr>
</tbody>
</table>

### Learning outcome

The learner will:

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines in relation to coordinating the progress of individuals through care pathways

### Assessment criteria

The learner can:

1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines in relation to the coordination of the progress of individuals through care pathways in relation to own role

1.2 Explain own and others' roles and responsibilities in the delivery of care pathways

1.3 Explain why and when individuals’ priorities are reviewed

1.4 Describe the protocols for prioritising care and treatment in relation to own role

### Range

**Care pathways:** Care pathways: Represents every aspect of the individual’s care from their initial presentation through to the successful resolution of their health care needs, their discharge or their death.
(AC1.3) **Individuals**: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

---

**Learning outcome**

The learner will:

2. Understand the coordination of individuals through care pathways

**Assessment criteria**

The learner can:

2.1 Describe the stages of an individual’s care pathway
2.2 Describe ways in which individuals accessing services can be managed and optimised
2.3 Describe ways to maintain individual safety when supporting the operation of care pathways
2.4 Identify the resources required for supporting individuals through care pathways
2.5 Identify any actions required to overcome any identified problems

---

**Range**

(AC2.4) **Resources**: Resources may include:

- people/practitioners
- physical resources
- services and facilities

---

**Learning outcome**

The learner will:

3. Be able to coordinate the progress of individuals through care pathways

**Assessment criteria**

The learner can:

3.1 Communicate accurate information regarding the individual, their needs and treatment when the individual is transferred to the care of colleagues, other departments or services
3.2 Identify actions required when there is deviation from the planned pathway within scope of own role
3.3 Update records, store and share documentation and information in line with local policy and protocol
3.4 Coordinate aspects of the care pathway in line with local policy and protocol and within scope of own role
3.5 Assess issues that arise as an individual moves through the care pathway
# Unit 323

Enable individuals to develop strategies to manage their behaviour

<table>
<thead>
<tr>
<th>UAN:</th>
<th>K/615/8006</th>
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</thead>
<tbody>
<tr>
<td>Unit level:</td>
<td>Level 3</td>
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<td>Credit value:</td>
<td>8</td>
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<tr>
<td>GLH:</td>
<td>41</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SFH110</td>
</tr>
</tbody>
</table>

## Learning outcome

The learner will:

1. Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour

## Assessment criteria

The learner can:

1.1 Describe the relationship between legislation, policy and practice in relation to supporting individuals to manage their behaviour

1.2 Describe the methods and approaches available to help an individual manage their behaviour

## Range

**Individuals:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

## Learning outcome

The learner will:

2. Understand the factors that influence behaviour
Assessment criteria

The learner can:

2.1 Explain how factors relating to the individual can affect behaviour
2.2 Describe the potential effects of the environment and the behaviour of others on individuals

Learning outcome

The learner will:

3 Be able to work with individuals to recognise the impact of their behaviour on others

Assessment criteria

The learner can:

3.1 Describe why it is important to establish a professional relationship
3.2 Support the individual and others to recognise their behavioural responses to different situations
3.3 Encourage the individual to consider the impact of their behaviour

Range

(AC3.2) Others: Others may include:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Learning outcome

The learner will:

4 Be able to support individuals to develop strategies for managing behavioural responses

Assessment criteria

The learner can:

4.1 Work with an individual to identify and agree the factors which will motivate them to manage their behaviour
4.2 Explain to an individual the positive outcomes of managing behaviours
4.3 Support an individual to identify situations and circumstances which trigger specific behavioural responses
4.4 Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to manage
4.5 Work with the individual to identify and agree strategies
4.6 Support an individual to develop and practise the agreed strategies
4.7 Record the individual’s agreement and motivation to manage their behaviour
4.8 List any potential barriers to progress and ways in which these barriers can be overcome
4.9 Describe advice and support available

---

**Learning outcome**

The learner will:

5. Be able to evaluate and review strategies for managing behavioural responses

---

**Assessment criteria**

The learner can:

5.1 Conduct regular reviews of strategies for managing behavioural responses
5.2 Assist the individual and others to evaluate the effectiveness of strategies for managing behavioural responses
5.3 Use the positive outcomes identified through the review process to motivate the individual
5.4 Give constructive feedback on progress
5.5 Encourage individuals to find ways in which to sustain the management of their behaviour
5.6 Record and report on the evaluation and review process
5.7 Agree actions to be taken
Unit 324  Support positive risk taking for individuals

UAN: M/615/8007
Unit level: Level 3
Credit value: 4
GLH: 32

Unit aim: This unit is aimed at people who are working with individuals where they are promoting positive risk-taking. Although this unit sits in the Mental Health suite, it is appropriate for other care settings as risk-taking is part of everyday life.

Learning outcome
The learner will:
1  Understand the importance of risk-taking in everyday life

Assessment criteria
The learner can:
1.1  Explain ways in which risk is an importance part of everyday life
1.2  Explain why individuals may have been discouraged or prevented from taking risks
1.3  Describe the links between risk-taking and responsibility, empowerment and social inclusion

Range
(AC1.2) Individual: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Learning outcome
The learner will:
2  Understand the importance of a positive, person-centred approach to risk-assessment

Assessment criteria
The learner can:
2.1  Explain the process of developing a positive, person-centred approach to risk-assessment
2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk assessment

2.3 Explain how a service-focused approach to risk-assessment would differ from a person-centred approach

2.4 Identify the consequences for individuals of a service-focused approach to risk assessment

---

**Range**

**Person-centred approach:** A person-centred approach involves listening, thinking together, coaching, sharing ideas and seeking feedback from the individual

---

**Learning outcome**

The learner will:

3 Understand the framework which underpins an individual’s right to make decisions and take risks

---

**Assessment criteria**

The learner can:

3.1 Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own lives

3.2 Describe how a human rights based approach supports an individual to make decisions and take risks

---

**Learning outcome**

The learner will:

4 Be able to support individuals to make decisions about risks

---

**Assessment criteria**

The learner can:

4.1 Support individuals to recognise potential risk in different areas of their lives

4.2 Support individuals to balance choices with their own and others’ health, safety and wellbeing

4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks

4.4 Record all discussions and decisions made when supporting the individual to take risks

---

**Learning outcome**

The learner will:

5 Be able to support individuals to take risks

---
**Assessment criteria**

The learner can:

5.1 Complete a risk-assessment with an individual following agreed ways of working
5.2 Communicate the content of the risk-assessment to relevant others
5.3 Support the individual to take the risk for which the assessment has been completed
5.4 Review and revise the risk-assessment with the individual
5.5 Evaluate with the individual how taking the identified risk has contributed to that individual’s well-being

---

**Range**

(AC5.2) **Relevant others:** Relevant others may include:
- parent/s
- carer
- those with parental responsibility

---

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks
6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/her or relevant others in immediate or imminent danger
Unit 325  Support individuals during a period of change

<table>
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<th>UAN:</th>
<th>T/615/8025</th>
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<tbody>
<tr>
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<td>Credit value:</td>
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<tr>
<td>GLH:</td>
<td>29</td>
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<tr>
<td>Unit aim:</td>
<td>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC0382</td>
</tr>
</tbody>
</table>

**Learning outcome**

The learner will:

1. Understand reasons for and responses to change

**Assessment criteria**

The learner can:

1.1 Describe types of change that may occur in the course of an individual’s life

1.2 Analyse factors that can make the change process positive or a negative experience

1.3 Describe approaches likely to enhance an individual’s capacity to manage change and experience change positively.

**Range**

Individual: Individual refers to someone requiring care or support. It will usually mean the person or people supported by the learner

**Learning outcome**

The learner will:

2. Be able to support individuals to plan how to manage or adapt to change

**Assessment criteria**
The learner can:

2.1 Gain valid consent to work with individuals and others to identify recent or imminent changes affecting them
2.2 Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication
2.3 Work with the individual and others to plan how to adapt to or manage the change
2.4 Explain the importance of both practical support and emotional support during a time of change
2.5 Identify and agree roles and responsibilities for supporting a period of change

Range

(AC2.1) **Valid consent:** Valid consent must be in line with agreed UK country definition

(AC2.3) **Others:** Others may include:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Learning outcome

The learner will:

3. Be able to support individuals to manage or adapt to change

Assessment criteria

The learner can:

3.1 Carry out agreed role and responsibilities for supporting period of change, in ways that promote active participation
3.2 Provide information and advice to support the individual to manage change
3.3 Support the individual to express preferences and anxieties when going through change
3.4 Adapt support methods to take account of preferences or anxieties
3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change

Range

(AC3.1) **Active participation:** Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

(AC3.3) **Preferences:** Preferences may be based on:
- beliefs
- values
• culture

Learning outcome
The learner will:
4 Be able to evaluate the support provided during a period of change

Assessment criteria
The learner can:
4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved
4.2 Work with the individual and others to identify positive and negative aspects of a change
4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process
4.4 Record and report on the effectiveness of support for the change process
Unit 328  Implement therapeutic group activities

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<tr>
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<td>GLH:</td>
<td>25</td>
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<tr>
<td>Unit aim:</td>
<td>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC393</td>
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</table>

**Learning outcome**

The learner will:

1. Understand the principles of therapeutic group activities

**Assessment criteria**

The learner can:

1.1 Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and well-being

1.2 Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances

1.3 Compare theories in relation to group dynamics

**Range**

(AC1.1) **Therapeutic group activities:** Therapeutic group activities may include:

- reminiscence therapy
- relaxation and anxiety management
- remedial games
- health-related group activities
- art or music therapy

(AC1.1) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner
Learning outcome
The learner will:
2 Be able to plan and prepare for therapeutic group activities

Assessment criteria
The learner can:
2.1 Work with individuals and others to agree:
   2.1 a the nature and purpose of a therapeutic group
   2.1 b specific activities to fit the purpose of the group
   2.1 c the monitoring or observations required as part of the group activity
   2.1 d own role in relation to planning and preparing for the group activity
2.2 Address any risks that may be associated with the planned activities
2.3 Prepare the environment for a therapeutic group activity
2.4 Prepare equipment or resources needed for the activity

Range
(AC2.1) Others: Others may include:
   • team members
   • other colleagues
   • families, carers and advocates
(AC2.2) Risks: Risks may include those associated with:
   • the health, safety and wellbeing of those in the group
   • unintentional exclusion of some group members
   • others involved with the group’s activities
   • the environment
   • equipment and resources used

Learning outcome
The learner will:
3 Be able to support individuals during therapeutic group activities

Assessment criteria
The learner can:
3.1 Support group members to understand the purpose and proposed activity of the group
3.2 Support group members during the activity in ways that encourage effective communication, active participation and co-operation
3.3 Support group members according to their own level of ability and need
3.4 Give direction, praise, reassurance and constructive feedback during the activity
3.5 Support the group to bring the activity to a safe and timely end

**Range**

(AC3.2) **Active participation:** Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

**Learning outcome**

The learner will:

4. Be able to contribute to the evaluation of therapeutic group activities

**Assessment criteria**

The learner can:

4.1 Encourage and support individuals to give feedback during and after group activities

4.2 Agree with others’ processes and criteria for evaluating the therapeutic benefits of the group and its activities

4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions

4.4 Record and report on outcomes and any revisions in line with agreed ways of working
Unit 329  Support individuals to access and use services and facilities

<table>
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<th>UAN:</th>
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<tbody>
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<td>Unit level:</td>
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<td>Credit value:</td>
<td>4</td>
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<tr>
<td>GLH:</td>
<td>25</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SCDHSCo226</td>
</tr>
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</table>

**Learning outcome**

The learner will:

1. Understand factors that influence individuals’ access to services and facilities

**Assessment criteria**

The learner can:

1.1 Describe how accessing a range of services and facilities can be beneficial to an individual’s well being

1.2 Identify barriers that individuals may encounter in accessing services and facilities

1.3 Describe ways of overcoming barriers to accessing services and facilities

1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation

**Range**

(AC1.1) **Individuals**: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Learning outcome**

The learner will:

2. Be able to support individuals to select services and facilities
Assessment criteria

The learner can:

2.1 Work with individuals to identify services and facilities likely to meet their assessed needs
2.2 Agree with individuals their preferred options for accessing services and facilities
2.3 Work with individuals to select services or facilities that meet their assessed needs and preferences

Range

(AC2.3) Preferences: Preferences may be based on:
- beliefs
- values
- culture

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities
3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities
3.3 Explain how to ensure individuals’ rights and preferences are promoted when accessing and using services and facilities

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences
4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities
4.3 Work with individuals and others to evaluate the support provided for accessing and using services or facilities within scope of own role

4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role

**Range**

(*AC4.3*) **Others**: Others may include:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
Unit 339  Work in partnership with families to support individuals

<table>
<thead>
<tr>
<th>UAN:</th>
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<td>Credit value:</td>
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<td>GLH:</td>
<td>27</td>
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<tr>
<td>Unit aim:</td>
<td>This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC387, SCDHSC388</td>
</tr>
</tbody>
</table>

Learning outcome
The learner will:

1. Understand partnership working with families and family members in care and/or support

Assessment criteria
The learner can:

1.1 Describe the contribution families and family members have in caring for and/or supporting individuals
1.2 Identify factors that may affect the level of involvement of family members
1.3 Describe dilemmas or conflicts that may arise when working in partnership with families
1.4 Explain how the attitudes of a worker affect partnership working

Range
(AC1.1) Families and family members: Families and family members may include:
- parents
- legal guardians/those with legal responsibility
- siblings
- grandparents
- step-parents
- other relatives
Learning outcome

The learner will:

2 Be able to establish and maintain positive relationships with families and family members in care and/or support

Assessment criteria

The learner can:

2.1 Interact with family members in ways that respect their culture, values, experiences and expertise
2.2 Show dependability in carrying out actions agreed with families
2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families

Learning outcome

The learner will:

3 Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support

Assessment criteria

The learner can:

3.1 Agree with the individual, family members and others the desired outcomes of partnership working within scope of own role
3.2 Clarify own role, role of family members and roles of others in supporting the individual
3.3 Support family members to understand person centred approaches and agreed ways of working
3.4 Plan ways to manage risks associated with sharing care or support within scope of own role
3.5 Agree with the individual, family members and others’ processes for monitoring the shared support care plan within scope of own role

Range

(AC3.1) Individual: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person.

(AC3.1) Others: Others may include:
- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

(AC3.3) Agreed ways of working: Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers
Learning outcome
The learner will:

4 Be able to work with families to access support in their role as carers

Assessment criteria
The learner can:

4.1 Identify the support required from families to fulfil their role
4.2 Provide accessible information about available resources for support
4.3 Work with family members to access resources for support

Learning outcome
The learner will:

5 Be able to exchange and record information about partnership work with families

Assessment criteria
The learner can:

5.1 Exchange information, within scope of own role, with the individual and family members about:
   5.1.1 implementation of the plan
   5.1.2 changes to needs and preferences
5.2 Record information in line with agreed ways of working about:
   5.2.1 progress towards outcomes
   5.2.2 effectiveness of partnership working

Learning outcome
The learner will:

6 Be able to contribute to reviewing partnership work with families

Assessment criteria
The learner can:

6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role
6.2 Involve the individual and family members in the reviews
Learning outcome

The learner will:

7 Be able to provide feedback about support for families

Assessment criteria

The learner can:

7.1 Provide feedback to others about the support accessed by family members
7.2 Report on any gaps in the provision of support for family members
7.3 Describe ways to challenge information or support that is discriminatory or inaccessible
Unit 340  Support individuals to access housing and accommodation services

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<tr>
<th>UAN:</th>
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<td>GLH:</td>
<td>31</td>
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<tr>
<td>Unit aim:</td>
<td>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>SCDHSC0349</td>
</tr>
</tbody>
</table>

**Learning outcome**

The learner will:

1. Understand support available to access housing and accommodation services

**Assessment criteria**

The learner can:

1.1 Identify sources of funding and benefits that are available for housing and accommodation services
1.2 Analyse the range of housing and accommodation services available
1.3 Explain how and where to access specialist information and advice about housing and accommodation services

**Range**

(AC1.1) **Housing and accommodation**: Housing and accommodation covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places
Learning outcome

The learner will:

2 Be able to work with individuals to identify housing and accommodation services that meet their needs

Assessment criteria

The learner can:

2.1 Work with an individual to identify their accommodation requirements
2.2 Work with the individual to understand the range of accommodation services that could meet their needs
2.3 Support the individual to understand requirements that may be made by housing and accommodation services

Range

(AC2.1) **Individual**: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Learning outcome

The learner will:

3 Be able to work with individuals to plan to access housing and accommodation services

Assessment criteria

The learner can:

3.1 Work with the individual and others to agree a plan for accessing housing and accommodation services
3.2 Establish with an individual which housing and accommodation services will be approached

Range

(AC3.1) **Others**: Others may include:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Learning outcome

The learner will:

4 Be able to work with individuals to access housing and accommodation services
Assessment criteria

The learner can:

4.1 Support the individual to prepare to attend meetings with housing and accommodation services
4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences
4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service
4.4 Describe ways to challenge discrimination in accessing housing and accommodation services

Range

(AC4.2) Preferences: Preferences may be based on:
• beliefs
• values
• culture

Learning outcome

The learner will:

5 Be able to work with housing and accommodation services to meet the needs of individuals

Assessment criteria

The learner can:

5.1 Provide housing and accommodation services with information about own role and responsibilities
5.2 Contact housing and accommodation staff over a prolonged period of time
5.3 Show how continued contact is appropriate to ensure individual needs are being met

Learning outcome

The learner will:

6 Be able to contribute to the review of housing and accommodation services for individuals

Assessment criteria

The learner can:

6.1 Work with the individual and others to:
   6.1a monitor the effectiveness and consistency of the service in meeting the individual’s needs and preferences
6.1 b  identify any additional support needed
6.2  Consult with others about any problems and proposed solutions
6.3  Record and report on the review in line with agreed ways of working
**Unit 375**

Recognise when substance misuse is indicated and refer individuals to specialists

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<th>UAN:</th>
<th>A/615/9564</th>
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<td>GLH:</td>
<td>24</td>
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<tr>
<td>Unit aim:</td>
<td>This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>HMAB2</td>
</tr>
</tbody>
</table>

**Learning outcome**

The learner will:

1. Recognise indications of substance misuse

**Assessment criteria**

The learner can:

1.1 Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents)

1.2 Identify possible indications of substance misuse (e.g. physical, behavioural, social and emotional)

1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse

1.4 Show how to obtain specialist assistance where required

1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date
Learning outcome
The learner will:
2 Assess and monitor risk

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

Learning outcome
The learner will:
3 Handle information and maintain records

Assessment criteria
The learner can:
3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so
3.2 Identify the rights of individuals and the principle of confidentiality

Learning outcome
The learner will:
4 Refer individuals to appropriate services

Assessment criteria
The learner can:
4.1 Identify the range of services relevant to substance misuse available locally and nationally
4.2 Demonstrate how to refer individuals to services in line with organisational requirements
4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements
Unit 378  Supply and exchange injecting equipment for individuals

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<th>UAN:</th>
<th>R/615/9571</th>
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<td>GLH:</td>
<td>18</td>
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<tr>
<td>Unit aim:</td>
<td>This unit is for those who supply and exchange injecting equipment for substance users. This involves establishing the extent and type of individuals' injecting behaviour, providing harm minimisation advice, providing injecting equipment and exchanging used injecting equipment. It also includes maintaining records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated.</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to the Skills for Health/DANOS national occupational standard: AH3 Supply and exchange injecting equipment for individuals This also appears in Health and Social Care Standards as SCDHSoC380.</td>
</tr>
</tbody>
</table>

Learning outcome

The learner will:

1. Understand policy and procedures for the supply and exchange of injecting equipment

Assessment criteria

The learner can:

1.1 Describe organisational policies and procedures for supply and exchange of injecting equipment

1.2 Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties

1.3 Identify the potential benefits of brief interventions with substance users

1.4 Describe the range of behaviours that can be expected from substance users, and how to deal with these

1.5 Describe how to recognise and deal with immediate risk of danger to individuals who have used substance
1.6 Describe the potential blood borne viruses
1.7 Explain what to do in the event of a needle stick injury occurring
1.8 Describe the range of substance misuse services available in the locality
1.9 Explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them

**Learning outcome**

The learner will:

2 Be able to conduct initial assessment of substance users and provide relevant advice

**Assessment criteria**

The learner can:

2.1 Establish whether the individual is injecting and the frequency of injecting
2.2 Conduct a health assessment with the individual (e.g. noting skin conditions, abscesses, injecting sites)
2.3 Provide relevant and timely advice e.g.
   2.3 a safe or safer injecting techniques and sites
   2.3 b harm minimisation
   2.3 c primary health
   2.3 d safer sex
2.4 Provide advice and resources for safe storage and disposal of injecting equipment
2.5 Refer individuals to other services according to identified need
2.6 Liaise with providers of other services in line with policies and protocol

**Learning outcome**

The learner will:

3 Be able to supply and exchange injecting equipment

**Assessment criteria**

The learner can:

3.1 Demonstrate that:
   3.1 a adequate stocks of injecting equipment are maintained
   3.1 b injecting equipment is stored safely and securely
3.2 Dispense injecting equipment to individuals in line with the assessment of their needs
3.3 Demonstrate safe handling of dispensed and returned injecting equipment
3.4 Carry out the exchange process discreetly to maintain confidentiality
3.5 Describe how to deal with any spillages and discarded needles and syringes using the appropriate materials
3.6 Maintain records of:
   3.6a injecting equipment supply and exchange in line with organisational procedures
   3.6b the needle exchange service
**Unit 387**

**Contribute to effective team working in health and social care**

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**Unit aim:**
The purpose of this unit is to develop the knowledge, understanding and skills of learners to enable them to contribute to effective team work in health and social care or children and young people settings.

**Relationship to NOS:**
- SCDCCLD 0338 – Develop productive working relationships with others
- SCDHSC 3121 – Promote the effectiveness of teams

**Learning outcome**
The learner will:
1. Understand theories of teams and team working

**Assessment criteria**
The learner can:
1.1 Compare models of team working
1.2 Explain different types of teams within health and social care services
1.3 Explain the process of team development
1.4 Describe how shared goals can lead to team cohesion

**Range**
(AC1.2) **Teams:** Teams could include:
- Within the organisation / service
- Multi-disciplinary
- Multi-agency
- Formal
- Informal
Learning outcome
The learner will:
2 Understand the principles that underpin effective teamwork

Assessment criteria
The learner can:
2.1 Explain why the following are important in team work:
   2.1a clearly defined roles and responsibilities
   2.1b confidentiality
   2.1c effective communication
   2.1d conflict resolution
2.2 Explain why mutual trust and accountability promotes effective teamwork
2.3 Explain how clear objectives supporting the values of own organisation influence team work
2.4 Explain how teams manage change
2.5 Explain the benefits of effective team on service provision

Learning outcome
The learner will:
3 Be able to work as part of a team

Assessment criteria
The learner can:
3.1 Identify own role and responsibility in the team
3.2 Fulfil own responsibilities within the team
3.3 Communicate effectively with team members
3.4 Involve other team members in decision making
3.5 Seek support and advice from others
3.6 Offer support to other team members
3.7 Explain lines of reporting and responsibility in the team
3.8 Analyse the strengths and contributions of other team members to the work of the team

Learning outcome
The learner will:
4 Be able to support individual team members

Assessment criteria
The learner can:

4.1 Provide encouragement and support to individual team members within their roles
4.2 Provide constructive feedback on performance to individual team members

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**Learning outcome**

The learner will:

5 Be able to review the work of the team

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**Assessment criteria**

The learner can:

5.1 Reflect on own performance in working as part of a team
5.2 Review team performance in achieving or working towards goals
5.3 Contribute to the development of continuous improvement within the work of the team
## Unit 402

**Support individuals to access education, training or employment**

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<td><strong>Unit aim:</strong></td>
<td>The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.</td>
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<tr>
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### Learning outcome

The learner will:

1. Understand the value of engagement in training, education or employment for individuals

### Assessment criteria

The learner can:

1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals

### Range

(AC1.1) **Individuals:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

### Learning outcome

The learner will:

2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment

### Assessment criteria
The learner can:

2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment

2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment

2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities

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**Learning outcome**

The learner will:

3 Understand the support available to individuals accessing education, training or employment

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**Assessment criteria**

The learner can:

3.1 Identify agencies that provide support to individuals accessing education, training or employment

3.2 Explain the support provided by the agencies identified

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**Learning outcome**

The learner will:

4 Be able to support an individual to identify and access education, training or employment that meet needs and preferences

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**Assessment criteria**

The learner can:

4.1 Work with individuals to identify education, training or employment opportunities

4.2 Work with the individual and/or others to source accessible information on education, training or employment opportunities

4.3 Support the individual to select education, training or employment

4.4 Support the individual to complete applications to access education, training or employment

4.5 Support the individual to prepare for interview or selection for education, training or employment

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**Range**

(AC4.1) Employment opportunities: Employment opportunities - responses to assessment criteria 4.1 should take into account:

- Aspirations
- Skills and abilities
- Interests
- Experience
- Qualifications
- Support needs
- Preferred career pathway
- Personal circumstances
- Language / communication needs

(AC4.2) **Others:** Others may include:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

### Learning outcome

The learner will:

5 Be able to support individuals to undertake education, training or employment

### Assessment criteria

The learner can:

5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment

5.2 Work with the individual and/or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment

### Learning outcome

The learner will:

6 Be able to evaluate engagement in education, training or employment

### Assessment criteria

The learner can:

6.1 Review with the individual and/or others how well the education, training or employment opportunity has met:

6.1a expectations

6.1b identified outcomes

6.2 Review with the individual and/or others the continued support required to undertake education, training or employment

6.3 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences