

# Qualification Specification Optional Units

NCFE CACHE Level 2 Certificate in Assisting and  
Moving Individuals for Social Care Settings  
QRN: 600/1884/7

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# Section 1: Overview and Index

## Overview

This document is an extension of the Qualification Specification for the Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings and the Level 3 Award in Inducting Others in the Assisting and Moving of Individuals in Social Care, and contains the optional units for the Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings. There are no optional units for the Level 3 Award in Inducting Others in the Assisting and Moving of Individuals in Social Care.

Generic information covered in the Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings and Level 3 Award in Inducting Others in the Assisting and Moving of Individuals in Social Care Qualification Specification is not repeated in this document.





Tasks have not been provided for these optional units; however, tasks for these units will be available upon request in writing to [development@cache.org.uk](mailto:development@cache.org.uk).









For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, a unit has some Skills/Competence component(s).

## Optional Unit Index

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hour <sup>*</sup>	Page	Notes
 MH 201	T/502/7585	Understanding assisting and moving individuals	Knowledge	2	2	15	11	
HSC 208	J/601/8027	Move and position individuals in accordance with their plan of care	Knowledge / Skills	2	4	26	17	
IC01	L/501/6737	The principles of infection prevention and control	Knowledge / Skills	2	3	30	23	
 IC02	H/501/103	Causes and spread of infection	Knowledge	2	2	20	27	
 IC03	R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2	20	29	
 HSC024	A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26	33	
HSC027	R/601/8922	Contribute to health and safety in health and social care	Knowledge / Skills	2	4	33	39	
HSC 2001	D/601/9023	Provide support for therapy sessions	Knowledge / Skills	2	2	14	45	
HSC 2002	H/601/9024	Provide support for mobility	Knowledge / Skills	2	2	14	49	

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
	PD OP2.1	L/601/6117	Understand physical disability	Knowledge	2	2	19	53	
	LD OP 201	K/601/5315	Understand the context of supporting individuals with learning disabilities	Knowledge	2	4	35	57	
	LD OP 205	K/601/6285	Principles of positive risk taking for individuals with disabilities	Knowledge	2	2	20	61	
	DEM 201	J/601/2874	Dementia Awareness	Knowledge	2	2	17	65	
	SS MU 2.1	F/601/3442	Introductory awareness of sensory loss	Knowledge	2	2	16	69	
	CMH 302	J/602/0103	Understand mental health problems	Knowledge	3	3	14	73	
<b>Total credit and Hours from Mandatory Units</b>						<b>10</b>	<b>73</b>		
<b>Minimum credit and Hours required from Optional Units</b>						<b>4</b>	<b>28</b>		
<b>Total credit and minimum Hours to achieve Certificate</b>						<b>14</b>	<b>101</b>		



## Section 2: Units

## Unit Layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. TDA, NFCE).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

## MH 201: Understanding assisting and moving individuals



**Unit reference** T/502/7585 **Unit level** 2

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

**Unit aim** This unit introduces the learner to the key concepts of moving and assisting individuals. This includes an awareness of legislation and theory and also develops an understanding around the preparation of the environment and the individual who requires moving or assistance.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the key concepts of manual handling in relation to assisting and moving individuals.	1.1. Define the term manual handling.		
	1.2. Describe the following terms in relation to assisting and moving individuals: <ul style="list-style-type: none"> <li>• risk</li> <li>• hazard</li> <li>• risk assessment</li> <li>• care plan</li> <li>• ergonomic approach.</li> </ul>		
	1.3. Describe how current <b>legislation</b> relates to assisting and moving individuals.		
	1.4. Identify agreed ways of working that relate to assisting and moving individuals.		
	1.5. List a range of items of manual handling <b>equipment</b> and their uses.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the impact of assisting and moving for workers and individuals.	2.1. Explain the importance of keeping up to date on current techniques, equipment and legislation with regard to assisting and moving individuals.		
	2.2. Describe the basic anatomy of the human body including the structure of the spine affected by assisting and moving.		
	2.3. Describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques.		
	2.4. Describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques.		
	2.5. Describe the potential legal consequences of injuries to the individual.		
3. Understand worker's own role and roles of <b>others</b> in assisting and moving individuals.	3.1. Describe responsibilities of worker's own role in relation to assisting and moving an individual.		
	3.2. Identify the limitations of worker's own role in relation to assisting and moving individuals.		
	3.3. Describe the role of others in relation to assisting and moving.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Describe when advice and/or assistance should be sought to assist and move an individual safely.		
4. Understand the requirements for preparing the environment prior to assisting and moving an individual.	4.1. Describe why preparatory checks are necessary in relation to: <ul style="list-style-type: none"> <li>• an individual's care plan</li> <li>• moving and handling risk assessment</li> <li>• legal requirements for the safety of equipment.</li> </ul>		
	4.2. List a range of precautions for infection prevention and control.		
	4.3. Describe the difference between formal (documented) and informal (on the spot) risk assessments.		
	4.4. Describe the steps that should be taken to ensure the environment supports an individual's dignity during assisting and moving activities.		
	4.5. Describe how the environment can be a barrier to assisting and moving an individual.		
	4.6. Describe ways to overcome environmental barriers in the assisting and moving of individuals.		
5. Understand how to support the individual to prepare before assisting and moving.	5.1. Describe why it is important to communicate with the individual prior to assisting and moving.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2. Describe why it is important to communicate with others prior to assisting and moving.		
	5.3. Describe what factors should be taken into account when the individual's wishes conflict with their care plan in relation to health and safety and their risk assessment.		
	5.4. Describe where to seek advice and assistance if the individual's wishes conflict with their care plan.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: MH201**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC223
Additional unit assessment requirements provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Legislation e.g.:</b> This should include both health safety/moving and handling legislation and legislations in relation individuals rights and choices</p> <p><b>Equipment e.g.:</b></p> <ul style="list-style-type: none"> <li>• wheelchair</li> <li>• profiling bed</li> <li>• hoist</li> <li>• lifting cushion</li> <li>• slide sheets</li> <li>• rope ladder</li> <li>• transfer boards/ PAT Slides</li> <li>• turn tables</li> <li>• handling belts</li> </ul> <p><b>Others e.g.</b></p> <ul style="list-style-type: none"> <li>• Care worker</li> <li>• Colleagues</li> <li>• Managers</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Admiral Nurses</li> <li>• IMCA</li> <li>• CPN</li> <li>• Dementia Care Advisors</li> <li>• Advocate</li> <li>• Support groups</li> </ul>





## HSC 2028: Move and position individuals in accordance with their plan of care

**Unit reference** J/601/8027 **Level** 2

**Credit value** 4 **GL** 26

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</b>			
1. Understand anatomy and physiology in relation to moving and positioning individuals.	1.1. Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals.		
	1.2. Describe the impact of specific conditions on the correct movement and positioning of an individual.		
2. Understand legislation and <b>agreed ways of working</b> when moving and positioning individuals.	2.1. Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals.		
	2.2. Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to minimise risk before moving and positioning individuals.	3.1. Access up-to-date copies of risk assessment documentation.		
	3.2. Carry out preparatory checks using: <ul style="list-style-type: none"> <li>• the individual's care plan</li> <li>• the moving and handling risk assessment.</li> </ul>		
	3.3. Identify any immediate risks to the individual.		
	3.4. Describe actions to take in relation to identified risks.		
	3.5. Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment.		
	3.6. Prepare the immediate environment ensuring: <ul style="list-style-type: none"> <li>• adequate space for the move in agreement with all concerned</li> <li>• that potential hazards are removed.</li> </ul>		
	3.7. Apply standard precautions for infection prevention and control.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to prepare individuals before moving and positioning.	4.1. Demonstrate effective communication with the individual to ensure that they: <ul style="list-style-type: none"> <li>• understand the details and reasons for the action/activity being undertaken</li> <li>• agree the level of support required.</li> </ul>		
	4.2. Obtain <b>valid consent</b> for the planned activity.		
5. Be able to move and position an individual.	5.1. Follow the care plan to ensure that the individual is positioned: <ul style="list-style-type: none"> <li>• using the agreed technique</li> <li>• in a way that will avoid causing undue pain or discomfort.</li> </ul>		
	5.2. Demonstrate effective communication with any others involved in the manoeuvre.		
	5.3. Describe the aids and equipment that may be used for moving and positioning.		
	5.4. Use equipment to maintain the individual in the appropriate position.		
	5.5. Encourage the individual's <b>active participation</b> in the manoeuvre.		
	5.6. Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.7. Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due.		
6. Know when to seek advice from and/or involve others when moving and positioning an individual.	6.1. Describe when advice and/or assistance should be sought to move or handle an individual safely.		
	6.2. Describe what sources of information are available about moving and positioning individuals.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2028**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards	CHS6.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit.	<p><b>Agreed ways of working</b> will include policies and procedures and guidelines where these exist.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Additional unit assessment requirements - provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p>



## IC0 1: The principles of infection prevention and control

**Unit reference** L/501/6737 **Level** 2

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

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Explain employees' roles and responsibilities in relation to the prevention and control of infection.		
	1.2. Explain employers' responsibilities in relation to the prevention and control infection.		
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.		
	2.2. Describe local and organisational policies relevant to the prevention and control of infection.		
3. Understand systems and procedures relating to the prevention and control of infections.	3.1. Describe procedures and systems relevant to the prevention and control of infection.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Explain the potential impact of an outbreak of infection on the individual and the organisation.		
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term risk.		
	4.2. Outline potential risks of infection within the workplace.		
	4.3. Describe the process of carrying out a risk assessment.		
	4.4. Explain the importance of carrying out a risk assessment.		
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1. Demonstrate correct use of PPE.		
	5.2. Describe different types of PPE.		
	5.3. Explain the reasons for use of PPE.		
	5.4. State current relevant regulations and legislation relating to PPE.		
	5.4. Describe employees' responsibilities regarding the use of PPE.		
	5.6. Describe employers' responsibilities regarding the use of PPE.		
	5.7. Describe the correct practice in the application and removal of PPE.		
	5.8. Describe the correct procedure for disposal of used PPE.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Understand the importance of good personal hygiene in the prevention and control of infections.	6.1. Describe the key principles of good personal hygiene.		
	6.1. Demonstrate good hand washing technique.		
	6.3. Describe the correct sequence for hand washing.		
	6.4. Explain when and why hand washing should be carried out.		
	6.5. Describe the types of products that should be used for hand washing.		
	6.6. Describe correct procedures that relate to skincare.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: ICO 1**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Relationship to occupational standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. This unit is based upon the Skills for Health Infection Control workplace competencies.



## IC0 2: Causes and spread of infection



<b>Unit reference</b>	H/501/7103	<b>Level</b>	2
<b>Credit value</b>	2	<b>GL</b>	20

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the causes of infection.	1.1. Identify the differences between bacteria, viruses, fungi and parasites.		
	1.2. Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.		
	1.3. Describe what is meant by "infection" and "colonisation."		
	1.4. Explain what is meant by "systemic infection" and "localised infection."		
	1.5. Identify poor practices that may lead to the spread of infection.		
2. Understand the transmission of infection.	2.1. Explain the conditions needed for the growth of micro-organisms.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Explain the ways an infective agent might enter the body.		
	2.3. Identify common sources of infection.		
	2.4. Explain how infective agents can be transmitted to a person.		
	2.5. Identify the key factors that will make it more likely that infection will occur.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: ICO 2**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards	There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. Health and Social Care NVQ Level 2 unit HCS22 Health NVQ level 2 unit GEN 3 Core dimension 3: Health, safety and security – Monitor and maintain health, safety and security of others Infection Control NOS.

## IC0 3: Cleaning, decontamination and waste management



**Unit reference** R/501/6738 **Level** 2

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

**Unit aim** To explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials.

This unit does not cover the decontamination of surgical instruments.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to maintain a clean environment to prevent the spread of infection.	1.1. State the general principles for environmental cleaning.		
	1.2. Explain the purpose of cleaning schedules.		
	1.3. Describe how the correct management of the environment minimises the spread of infection.		
	1.4. Explain the reason for the national policy for colour coding of cleaning equipment.		
2. Understand the principles and steps of the decontamination process.	2.1. Describe the three steps of the decontamination process.		
	2.2. Describe how and when cleaning agents are used.		
	2.3. Describe how and when disinfecting agents are used.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Explain the role of personal protective equipment (PPE) during the decontamination process.		
	2.5. Explain the concept of risk in dealing with specific types of contamination.		
	2.6. Explain how the level of risk determines the type of agent that may be used to decontaminate.		
	2.7. Describe how equipment should be cleaned and stored.		
3. Understand the importance of good waste management practice in the prevention of the spread of infection.	3.1. Identify the different categories of waste and the associated risks.		
	3.2. Explain how to dispose of the different types of waste safely and without risk to others.		
	3.3. Explain how waste should be stored prior to collection.		
	3.4. Identify the legal responsibilities in relation to waste management.		
	3.5. State how to reduce the risk of sharps injury.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: ICO 3**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Relationship to occupational standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. General Healthcare Competence GEN3. Maintain health and safety in a clinical/therapeutic environment (K5).  
 Knowledge and Skills Framework Core 3 Health safety and Security.  
 Health and Social Care NOS HSC246, 230, 0032  
 Infection Prevention and Control NOS IPC1, 3,4,6,7.





## HSC 024: Principles of safeguarding and protection in health and social care



**Unit reference** A/601/8574                      **Level** 2  
**Credit value** 3                                      **GL** 26

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• sexual abuse</li> <li>• emotional/psychological abuse</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• self-neglect</li> <li>• neglect by others.</li> </ul>		
	1.2. Identify the signs and/or symptoms associated with each type of abuse.		
	1.3. Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the <b>actions to take</b> if there are suspicions that an individual is being abused.		
	2.2. Explain the actions to take if an individual alleges that they are being abused.		
	2.3. Identify ways to ensure that evidence of abuse is preserved.		
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and <b>local systems</b> that relate to safeguarding and protection from abuse.		
	3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.		
	3.3. Identify reports into serious failures to protect individuals from abuse.		
	3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.		
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with <b>person-centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights.</li> </ul>		
	4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Know how to recognise and report unsafe practices.	5.1. Describe <b>unsafe practices</b> that may affect the wellbeing of individuals.		
	5.2. Explain the actions to take if unsafe practices have been identified.		
	5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 024**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• a setting or situation</li> <li>• the individual.</li> </ul> <p>An <b>individual</b> will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.</p> <p>The <b>actions to take</b> constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:</p> <ul style="list-style-type: none"> <li>• a colleague</li> <li>• someone in the individual's personal network</li> <li>• the learner</li> <li>• the learner's line manager</li> <li>• others.</li> </ul> <p>A setting where there is no formal duty of care includes adult health or social care settings.</p> <p><b>Local systems</b> may include:</p> <ul style="list-style-type: none"> <li>• employer/organisational policies and procedures</li> <li>• multi-agency adult protection arrangements for a locality.</li> </ul> <p><b>Person-centred values</b> include:</p> <ul style="list-style-type: none"> <li>• individuality</li> <li>• rights</li> <li>• choice</li> <li>• privacy</li> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership.</li> </ul>

	<p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Unsafe practices</b> may include:</p> <ul style="list-style-type: none"><li>• poor working practices</li><li>• resource difficulties</li><li>• operational difficulties.</li></ul>
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.



## HSC 027: Contribute to health and safety in health and social care

**Unit reference** R/601/8922                      **Level** 2

**Credit value** 4                                      **GL** 33

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 4, 5 and 8 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</b>			
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the <b>work setting</b> .	1.1. Identify legislation relating to general health and safety in a health or social care work setting.		
	1.2. Describe the main points of the health and safety <b>policies and procedures</b> agreed with the employer.		
	1.3. Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others</b> in the work setting.</li> </ul>		
	1.4. Identify <b>tasks</b> relating to health and safety that should not be carried out without special training.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Explain how to access additional support and information relating to health and safety.		
2. Understand the use of risk assessments in relation to health and safety.	2.1. Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities.		
	2.2. Explain how and when to report potential health and safety risks that have been identified.		
	2.3. Explain how risk assessment can help address dilemmas between rights and health and safety concerns.		
3. Understand procedures for responding to accidents and sudden illness.	3.1. Describe different types of accidents and sudden illness that may occur in own work setting.		
	3.2. Outline the procedures to be followed if an accident or sudden illness should occur.		
4. Be able to reduce the spread of infection.	4.1. Demonstrate the recommended method for hand washing.		
	4.2. Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.		
5. Be able to move and handle equipment and other objects safely.	5.1. Identify legislation that relates to moving and handling.		
	5.2. Explain principles for moving and handling equipment and other objects safely.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.3. Move and handle equipment or other objects safely.		
6. Know how to handle hazardous substances and materials.	6.1. Identify hazardous substances and materials that may be found in the work setting.		
	6.2. Describe safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials.</li> </ul>		
7. Understand how to promote fire safety in the work setting.	7.1. Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading.</li> </ul>		
	7.2. Outline emergency procedures to be followed in the event of a fire in the work setting.		
	7.3. Explain the importance of maintaining clear evacuation routes at all times.		
8. Be able to implement security measures in the work setting.	8.1. Use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• premises</li> <li>• information.</li> </ul>		
	8.2. Implement measures to protect own security and the security of others in the work setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	8.3. Explain the importance of ensuring that others are aware of own whereabouts.		
9. Know how to manage own <b>stress</b> .	9.1. Identify common signs and indicators of stress.		
	9.2. Identify circumstances that tend to trigger own stress.		
	9.3. Describe ways to manage own stress.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 027**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 22, HSC 221, HSC 223 Content recurs throughout HSC NOS knowledge requirements.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role.</p> <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Tasks</b> that the learner should not carry out without special training may include those relating to:</p> <ul style="list-style-type: none"> <li>• use of equipment</li> <li>• first aid</li> <li>• medication</li> <li>• health care procedures</li> <li>• food handling and preparation.</li> </ul> <p><b>Stress</b> can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 4, 5, and 8 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p>



## HSC 2001: Provide support for therapy sessions

**Unit reference** D/601/9023

**Level** 2

**Credit value** 2

**GL** 14

**Unit aim**

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<p><b>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</b></p>			
1. Understand the benefits of therapy sessions.	1.1 Identify different types of <b>therapy sessions</b> in which an <b>individual</b> may participate.		
	1.2. Describe how therapy sessions can benefit an individual.		
2. Be able to prepare for therapy sessions.	2.1. Establish own responsibilities in preparing for a therapy session.		
	2.2. Identify with the individual their preferences and requirements for the therapy session.		
	2.3. Follow instructions to prepare the environment, materials, equipment and self for the session.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to provide support in therapy sessions.	3.1. Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> <li>• the therapist's directions</li> <li>• the individual's preferences and requirements.</li> </ul>		
	3.2. Promote <b>active participation</b> of the individual during the session.		
	3.3. Describe ways to overcome fears or concerns an individual may have about a therapy session.		
4. Be able to observe and record therapy sessions.	4.1. Agree what observations need to be carried out during therapy sessions.		
	4.2. Agree how observations will be recorded.		
	4.3. Carry out agreed observations.		
	4.4. Record agreed observations as required.		
5. Be able to contribute to the review of therapy sessions.	5.1. Contribute to a review of therapy sessions to identify issues and progress.		
	5.2. Contribute to agreeing changes to therapy sessions with the individual and <b>others</b> .		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2001**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 212.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Therapy sessions</b> may include:</p> <ul style="list-style-type: none"> <li>• occupational therapy</li> <li>• physiotherapy</li> <li>• hydrotherapy</li> <li>• aromatherapy.</li> </ul> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• therapist</li> <li>• line manager</li> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• others who are important to the individual's well-being.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Additional unit assessment requirements - provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p>



## HSC 2002: Provide support for mobility

**Unit reference** H/601/9024 **Level** 2

**Credit value** 2 **GL** 14

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<p><b>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</b></p>			
1. Understand the importance of mobility.	1.1. Define mobility.		
	1.2. Explain how different health conditions may affect and be affected by mobility.		
	1.3. Outline the effects that reduced mobility may have on an individual's well-being.		
	1.4. Describe the benefits of maintaining and improving mobility.		
2. Be able to prepare for mobility activities.	2.1. Agree <b>mobility activities</b> with the <b>individual</b> and <b>others</b> .		
	2.2. Remove or minimise hazards in the environment before beginning a mobility activity.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Check the suitability of an individual's clothing and footwear for safety and mobility.		
	2.4. Check the safety and cleanliness of <b>mobility equipment and appliances.</b>		
3. Be able to support individuals to keep mobile.	3.1. Promote the <b>active participation</b> of the individual during a mobility activity.		
	3.2. Assist an individual to use mobility appliances correctly and safely.		
	3.3. Give feedback and encouragement to the individual during mobility activities.		
4. Be able to observe, record and report on activities to support mobility.	4.1. Observe an individual to monitor changes and responses during a mobility activity.		
	4.2. Record observations of mobility activity.		
	4.3. Report on progress and/or problems relating to the mobility activity including: <ul style="list-style-type: none"> <li>• choice of activities</li> <li>• equipment</li> <li>• appliances</li> <li>• the support provided.</li> </ul>		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2002**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 215
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Mobility activities</b> may include:</p> <ul style="list-style-type: none"> <li>• exercises</li> <li>• physiotherapy</li> <li>• occupational therapy</li> <li>• household activities</li> <li>• group activities.</li> </ul> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• mobility specialists</li> <li>• line manager</li> <li>• others who are important to the individual's well-being.</li> </ul> <p><b>Mobility equipment and appliances</b> may include:</p> <ul style="list-style-type: none"> <li>• wheel chairs</li> <li>• sticks</li> <li>• walking frames</li> <li>• custom-made appliances.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Additional unit assessment requirements - provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p>

# PD OP 2.1: Understand physical disability



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

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

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of differentiating between the <b>individual</b> and the disability.	1.1. Explain why it is important to recognise and value an individual as a person.		
	1.2. Describe the importance of recognising an individual’s strengths and abilities.		
	1.3. Describe how to work in a person centred way that fully involves the individual.		
2. Understand the concept of physical disability.	2.1. Describe what is meant by physical disability.		
	2.2. Describe what a congenital disability is.		
	2.3. Give examples of congenital disabilities and their causes.		
	2.4. Describe what a progressive disability is.		
	2.5. Give examples of progressive disabilities and their causes.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how the challenges of living with a physical disability can be addressed.	3.1. Identify social and physical barriers that can have a disabling effect on an individual.		
	3.2. Identify positive and negative attitudes towards individuals with a disability.		
	3.3. Describe steps that can be taken to challenge and change discriminatory attitudes.		
	3.4. Describe the impact of disability legislation on community attitudes and practices.		
	3.5. Describe the effects that having a physical disability can have on a person's <b>day to day life</b> .		
	3.6. Identify the importance for the individual of positive risk-taking.		
4. Understand the importance of independence and inclusion for the individual with physical disability.	4.1. Describe how the individual can be in control of their care needs and provision of social care services.		
	4.2. Describe the importance of supporting independence and inclusion within the community.		
	4.3. Describe how to assist with independence and inclusion within the community.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit.

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

**Day to day life:**

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

Additional unit assessment requirements - provided with the unit.

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





## LD OP 201: Understand the context of supporting individuals with learning disabilities



<b>Unit reference</b>	K/601/5315	<b>Level</b>	2
<b>Credit value</b>	4	<b>GL</b>	35

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the legislation and policies that support the human rights and inclusion of <b>individuals</b> with learning disabilities.	1.1. Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities.		
	1.2. Explain how this legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families.		
2. Understand the nature and characteristics of learning disability.	2.1. Explain what is meant by 'learning disability.'		
	2.2. Give examples of <b>causes</b> of learning disabilities.		
	2.3. Describe the medical and social models of disability.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'.		
	2.5. Describe the possible impact on a family of having a member with a learning disability.		
3. Understand the historical context of learning disability.	3.1. Explain the types of services that have been provided for individuals with learning disabilities over time.		
	3.2. Describe how past ways of working may affect present services.		
	3.3. Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: <ul style="list-style-type: none"> <li>• where people live</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships and parenthood</li> <li>• the provision of healthcare.</li> </ul>		
4. Understand the basic principles and practice of advocacy, empowerment and <b>active participation</b> in relation to supporting individuals with learning disabilities and their families.	4.1. Explain the meaning of the term 'social inclusion'.		
	4.2. Explain the meaning of the term 'advocacy'.		
	4.3. Describe different types of advocacy.		
	4.4. Describe <b>ways to build empowerment</b> and active participation into everyday support with individuals with learning disabilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers.	5.1. Explain how attitudes are changing in relation to individuals with learning disabilities.		
	5.2. Give examples of positive and negative aspects of being labelled as having a learning disability.		
	5.3. Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers.		
	5.4. Explain the roles of <b>external agencies</b> and <b>others</b> in changing attitudes, policy and practice.		
6. Know how to promote communication with individuals with learning disabilities.	6.1. Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: <ul style="list-style-type: none"> <li>• verbal communication</li> <li>• non-verbal communication.</li> </ul>		
	6.2. Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities.		
	6.3. Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: LD OP 201**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Causes</b> should include: before birth, during birth and after birth.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Ways to build empowerment</b> should include person-centred thinking.</p> <p><b>External agencies</b> include: advocacy services; parent/carer support groups; campaign groups etc.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul>
<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>

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



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

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

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of risk-taking in everyday life for <b>individuals</b> with disabilities.	1.1. Identify aspects of everyday life in which risk plays a part.		
	1.2. Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks.		
	1.3. Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks.		
	1.4. Explain how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none"> <li>• gain in self-confidence</li> <li>• develop skills</li> <li>• take an active part in their community.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the importance of positive, <b>person-centred</b> risk assessment.	2.1. Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches.		
	2.2. Identify the features of a person-centred approach to risk assessment.		
	2.3. Describe ways in which traditional risk assessments have tended to have a negative focus.		
3. Know how legislation and policies are relevant to positive risk-taking.	3.1. Identify legislation and policies which promote the human rights of individuals with disabilities.		
	3.2. Describe how to use human rights based approach to risk management.		
4. Understand how to support individuals with disabilities in decisions about risk-taking.	4.1. Explain the connection between an individual's right to take risks and their responsibilities towards themselves and <b>others</b> .		
	4.2. Outline how the principle of ' <b>Duty of Care</b> ' can be maintained whilst supporting individuals to take risks.		
	4.3. Describe ways of enabling individuals with disabilities to make informed choices about taking risks.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions.		
	4.5. Explain the potential positive and negative consequences of the choices made about taking risks.		
	4.6. Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger.		
	4.7. Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking.		
5. Understand how to support individuals with disabilities to manage identified risks.	5.1. Explain the importance of including risks in the individual's support plan.		
	5.2. Explain why it is important to review risks in the individual's support plan.		
	5.3. Outline why it is important to communicate and work in a consistent way with all those supporting the individual.		
	5.4. Describe ways of supporting individuals with disabilities to test out the risk they wish to take.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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



## DEM 201: Dementia awareness



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

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

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand what dementia is.	1.1. Explain what is meant by the term 'dementia'.		
	1.2. Describe the key functions of the brain that are affected by dementia.		
	1.3. Explain why depression, delirium and age related memory impairment may be mistaken for dementia.		
2. Understand key features of the theoretical models of dementia.	2.1. Outline the medical model of dementia.		
	2.2. Outline the social model of dementia.		
	2.3. Explain why dementia should be viewed as a disability.		
3. Know the most common types of dementia and their causes	3.1. List the most common causes of dementia.		
	3.2. Describe the likely signs and symptoms of the most common causes of dementia.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Outline the risk factors for the most common causes of dementia.		
	3.4. Identify prevalence rates for different types of dementia.		
4. Understand factors relating to an individual's experience of dementia.	4.1. Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability.		
	4.2. Outline the impact that the attitudes and behaviours of <b>others</b> may have on an individual with dementia.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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



## SS MU 2.1: Introductory awareness of sensory loss



**Unit reference** F/601/3442

**Level** 2

**Credit value** 2

**GL** 16

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these.	1.1. Describe how a range of factors have a negative and positive impact on individuals with sensory loss.		
	1.2. Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss.		
	1.3. Explain how individuals with sensory loss can be disabled by attitudes and beliefs.		
	1.4. Identify steps that could be taken to overcome disabling attitudes and beliefs.		
2. Understand the importance of effective communication for individuals with sensory loss.	2.1. Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Describe how effective communication may have a positive impact on the lives of individuals with sensory loss.		
	2.3. Explain how information can be made accessible to individuals with sensory loss.		
3. Know the main causes and conditions of <b>sensory loss</b> .	3.1. Outline the main causes of sensory loss.		
	3.2 Explain the difference between congenital and acquired sensory loss.		
	3.3. State what percentage of the general population is likely to have sensory loss.		
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss	4.1. Outline the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• deafblindness</li> <li>• hearing loss.</li> </ul>		
	4.2. Explain where additional advice and support can be sourced in relation to sensory loss.		
5. Know how to report concerns about <b>sensory loss</b>	5.1. Describe to whom and how concerns about sight and / or hearing loss can be reported.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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





# CMH 302: Understand mental health problems



**Unit reference** J/602/0103                      **Level** 3  
**Credit value** 3                                      **GL** 14

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main forms of mental ill health.	1.1. Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: <ul style="list-style-type: none"> <li>• mood disorders</li> <li>• personality disorders</li> <li>• anxiety disorders</li> <li>• psychotic disorders</li> <li>• substance-related disorders</li> <li>• eating disorders</li> <li>• cognitive disorders.</li> </ul>		
	1.2. Explain the key strengths and limitations of the psychiatric classification system.		
	1.3. Explain two alternative frameworks for understanding mental distress.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.		
2. Know the impact of mental ill health on individuals and others in their social network.	2.1. Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.		
	2.2. Explain how mental ill health may have an impact on the individual including: <ul style="list-style-type: none"> <li>• psychological and emotional</li> <li>• practical and financial</li> <li>• the impact of using services</li> <li>• social exclusion</li> <li>• positive impacts.</li> </ul>		
	2.3. Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: <ul style="list-style-type: none"> <li>• psychological and emotional</li> <li>• practical and financial</li> <li>• the impact of using services</li> <li>• social exclusion</li> <li>• positive impacts.</li> </ul>		
	2.4. Explain the benefits of early intervention in promoting an individual's mental health and well-being.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Relationship to occupational standards

This unit has links to HSC 3111 and MH14.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit.

In learning outcome 1, assessment criterion 1, learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.



## Section 3: Documents

### Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

### Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.