QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 2 Diploma in Care

Specification (For Centres)
August 2019

About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to consider the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

1. Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives. These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector;
- improve learner understanding of any given business environments and organisations and how they are managed and developed;
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills;
- investigate issues and opportunities;
- develop their awareness and appreciation of managerial, organisational and environmental issues;
- use management techniques and practices in imaginative ways;
- make use of relevant information from different sources;
- develop and encourage problem solving and creativity to tackle problems and challenges;
- exercise judgement and take responsibility for decisions and actions;
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigour, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

The qualification has been accredited to the Regulated Qualification Framework (RQF) and each qualification unit has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 2 Diploma in Care (603/5128/7)

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose and Rationale

2.1 Purpose for the Qualification

The purpose of the qualification is to provide learners with the technical skills and knowledge needed to work in the Health and Social Care industry.

We hope that centres and learners take the opportunity to learn a great deal from this qualification that will provide relevant new skills and qualities.

It is envisaged that the qualification will encourage both academic and professional development so that learners can move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

2.2 Aims of the Diploma

The aim of the Level 2 Diploma in Care is to confirm occupational competence for Adult Care Workers or Healthcare Support Workers. This qualification is vocationally based and as such, offers the opportunity for learners to demonstrate their knowledge, understanding and practical skills required to be an Adult Care Worker in an adult care setting or a Healthcare Assistant; Support Worker or Personal Assistant in a healthcare support environment.

At Level 2, the UK sector skills council decided that there would be a common qualification for both health and adult care settings. This means that there will be no barrier to entering either the adult care or health workforces.

The content of the qualification links with the knowledge and skills required for the Apprenticeship Standards 'Adult Care Worker' and 'Healthcare Support Worker'. The content is applicable to a variety of roles, examples of which are included below:

- adult care worker
- healthcare assistant/support worker
- personal assistant.

The Level 2 Diploma in Care will require learners to demonstrate understanding and effective practice in the following areas:

- Communication
- Person development
- Values and behaviours
- Health and wellbeing
- Responsibilities
- Safeguarding

The qualification links with requirements for the national occupational standards (NOS) for health and social care.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Assessors (EQA's) to ensure that learners are provided with appropriate learning opportunities and guidance. EQA's will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators;
- sets and agrees assignments;
- marks and moderates' assignments;
- agrees the final mark and issues certificates.

QUALIFI's policies will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying. All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying at before enrolling them onto a programme of learning.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Care is level 2 qualification made up of 46 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT) and Guided Learning Hours (GLH).**

TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of guided learning, directed learning and invigilated assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning;
- independent and unsupervised research/learning;
- unsupervised compilation of a portfolio of work experience;
- unsupervised e-learning;
- unsupervised e-assessment;
- unsupervised coursework;
- watching a pre-recorded podcast or webinar;
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor;
- work-based learning supervised by a tutor;
- live webinar or telephone tutorial with a tutor in real time;
- e-learning supervised by a tutor in real time;
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

The qualification consists of mandatory and optional units. 9 mandatory provide a generic introduction to care and optional units allow learners to specialise in one of 4 pathways identified below.

All units cover a number of topics relating to learning outcomes and a minimum of 46 credits must be achieved to gain the Level 2 Diploma in Care. This includes a minimum of 460 hours TQT.

Learners must achieve all **24 credits** from the 9 mandatory units and a minimum of **22 credits** from the respective pathway options available.

Mandatory Units – The learner must achieve **24 credits** from all nine units. This includes 240 TQT.

Unit Number	Unit Title	Level	Credit Value	GLH	TQT
2C01	Communication in Care Settings	2	3	20	30
2C02	Duty of Care	2	1	7	10
2C03	Equality, Diversity and Inclusion in Care Settings	2	2	17	20
2C04	Handle Information in Care Settings	2	1	10	10
2C05	Health, Safety and Well-Being in Care Settings	2	4	33	40
2C06	Implement Person-Centred Approaches	2	5	39	50
2C07	Personal Development in a Care Setting	2	3	23	30
2C08	Responsibilities of a Care Worker	2	2	16	20
2C09	Safeguarding and Protection in Care Settings	2	3	26	30

Optional Units – The learner must also achieve a minimum of **22 credits** from these units.

Unit Code	Unit Title	Level	Credit Value	GLH	TQT
2C10	Introductory Awareness of Autistic Spectrum Conditions	2	2	17	20
2C11	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35	40
2C12	Assist in the Administration of Medication	2	4	25	40
2C13	Contribute to Support of Positive Risk-taking for Individuals	2	3	27	30
2C14	Contribute to Supporting Individuals with a Learning Disability to Access Healthcare	2	3	23	30
2C15	Promote Positive Behaviour Support	3	6	44	60
2C16	Awareness of the Mental Capacity Act 2005	3	3	20	30
2C17	Understand Mental Health Problems	3	3	16	30
2C18	Understand Mental Well-being and Mental Health Promotion	3	3	20	30
2C19	Enable Individuals to Develop Strategies to Manage Behaviour	2	8	65	80

			Credit		
		Level	Value	GLH	TQT
2C20	Support Independence in the Tasks of Daily Living	2	5	35	50
2C21	Understand How to Support Individuals to be Part of a Community	2	3	16	30
2C22	Understand the Impact of Acquired Brain Injury on Individuals	2	3	24	30

Pathways

Learners may choose to take specific optional units to focus on a speciality within care:

Pathway 1: Care and Learning Disabilities

Learners must take the 9 mandatory units plus the following optional units:

Unit Code	Unit Title	Level	Credit Value	GLH	TQT
2C10	Introductory Awareness of Autistic Spectrum Conditions	2	2	17	20
2C11	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35	40
2C12	Assist in the Administration of Medication	2	4	25	40
2C13	Contribute to Support of Positive Risk-taking for Individuals	2	3	27	30
2C14	Contribute to Supporting Individuals with a Learning Disability to Access Healthcare	2	3	23	30
2C15	Promote Positive Behaviour Support	3	6	44	60

Pathway 2: Care and Mental Health

Learners must take the 9 mandatory units plus the following optional units:

Unit Code	Unit Title	Level	Credit Value	GLH	TQT
2C13	Contribute to Support of Positive Risk-taking for Individuals	2	3	27	30
2C16	Awareness of the Mental Capacity Act 2005	3	3	20	30
2C17	Understand Mental Health Problems	3	3	16	30
2C18	Understand Mental Well-being and Mental Health Promotion	3	3	20	30
2C19	Enable Individuals to Develop Strategies to Manage Behaviour	2	8	65	80
2C20	Support Independence in the Tasks of Daily Living	2	5	35	50

Pathway 3: Care and Supported Living

Learners must take the 9 mandatory units plus the following optional units:

Unit Code	Unit Title	Level	Credit Value	GLH	TQT
2C12	Assist in the Administration of Medication	2	4	25	40
2C13	Contribute to Support of Positive Risk-taking for Individuals	2	3	27	30
2C15	Promote Positive Behaviour Support	3	6	44	60
2C16	Awareness of the Mental Capacity Act 2005	3	3	20	30
2C20	Support Independence in the Tasks of Daily Living	2	5	35	50
2C21	Understand How to Support Individuals to be Part of a Community	2	3	16	30

Pathway 4: Care and Acquired Brain Injury

Learners must take the 9 mandatory units plus the following optional units:

Unit Code	Unit Title	Level	Credit Value	GLH	TQT
2C12	Assist in the Administration of Medication	2	4	25	40
2C13	Contribute to Support of Positive Risk-taking for Individuals	2	3	27	30
2C15	Promote Positive Behaviour Support	3	6	44	60
2C16	Awareness of the Mental Capacity Act 2005	3	3	20	30
2C17	Understand Mental Health Problems	3	3	16	30
2C18	Understand Mental Well-being and Mental Health Promotion	3	3	20	30
2C20	Support Independence in the Tasks of Daily Living	2	5	35	50
2C22	Understand the Impact of Acquired Brain Injury on Individuals	2	3	24	30

4.3 Progression and links to other QUALIFI programmes

Achievement of this qualification confirms the learner has gained the knowledge and skills required to:

- gain employment as a Healthcare Assistant/Support Worker or Adult Care Worker/Personal Assistant
- progress onto the Qualifi Level 3 Diploma in Health and Social Care
- progress onto the Level 3 Lead Adult Care Worker Apprenticeship.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5. Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff;
- learning and teaching methods;
- study skills;
- learning resources;
- personal development planning;
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6. Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities;
- health and safety;
- conduct;
- progression;
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies, will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies.

If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and application. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

7.1 Assessment and Evidence for the components

This qualification must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care (RQF) in England.

The link to assessment strategy for this qualification, entitled '*Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care (RQF) in England*' can be found on the next page:

https://www.skillsforcare.org.uk/Documents/Learning-and- development/Qualifications/Joint-SfC-SfH-Assessment-Principles-Oct-17-v1-final- version.pdf

Centres can use the following assessment methods:

- Direct Observation of Performance in the Work Environment (this must be the main source of evidence for the skills-based assessments)
- Practical Examination
- Examining Products of Work
- Oral / Written Questioning
- Discussion with the Learner
- Use of Others (Witness Testimony)
- Looking at Learner Statements
- Recognising Prior Learning
- Simulation (where specified in the unit assessment requirements and then only where evidence cannot be generated through normal work activity.)
- Skills Tests
- Assignments
- Projects
- Case Studies

All assessments can be presented in a portfolio of evidence. Qualifi will provide guidance on assessment to all centres delivering this qualification.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award. QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

All Diploma are pass/fail. Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact: support@QUALIFI-international.com

9. Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your registered centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme;
- planning for assessment and grading;
- developing effective assignments;
- building your team and teamwork skills;
- developing learner-centred learning and teaching approaches;
- building in effective and efficient quality assurance systems.

You can request customised training through your registered Centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323
Or email: support@QUALIFI-international.com
Website: www.qualifi.net   www.qualifi-international.com

Appendix 1: Mandatory Unit Descriptors

Unit 2C01 – Communication in Care Settings

Unit Code: M/617/8127
RQF Level: 2
Standard Identifier: SFH039

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 communicate with others in work settings. This also includes how to maintain confidentiality when communicating with and about others.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand why communication is important in the work setting.	1.1 Identify different reasons why people communicate. 1.2 Explain how effective communication affects all aspects of own work. 1.3 Explain why it is important to observe an individual's reactions when communicating with them.
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1 Find out an individual's communication and language needs, wishes and preferences. 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences. 2.3 Show how and when to seek advice about communication.
3. Be able to reduce barriers to communication.	3.1 Identify barriers to communication. 3.2 Demonstrate how to reduce barriers to communication in different ways. 3.3 Demonstrate ways to check that communication has been understood. 3.4 Identify sources of information, support and services to enable more effective communication.
4. Be able to apply principles and practices relating to confidentiality at work.	4.1 Explain the term 'confidentiality'. 4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working. 4.3 Describe situations where information normally considered to be confidential might need to be passed on. 4.4 Explain how and when to seek advice about confidentiality.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 3, and 4 must be assessed in a real work environment.

Care settings e.g. adult, children and young people's health settings and adult care settings.

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

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

Preferences may be based on beliefs; values; culture.

Communication methods may include:

a) non-verbal communication
- eye contact
- touch
- physical gestures
- body language
- behaviour

b) verbal communication
- vocabulary
- linguistic tone
- pitch

c)   technological aids

Services may include translation services; interpreting services; speech and language services; advocacy services.

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

Unit 2C02 – Duty of Care

Unit Code: T/617/8128
RQF Level: 2
Standard Identifier: SFH054

Unit Aim

This unit covers the knowledge required to understand duty of care and own role in this. A duty of care is of significant importance and the learner must understand how to address dilemmas that arise about the duty of care and its implications.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the implications of duty of care.	1.1 Define the term 'duty of care'. 1.2 Describe how duty of care relates to duty of candour. 1.3 Describe how the duty of care affects own work role.
2. Understand support available for addressing dilemmas that may arise about duty of care.	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights. 2.2 Explain where to get additional support and advice about how to resolve such dilemmas.
3. Know how to respond to complaints.	3.1 Describe the process to follow when responding to complaints. 3.2 Identify the main points of agreed procedures for handling complaints.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.

Candour – being open and honest with individual/s and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm.

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

Unit 2C03 – Equality, Diversity and Inclusion in Care Settings

Unit Code: A/617/8129
RQF Level: 2
Standard Identifier: SFH054

Unit Aim

This unit introduces the knowledge and skills to enable the individual to work in an equitable and inclusive way. The learner will learn how to access information, advice and support about diversity, equality and inclusion.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the importance of equality and inclusion.	1.1 Explain what is meant by: • Diversity; • Equality; • Inclusion; • Discrimination. 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting. 1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination.
2. Be able to work in an inclusive way.	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role. 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences. 2.3 Describe how to challenge discrimination in a way that encourages change.
3. Know how to access information, advice and support about diversity, equality and inclusion.	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion. 3.2 Describe how to access information, advice and support about diversity, equality and inclusion. 3.3 Identify when to access information, advice and support about diversity, equality and inclusion.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcome 2 must be assessed in a real work environment.

Care settings e.g. adult, children and young people's health settings and adult care settings.

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

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

Unit 2C04 – Handle Information in Care Settings

Unit Code: M/617/8130
RQF Level: 2
Standard Identifier: SFH074

Unit Aim

This unit covers the knowledge and skills to be able to handle information in care settings.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the need for secure handling of information in care settings.	1.1 Identify the legislation that relates to the recording, storage and sharing of information in care settings. 1.2 Explain why it is important to have secure systems for recording and storing information in a care setting.
2. Know how to access support for handling information.	2.1 Describe how to access guidance, information and advice about handling information. 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information.
3. Be able to handle information in accordance with agreed ways of working.	3.1 Keep records that are up to date, complete, accurate and legible. 3.2 Follow agreed ways of working for: • recording information; • storing information; • sharing information.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcome 3 must be assessed in a real work environment.

Care settings e.g. adult, children and young people's health settings and adult care settings.

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

Unit 2C05 – Health, Safety and Well-being in Care Settings

Unit Code: T/617/8131
RQF Level: 2
Standard Identifier: SFH146

Unit Aim

The aim of this unit is to prepare the learner for the principles of health and safety within the health and care settings.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting.	1.1 Identify legislation relating to general health and safety in a care work setting. 1.2 Outline the main points of the health and safety policies and procedures agreed with the employer. 1.3 Outline the main health and safety responsibilities of: • self; • the employer or manager; • others in the work setting. 1.4 Identify tasks relating to health and safety that should not be carried out without special training. 1.5 Explain how to access additional support and information relating to health and safety.
2. Understand the use of risk assessments in relation to health and safety.	2.1 Explain why it is important to assess health and safety risks posed by the work setting, situations 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 illnesses 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 Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection. 4.2 Explain the causes and spread of infection in care settings. 4.3 Demonstrate the recommended method for hand washing technique. 4.4 Demonstrate the use of Personal Protective Equipment (PPE) and when to use it. 4.5 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 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. 5.3 Demonstrate how to move and handle equipment and objects safely.

6. Know how to handle hazardous substances and materials.	6.1 Describe hazardous substances and materials that may be found in the work setting. 6.2 Explain safe practices for: • storing hazardous substances; • using hazardous substances; • disposing of hazardous substances and materials.
7. Understand how to promote fire safety in the work setting.	7.1 Describe practices that prevent fires from: • starting; • spreading. 7.2 Describe 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: • premises; • information. 8.2 Implement 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.
9. Know how to manage own stress.	9.1 Identify common signs and indicators of stress in self and others. 9.2 Identify circumstances and factors that tend to trigger stress in self and others. 9.3 Describe ways to manage stress and how to access sources of support.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcomes 4, 5 and 8 must be assessed in a real work environment.

Care settings e.g. adult, children and young people's health settings and adult care settings.

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

Health and safety - this could be in relation to the safety of yourself, your colleagues and/or the people you support.

Others may include team members; other colleagues; those who use or commission their own health or social care services; families, carers and advocates.

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

Tasks that the learner should not carry out without special training may include those relating to use of equipment; first aid; medication; health care procedures; food handling and preparation.

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.

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

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

Sources of support may include formal support; informal support; supervision; appraisal; within the organisation; beyond the organisation.

Unit 2C06 – Implement Person-Centred Approaches

Unit Code: A/617/8132
RQF Level: 2
Standard Identifier: SFH007

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 understand and work in a person-centred way.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand person-centred approaches for care and support.	1.1 Define person-centred values. 1.2 Explain why it is important to work in a way that embeds person-centred values. 1.3 Explain why risk-taking can be part of a person-centred approach. 1.4 Explain how using an individual's care plan contributes to working in a person-centred way.
2. Be able to work in a person-centred way.	2.1 Find out the history, preferences, wishes and needs of the individual. 2.2 Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual.
3. Be able to establish consent when providing care or support.	3.1 Explain the importance of establishing consent when providing care or support. 3.2 Establish consent for an activity or action. 3.3 Explain what steps to take if consent cannot be readily established.
4. Be able to encourage active participation.	4.1 Describe how active participation benefits an individual. 4.2 Identify possible barriers to active participation. 4.3 Demonstrate ways to reduce the barriers and encourage active participation.
5. Be able to support the individual's right to make choices.	5.1 Support an individual to make informed choices. 5.2 Use agreed risk assessment processes to support the right to make choices. 5.3 Explain why a worker's personal views should not influence an individual's choices. 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others.
6. Be able to promote individuals' well-being.	6.1 Explain how an individual's identity and self-esteem are linked with well-being. 6.2 Describe attitudes and approaches that are likely to promote an individual's well-being. 6.3 Support an individual in a way that promotes a sense of identity and self-esteem. 6.4 Demonstrate ways to contribute to an environment that promotes well-being.

| | 6.5 Recognise and respond to changes in physical and mental health. |
| | 6.6 Explain the importance of good nutrition and hydration. |

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Care settings e.g. adult, children and young people's health settings and adult care settings.

Person centred values include individuality; rights; choice; privacy; independence; dignity; respect; care; compassion; courage; communication; competence; partnership.

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

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.

Preferences may be based on beliefs; values; culture.

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 ('mental capacity').

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

Well-being may include aspects that are: social; emotional; cultural; spiritual; intellectual; economic; physical.

Unit 2C07 – Personal Development in Care Settings

Unit Code: F/617/8133
RQF Level: 2
Standard Identifier: SFH105

Unit Aim

This unit is aimed at those who work in care settings. The unit introduces the concepts of personal development and reflective practice.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own role. 1.2 Identify standards, regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role. 1.3 Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice.
2. Be able to reflect on own work activities.	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice. 2.2 Assess how well own knowledge, skills and understanding meet standards. 2.3 Demonstrate the ability to reflect on work activities.
3. Be able to agree a personal development plan.	3.1 Identify sources of support and how they can be used for own learning and development. 3.2 Describe the process for agreeing a personal development plan and who should be involved. 3.3 Contribute and agree to own personal development plan.
4. Be able to develop own knowledge, skills and understanding.	4.1 Describe how a learning activity has improved own knowledge, skills and understanding. 4.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding. 4.3 Explain the importance of continuing professional development. 4.4 Describe how feedback from others has developed own knowledge, skills and understanding. 4.5 Demonstrate how to record progress in relation to personal development.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Care settings e.g. adult, children and young people's health settings and adult care settings.

Standards may include codes of conduct and practice; regulations; minimum standards; National Occupational Standards.

Sources of support may include formal support; informal support; supervision; appraisal; within the organisation; beyond the organisation.

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.

Who should be involved may include: the individual; carers; advocates; supervisor, line manager or employer; team members; other professionals.

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.

Others may include team members; other colleagues; those who use or commission their own health or social care services; families, carers and advocates.

Unit 2C08 – Responsibilities of a Care Worker

Unit Code: J/617/8134
RQF Level: 2
Standard Identifier: SFH075

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 understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand working relationships in care settings.	1.1 Explain how a working relationship is different from a personal relationship. 1.2 Describe different working relationships in care settings.
2. Be able to work in ways that are agreed with the employer.	2.1 Describe why it is important to adhere to the agreed scope of the job role. 2.2 Access full and up-to-date details of agreed ways of working. 2.3 Work in line with agreed ways of working. 2.4 Contribute to quality assurance processes to promote positive experiences for individuals receiving care.
3. Be able to work in partnership with others.	3.1 Explain why it is important to work in partnership with others. 3.2 Demonstrate ways of working that can help improve partnership working. 3.3 Identify skills and approaches needed for resolving conflicts. 3.4 Access support and advice about: • partnership working; • resolving conflicts.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

Care settings e.g. adult, children and young people's health settings and adult care settings.

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

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

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 2C09 – Safeguarding and Protection in Care Settings

Unit Code: L/617/8135
RQF Level: 2
Standard Identifier: SFH008

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.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand principles of safeguarding adults.	1.1 Explain the term safeguarding. 1.2 Explain own role and responsibilities in safeguarding individuals. 1.3 Define the following terms: • Physical abuse; • Domestic abuse; • Sexual abuse; • Emotional/psychological abuse; • Financial/material abuse; • Modern slavery; • Discriminatory abuse; • Institutional/organisational abuse; • Self-neglect; • Neglect by others. 1.4 Describe harm. 1.5 Describe restrictive practices.
2. Know how to recognise signs of abuse.	2.1 Identify the signs /symptoms associated with each of the following types of abuse: • Physical abuse; • Domestic abuse; • Sexual abuse; • Emotional/psychological abuse; • Financial/material abuse; • Modern slavery; • Discriminatory abuse; • Institutional/organisational abuse; • Self-neglect; • Neglect by others. 2.2 Describe factors that may contribute to an individual being more vulnerable to abuse.
3. Know how to respond to suspected or alleged abuse.	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.
4. Understand the national and local context of safeguarding and protection from abuse.	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.
5. Understand ways to reduce the likelihood of abuse.	5.1 Explain how the likelihood of abuse may be reduced by: • working with person centred values; • encouraging active participation; • promoting choice and rights; • 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.
6. Know how to recognise and report unsafe practices.	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.
7. Understand principles for online safety.	7.1 Describe the potential risks presented by the: • use of electronic communication devices; • use of the internet; • use of social networking sites; • 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.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.

Care settings e.g. adult, children and young people's health settings and adult care settings.

Domestic abuse should include acts of control and coercion.

Factors may include: a setting or situation; the 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.

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.

Local systems may include employer/organisational policies and procedures; multi-agency adult protection arrangements for a locality.

Whistle blowing - A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct.

Person centred values include individuality; rights; choice; privacy; independence; dignity; respect; partnership; care; compassion; courage; communication; competence.

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

Unsafe practices may include poor working practices; resource difficulties; operational difficulties.

Well-being may include aspects that are: social; emotional; cultural; spiritual; intellectual; economic; physical; mental.

Appendix 2 Optional Unit Descriptors

Unit 2C10 – Introductory Awareness of Autistic Spectrum Conditions

Unit Code: R/617/8136
RQF Level: 2

Unit Aim

The aim of this unit is to introduce the learner to the concepts of autism and behaviours exhibited by individuals with an autistic spectrum condition.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties.	1.1 Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others. 1.2 Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships. 1.3 Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum.
2. Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals.	2.1 Explain why it is important to recognise that individuals on the autistic spectrum have their own individual abilities, needs, strengths, preferences and interests. 2.2 Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms. 2.3 Identify other conditions which may be associated with an autistic spectrum condition. 2.4 Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition.
3. Understand the behaviours exhibited by some individuals with an autistic spectrum condition.	3.1 Describe behavioural characteristics associated with autistic spectrum conditions. 3.2 Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours. 3.3 Describe what to do if an individual is highly anxious or stressed.
4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition.	4.1 Explain why it is important to have in place structures and routines which match the wishes and needs of the individual. 4.2 Identify formal and informal support networks for an individual with an autistic spectrum condition. 4.3 Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition. 4.4 Describe ways of ensuring that support provided is consistent, both within own approach and with that of others. 4.5 Describe how to contribute towards the learning of an

	individual with an autistic spectrum condition.
5 Understand how to communicate effectively with individuals on the autistic spectrum.	5.1 Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition. 5.2 Identify aspects of the environment that affect communication with an individual. 5.3 Describe how to reduce barriers to communication with an individual. 5.4 Outline the use of visual communication systems for individuals who have an autistic spectrum condition. 5.5 Identify who could provide advice about effective communication with an individual.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.

Unit 2C11 – Understand the Context of Supporting People with Learning Disabilities

Unit Code: Y/617/8137
RQF Level: 2

Unit Aim

The aim of this unit is to introduce the learner to the context of supporting people with learning disabilities.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities.	1.1 Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities. 1.2 Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families.
2. Understand the nature and characteristics of learning disability.	2.1 Explain what is meant by 'learning disability'. 2.2 Give examples of causes of learning disabilities. 2.3 Describe the medical and social models of disability. 2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'. 2.5 Describe the possible impact on a family of having a member with a learning disability.
3. Understand the historical context of learning disability.	3.1 Explain the types of services that have been provided for individuals with learning disabilities over time. 3.2 Describe how past ways of working may affect present services. 3.3 Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: a) where people live; b) daytime activities; c) employment; d) sexual relationships and parenthood; e) the provision of healthcare.
4. Understand the basic principles and practice of advocacy, empowerment and active participation 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 ways to build empowerment and active participation into everyday support with individuals with learning disabilities.
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 external agencies and others 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: a) verbal communication; b) non-verbal communication. 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.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.

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

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.

Unit 2C12 – Assist in the Administration of Medication

Unit Code: D/617/8138
RQF Level: 2

Unit Aim

The aim of this unit is to introduce the learner to basic administration polices and procedure for assisting in the administration of medication.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Know the current legislation, guidelines and policies relevant to the administration of medication.	1.1 Identify the current national legislation and guidelines relevant to the administration of medication. 1.2 Outline the organisational policies for the management and administration of medication.
2. Understand own role in assisting in the administration of medication.	1.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication. 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication. 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.
3. Understand the requirements and procedures for assisting in the administration of medication.	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication. 3.2 Describe the different routes for the administration of medication. 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility. 3.4 Describe the various aids which can be used to help individuals take their medication. 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice. 3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice.
4. Understand the requirements and procedures for ensuring an individual's safety.	4.1 Explain the importance of identifying the individual for whom the medications are prescribed. 4.2 Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it.
5. Be able to prepare for the administration of medication.	5.1 Obtain or confirm valid consent for the administration of medication. **NOTE:** valid consent must be in line with agreed UK country definition. 5.2 Apply standard precautions for infection control.

	5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet.
	5.4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist.
	5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered.
6. Be able to assist in the administration of medication.	6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan.
	6.2 Assist the individual to be as self-managing as possible.
	6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication.
	6.4 Monitor the individual's condition throughout the administration process.
	6.5 Explain the types of adverse effects that may occur and the action to take if they do.
	6.6 Check and confirm that the individual has taken the medication and does not pass medication to others.
7. Be able to contribute to the management of medications and administration records.	7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication.
	7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.
	7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage.
	7.4 Maintain the confidentiality of information relating to the individual at all times.
	7.5 Check the stock level of medications and take action to obtain new stocks when required.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.

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

Valid consent must be in line with agreed UK country definition.

Unit 2C13 – Contribute to Support Positive Risk-Taking of Individuals

Unit Code: H/617/8139
RQF Level: 2

Unit Aim

The aim of this unit is to introduce the learner to the factors related to risk in all aspects of care.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Know the importance of risk-taking in everyday life.	1.1 Identify aspects of everyday life in which risk plays a part. 1.2 Outline the consequences for individuals of being prevented or discouraged from taking risks. 1.3 Explain how supporting individuals to take risks can enable them to have choice over their lives to: • gain in self-confidence; • develop skills; • take an active part in their community.
2. Understand the importance of positive, person-centred risk assessment.	2.1 Explain how a person-centred approach to risk assessment can support positive outcomes. 2.2 Identify the features of a person-centred approach to risk assessment.
3. Know how legislation and policies are relevant to positive risk taking.	3.1 Identify how legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights.
4. Be able to support individuals to make informed choices about taking risks.	4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others. 4.2 Support the individual to access and understand information about risks associated with a choice they plan to make. 4.3 Support the individual to explore the potential positive and negative consequences of the options. 4.4 Support the individual to make an informed decision about their preferred option and the associated risks. 4.5 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking.
5. Be able to contribute to the support of individuals to manage identified risks.	5.1 Use an individual's support plan to record identified risks. 5.2 Support the individual to test out the risk they wish to take, in line with agreed ways of working. 5.3 Explain the importance of working within the limits of own role and responsibilities. 5.4 Contribute to the review of risks in an individual's support plan.
6. Understand duty of care in relation to supporting positive risk-taking.	6.1 Outline how the principle of duty of care can be maintained while supporting individuals to take risks. 6.2 Describe what action to take if an individual decides to take an unplanned risk that places them-self or others in immediate or imminent danger.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

Unit 2C14 – Contribute to Support Learning Disabilities to Access Healthcare

Unit Code: Y/617/8140
RQF Level: 2

Unit Aim

The aim of this unit is to identify legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare. Learners will understand how plans for healthcare and regular health checks underpin long term health and wellbeing for individuals with a learning disability.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare.	1.1 Outline what is meant by a rights-based approach to accessing healthcare. 1.2 Identify legislation which supports a rights-based approach to accessing healthcare. 1.3 Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability. 1.4 Explain why it is important to ensure an individual can give informed consent to their treatment in line with legislation, policies or guidance. 1.5 Describe the actions to take if an individual cannot give informed consent to the treatment.
2. Understand the function of different healthcare services that an individual with a learning disability may need to access.	2.1 List a range of healthcare services that an individual with a learning disability may need to access. 2.2 Describe the work of each type of healthcare service. 2.3 Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access.
3. Understand how plans for healthcare and regular health checks underpin long term health and wellbeing for individuals with a learning disability.	3.1 Explain how plans for healthcare can be of benefit to an individual with a learning disability. 3.2 Identify a range of regular health checks that an individual may have to support good health and wellbeing. 3.3 Outline how missing regular health checks can impact on the individual's health and wellbeing.
4. Be able to contribute to plans for healthcare with individuals with a learning disability.	4.1 Work with an individual and others to identify healthcare services the individual may require. 4.2 Agree with the individual and others the type and level of support the individual may require in accessing healthcare services. 4.3 Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan. 4.4 Contribute to the review of plans for healthcare with the individual and others.

5. Be able to support individuals to overcome barriers to accessing healthcare services.	5.1 Identify barriers to accessing healthcare services that an individual with a learning disability may experience. 5.2 Identify reasons why an individual may be reluctant to access healthcare services. 5.3 Demonstrate ways to overcome barriers to accessing healthcare services. 5.4 Support the individual to access information about healthcare services in their preferred format.
6. Be able to support individuals with a learning disability to use healthcare services.	6.1 Provide agreed support to enable the individual to use healthcare services. 6.2 Support the individual to understand the reasons why they are being offered treatment. 6.3 Support the individual to understand the short- and long-term effects of treatment. 6.4 Ensure the individual can give informed consent to their treatment in line with current legislation. 6.5 Record details of a healthcare visit in a format that the individual can understand. 6.6 Ensure that information is shared in line with agreed ways of working.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

Unit 2C15 – Promote Positive Behaviour Support

Unit Code: D/617/8141
RQF Level: 3

Unit Aim

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

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support.	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice.
2. Be able to promote positive behaviour.	2.1 Explain a range of factors associated with challenging behaviours. 2.2 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour. 2.3 Demonstrate how to model to others best practice in promoting positive behaviour. 2.4 Evaluate the effectiveness of proactive strategies on promoting positive behaviour.
3. Understand the context and use of proactive and reactive strategies.	3.1 Explain the difference between proactive and reactive strategies. 3.2 Identify the proactive and reactive strategies. 3.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour. 3.4 Explain the importance of maintaining a person or child centred approach when using proactive strategies. 3.5 Explain the importance of reinforcing positive behaviour with individuals. 3.6 Evaluate the impact of using reactive rather than proactive strategies on an individual's well-being.
4. Understand the use of restrictive interventions.	4.1 Define restrictive interventions. 4.2 Explain when restrictive interventions may and may not be used. 4.3 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour. 4.4 Describe safeguards that must be in place if restrictive interventions are used. 4.5 Explain reporting and recording requirements of incidents where restrictive interventions have been used.
5. Be able to respond appropriately to incidents of behaviour of concern.	5.1 Identify types of challenging behaviours. 5.2 Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines. 5.3 Explain the steps that are taken to maintain the dignity of and

	respect for an individual when responding to an incident of challenging behaviour. 5.4 Complete records following an incident of challenging behaviour.
6. Be able to support individuals and others following an incident of behaviour of concern.	6.1 Support an individual to return to a calm state following an incident of challenging behaviour. 6.2 Describe how to support an individual to reflect on an incident, to include: • How they were feeling at the time prior to and directly before the incident; • Their behaviour; • The consequences of their behaviour; • How they were feeling after the incident. 6.3 Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour. Others may include: • Team members; • Other colleagues; • Those who use or commission their own health or social care services; • Families, carers and advocates. 6.4 Debrief others involved in an incident of challenging behaviour. 6.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour.
7. Be able to review and revise approaches to promoting positive behaviour.	7.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour. 7.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities. 7.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 5, 6 and 7 must be assessed in real work environment.

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

Others may include:

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

Unit 2C16 – Awareness of the Mental Capacity Act 2005

Unit Code: H/617/8142
RQF Level: 3

Unit Aim

This unit provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins the Mental Capacity Act 2005.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the importance of the Mental Capacity Act 2005.	1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves. 1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for them-self. 1.3 Explain how the Mental Capacity Act 2005: • empowers people to make decisions for themselves; • protects people who lack capacity by placing them at the heart of the decision-making process. 1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for them-self.
2. Understand the key elements of the Mental Capacity Act 2005.	2.1 Define the five statutory principles included in the Mental Capacity Act 2005. 2.2 Describe when a worker must comply with the Mental Capacity Act 2005. 2.3 Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity. 2.4 Explain 'capacity' as defined in the Mental Capacity Act 2005. 2.5 Explain 'best interests' as defined in the Mental Capacity Act 2005. 2.6 Explain what actions needs to be taken to ensure a worker acts in an individual's 'best interests'. 2.7 Identify whose responsibility it is to assess 'capacity' and 'best interests'. 2.8 Identify the type of 'day to day' decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves. 2.9 Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed. 2.10 Explain how the Mental Capacity Act 2005 can assist a person to 'plan ahead' for a time when they may not have capacity to make certain decisions.
3. Understand 'restraint' as defined in s6(4) Mental Capacity Act 2005.	3.1 Identify the range of actions that amount to restraint. 3.2 Identify the factors which make restraint lawful under the

	Mental Capacity Act 2005.
	3.3 Describe the circumstances where the restrictions or restraint being used amount to a person being 'deprived of their liberty'.
	3.4 Describe the actions that are necessary to ensure that a person is lawfully 'deprived of their liberty'.
	3.5 Explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being 'deprived of their liberty'.
4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity.	4.1 Explain the legal status of the Mental Capacity Act 2005, Code of Practice.
	4.2 Explain the purpose of the Mental Capacity Act 2005, Code of Practice.
	4.3 Explain how the Mental Capacity Act 2005 Code of Practice effects the day to day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.

Best interests - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. Mental Capacity Act Code of Practice (Chapter 5).

Deprived of their liberty - Mental Capacity Act Code of Practice (Chapter 6).

Unit 2C17 – Understand Mental Health Problems

Unit Code: K/617/8143
RQF Level: 3

Unit Aim

This unit introduces the learner to the types of mental ill health and the impact this has on the person and their social network.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the types of mental ill health.	1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system: • mood disorders; • personality disorders; • anxiety disorders; • psychotic disorders; • substance-related disorders; • eating disorders; • cognitive disorders. 1.2 Explain the key strengths and limitations of the psychiatric classification system. 1.3 Explain alternative frameworks for understanding mental distress. 1.4 Explain indicators of mental ill health.
2. Understand the impact of mental ill health on individuals and others in their social network.	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.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.

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

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

Unit 2C18 – Understand Mental Well-Being and Mental Health Promotion

Unit Code: M/617/8144
RQF Level: 3

Unit Aim

To demonstrate an understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span.	1.1 Evaluate two different views on the nature of mental well-being and mental health. 1.2 Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: • biological factor; • social factors; • psychological factors; • emotional factors. 1.3 Explain how risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health.
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups.	2.1 Explain the steps that an individual may take to promote their mental well-being and mental health. 2.2 Explain how to support an individual in promoting their mental well-being and mental health. 2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health. 2.4 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community. 2.5 Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.

Life span – learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.

Risk factors: including inequalities, poor quality social relationships.

Protective factors: including socially valued roles, social support and contact.

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

Unit 2C19 –Enable Individuals to Develop Strategies to Manage their Behaviour

Unit Code: T/617/8145
RQF Level: 2

Unit Aim

This unit aims to introduce the learner to legislation, policies and practice in relation to supporting individuals to manage their behaviour.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour.	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.
2. Understand the factors that influence behaviour.	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.
3. Be able to work with individuals to recognise the impact of their behaviour on others.	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.
4. Be able to support individuals to develop strategies for managing behavioural responses.	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 the additional advice and support available.
5. Be able to evaluate and review strategies for managing behavioural responses.	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.

Assessment Guidance

This unit must be assessed in accordance with the relevant assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

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

Others may include:

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

Unit 2C20 – Support Independence in the Tasks of Daily Living

Unit Code: A/617/8146
RQF Level: 2

Unit Aim

The aim of this unit includes an understanding of how to establish what support is required for daily living tasks.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand principles for supporting independence in the tasks of daily living.	1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living. 1.2 Explain how active participation promotes independence in the tasks of daily living. 1.3 Describe how daily living tasks may be affected by an individual's culture or background. 1.4 Explain the importance of providing support that respects the individual's culture and preferences. 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living. 1.6 Explain why it is important to establish roles and responsibilities for providing support.
2. Be able to establish what support is required for daily living tasks.	2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working. 2.2 Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks. 2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks.
3. Be able to provide support for planning and preparing meals.	3.1 Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences. 3.2 Support the individual to store food safely. 3.3 Support the individual to prepare food in a way that promotes active participation and safety.
4. Be able to provide support for buying and using household and personal items.	4.1 Identify different ways of buying household and personal items. 4.2 Work with the individual to identify household and personal items that are needed. 4.3 Support the individual to buy items in their preferred way. 4.4 Support the individual to store items safely. 4.5 Support the individual to use items safely.
5. Be able to provide support for keeping the home clean and secure.	5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety. 5.2 Describe different risks to home security that may need to be addressed. 5.3 Support the individual to use agreed security measures.
6. Be able to identify and respond to	6.1 Enable the individual to express views about the support

changes needed in support for daily living tasks.	provided to increase independence in daily living tasks. 6.2 Record changes in the individual's circumstances that may affect the type or level of support required. 6.3 Adapt support in agreed ways to address concerns, changes or increased independence.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

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.

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

Others may include family, friends, advocate or line-manager.

A care plan may have 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.

Unit 2C21 – Understand how to Support Individuals to be part of a Community

Unit Code: F/617/8147
RQF Level: 2

Unit Aim

The aim of this unit is to give learners the knowledge and understanding required to support individuals to be part of a community.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the importance of social inclusion for individuals and communities.	1.1 Define the concepts of: • Social inclusion; • Social exclusion; • Community. 1.2 Outline the difference between community presence and community participation. 1.3 Outline the benefits of social inclusion for: • Individuals; • Communities.
2. Understand social exclusion and the consequences for individuals and communities.	2.1 Identify groups of people who are vulnerable to social exclusion. 2.2 Describe ways in which individuals may be excluded within local communities. 2.3 Describe ways to address exclusion within local communities. 2.4 Describe the consequences of social exclusion for: • Individuals; • Communities.
3. Understand how the social inclusion of individuals can be supported.	3.1 Give examples of key legislation that aims to promote social inclusion and reduce social exclusion. 3.2 Give examples of how barriers to social inclusion can be addressed to include: • Positive roles; • Positive images; • Person centred approaches; • Participation and involvement of individuals. 3.3 Give examples of roles that support social inclusion
4. Understand how to support the social inclusion of individuals.	4.1 Outline person centred approaches to support social inclusion of individuals to include: • Active participation; • Effective communication. 4.2 Give examples of activities that can be used to support an individual to have a positive role within the community. 4.3 Give examples of ways to support an individual to develop a positive self-image and sense of identity within the community.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.

Unit 2C22 – Understand the Impact of Acquired Brain Injury on Individuals

Unit Code: J/617/8148
RFQ Level: 2

Unit Aim

This unit introduces the learner to the impact of an Acquired Brain Injury on the individual. This includes behavioural changes as well as the support required in a care setting.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner will:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand Acquired Brain Injury (ABI).	1.1 Describe what Acquired Brain Injury is. 1.2 Identify possible causes of Acquired Brain Injury.
2. Understand the impact of an Acquired Brain Injury on the individual.	2.1 List initial effects of Acquired Brain Injury on the individual. 2.2 Identify the long-term effects of Acquired Brain Injury to include: • Physical; • Functional; • Cognitive; • Behavioural.
3. Understand the specialist communication needs of an individual with Acquired Brain Injury.	3.1 Explain what is meant by the term dysphasia. 3.2 Explain what is meant by the term dysarthria. 3.3 Describe the communication challenges presented to the individual and self by dysphasia and dysarthria. 3.4 Identify skills required to support an individual with specialist communication needs.
4. Understand the impact that personality changes can have on an individual and those providing support.	4.1 Outline changes in personality that an individual may experience as a result of Acquired Brain Injury. 4.2 Describe how lack of self-awareness may affect the individual. 4.3 Explain the impact of these changes on those providing support.
5. Understand the impact of challenging behaviour.	5.1 Describe behaviours which may be considered challenging. 5.2 State what to do to avoid confrontation with someone who is emotionally agitated. 5.3 Describe how challenging behaviour impacts on own feelings and attitudes. 5.4 Identify what support is available to respond to challenging behaviour. 5.5 Describe how to report challenging behaviour.

Assessment Guidance

This unit must be assessed in line with the relevant assessment principles.