

# CACHE Qualification Specification

CACHE Level 2 Diploma in Health and Social Care  
(Adults) for England (QCF)

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### **Qualification reference number:**

CACHE Level 2 Diploma in Health and Social Care (Adults) for England (QCF) 501/1264/8

### **Published in Great Britain by CACHE**

First edition –November 2010	Book code 501/1264/8/C1
Second edition – May 2011	Book code 501/1264/8/C2
Second edition (Re-print) – September 2011	Book code 501/1264/8/C2
Second edition (Re-print) – January 2012	Book code 501/1264/8/C2
Second edition (Re-print) – May 2012	Book code 501/1264/8/C2

### **Publication date**

Version 1.0	November 2010	Version 4.0	July 2011
Version 2.0	January 2011	Version 4.0 (Re-print)	May 2012
Version 3.0	June 2011		

### **Publisher**

Council for Awards in Care, Health and Education  
Apex House  
81 Camp Road  
St Albans  
Hertfordshire  
AL1 5GB  
Telephone: 0845 347 2123

Registered Company No: 2887166  
Registered Charity No: 1036232

### **Printed in England by**

Océ (UK) Limited  
Océ House  
Chatham Way  
Brentwood  
Essex  
CM14 4DZ

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# Section 1: General introduction

## About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website and cachezone. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

In addition to this Specification there is a separate 'Resource Centre' which contains general information to help support the qualification. This pack has been designed for tutors or assessors and can be found on our secure website 'cachezone'.

## How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence / Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

### Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

## Making use of the CACHE websites

The CACHE websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk) and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery (including the Resource Centre) can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.



## **Section 2: About this qualification**

## Qualification summary

<b>Title</b>	CACHE Level 2 Diploma in Health and Social Care (Adults) for England (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	501/1264/8			
<b>Aim</b>	<p>This qualification develops the knowledge and skills needed when working with adults in health and social care environments. It covers a wide range of areas including supporting individuals with their physical and emotional care, daily living needs and health care procedures.</p> <p>It has three pathways:</p> <ul style="list-style-type: none"> <li>• Generic Health and Social Care</li> <li>• Dementia</li> <li>• Learning Disability.</li> </ul> <p>It is aimed at all those who wish to work or are working in a supervised role with adults in health and social care environments in England.</p>			
<b>Purpose</b> Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
<b>Guided learning hours</b>	Min	319	Max	396
<b>Credit value</b>	46	<b>Minimum credits at / above Level</b>		46
<b>Minimum age of learner</b>	16			
<b>Age ranges covered by the qualification</b>	18+			
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills.			
<b>Progression</b>	It is anticipated that learners will progress to the Level 3 Diploma in Health and Social Care (Adults) for England (QCF), or to specialist qualifications reflecting the context in which they work.			
<b>Equivalencies / Performance Points</b>	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications..			

<b>Recommended assessment methods</b>	<p>All units are internally assessed.</p> <p>Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:</p> <ul style="list-style-type: none"> <li>• Inference of knowledge from direct observation of practice</li> <li>• Witness evidence when directed by the sector skills assessment strategy</li> <li>• Professional discussion</li> <li>• Reflection on own practice in real work situations</li> <li>• Written assignments</li> <li>• Learner's own plans and written records</li> <li>• Task set by CACHE for knowledge learning outcomes only in mandatory units*</li> </ul> <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	<p>All units must be assessed in line with the Skills for Care and Development Assessment Strategy.</p>
<b>Grading system</b>	<p>The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.</p>
<b>How long will it take to complete?</b>	<p>The qualification can usually be completed in one year or less.</p>
<b>Entry requirements / recommendations</b>	<p>Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.</p>

## Introduction to this qualification

This qualification is nationally recognised and is based on the Health and Social Care National Occupational Standards (NOS). The NOS, Assessment Principles and qualification structure are owned by the Sector Skills Council, Skills for Care and Development.

The aim of the qualification is to guide and assess the development of knowledge and skills relating to the Health and Social Care workforce. These qualifications confirm competence in areas of health and social care where appropriate.

Learners must take nine mandatory units. They then have a choice of optional knowledge and competence units covering different areas of Health and Social Care such as supporting person-centred approaches, advocacy, health care, supporting those with disabilities, learning disabilities or dementia. Learners have the opportunity to take a general qualification in Health and Social Care, or they may follow specialist pathways in Dementia Care or Learning Disabilities.

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

The CACHE Level 2 Diploma in Health and Social Care (Adults) for England (QCF) has been approved as one of the components required for the Health and Social Care Apprenticeship framework.

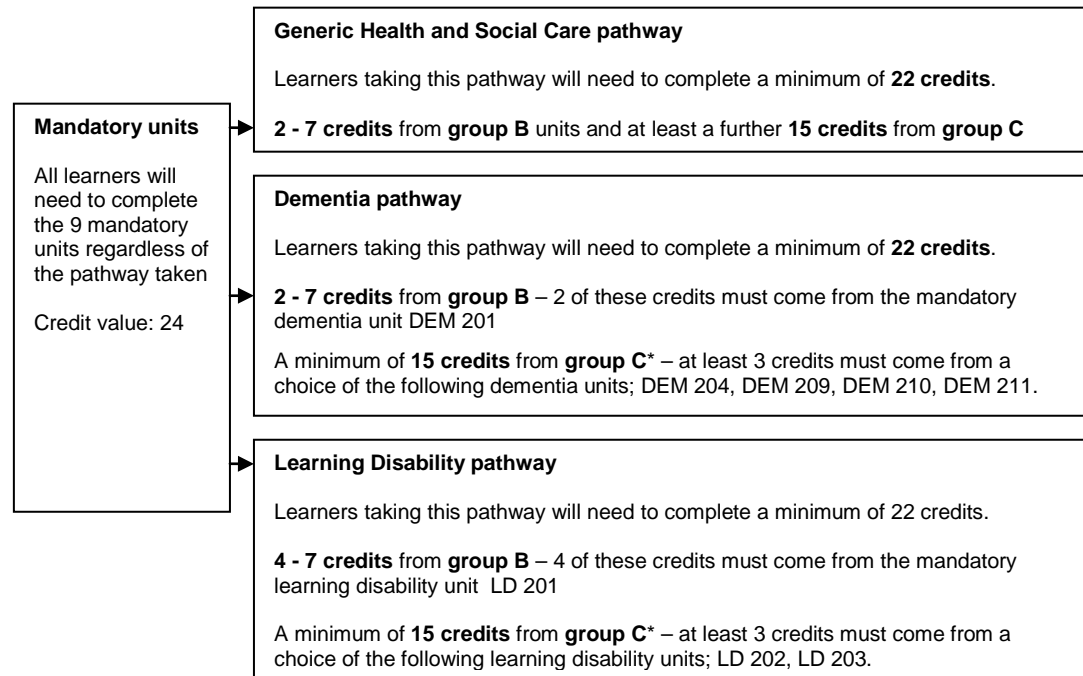
### Potential job roles for those working towards this qualification

This qualification confirms competence in these areas for roles such as:

- care assistants / support workers / key workers in residential settings
- healthcare assistants / support workers in community and primary care environments
- healthcare assistants / support workers in acute health environments
- care assistants / support workers / key workers in domiciliary services
- care assistants / support workers / key workers in day services
- support workers in supported living projects
- community-based care assistants / support workers / key workers, including those working in specialist areas e.g. dementia, learning disabilities
- personal assistants employed directly by the individual they support or their families
- emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models.

## Rules of combination

Total credits required to complete the qualification (all pathways): 46 Credits



\* 3 credits must come from the choice of Dementia or Learning Disability units in group C. However, learners may choose to complete more of the LD or DEM units to make up the remaining credits if desired. Or they may choose to take any of the remaining units this group (unless specified as barred combinations).

Unit certification can be claimed for all achieved units.

## Progression

It is anticipated that learners will progress to the Level 3 Diploma in Health and Social Care (Adults) for England (QCF), or to specialist qualifications reflecting the context in which they work.

## Unit achievement log

### Mandatory units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
F/601/5465	SHC 21	Introduction to communication in health, social care or children's and young people's settings	Competence	2	3	23	31		
L/601/5470	SHC 22	Introduction to personal development in health, social care or children's and young people's settings	Competence	2	3	23	37		
R/601/5471	SHC 23	Introduction to equality and inclusion in health, social care or children's and young people's settings	Competence	2	2	20	41		
H/601/5474	SHC 24	Introduction to duty of care in health, social care or children's and young people's settings	Knowledge	2	1	9	45		
A/601/8574	HSC 024	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26	49		
J/601/8576	HSC 025	The role of the health and social care worker	Competence	2	2	14	55		

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
A/601/8140	HSC 026	Implement person-centred approaches in health and social care	Competence	2	5	33	59		
R/601/8922	HSC 027	Contribute to health and safety in health and social care	Competence	2	4	33	65		
J/601/8142	HSC 028	Handle information in health and social care settings	Competence	2	1	10	73		

## Optional Group B units

Units in **bold** are mandatory pathway units.

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
M/502/3146	ADV 301	Purpose and principles of independent advocacy	Knowledge	3	4	25			
F/602/0097	CMH 301	Understand mental wellbeing and mental health promotion	Knowledge	3	3	14			
J/602/0103	CMH 302	Understand mental health problems	Knowledge	3	3	14			
<b>J/601/2874</b>	<b>DEM 201</b>	<b>Dementia awareness</b>	<b>Knowledge</b>	<b>2</b>	<b>2</b>	<b>17</b>	<b>77</b>		
H/601/2879	DEM 202	The person-centred approach to the care and support of individuals with dementia	Knowledge	2	2	17			
T/601/9416	DEM 205	Understand the factors that can influence communication and interaction with individuals who have dementia	Knowledge	2	2	18			
A/601/2886	DEM 207	Understand equality, diversity and inclusion in dementia care	Knowledge	2	2	20			
K/601/9199	DEM 305	Understand the administration of medication to individuals with dementia using a person-centred approach	Knowledge	3	2	15			



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
L/601/3539	DEM 308	Understand the role of communication and interactions with individuals who have dementia	Knowledge	3	3	26			
Y/601/3544	DEM 310	Understand the diversity of individuals with dementia and the importance of inclusion	Knowledge	3	3	23			
K/601/9493	HSC 3046	Introduction to personalisation in social care	Knowledge	3	3	22			
L/501/6737	IC01	The Principles of Infection Prevention and Control	Knowledge	2	3	30			
H/501/7103	IC02	Causes and spread of infection	Knowledge	2	2	20			
R/501/6738	IC03	Cleaning, decontamination and waste management	Knowledge	2	2	20			
<b>K/601/5315</b>	<b>LD 201</b>	<b>Understand the context of supporting individuals with learning disabilities</b>	<b>Knowledge</b>	<b>2</b>	<b>4</b>	<b>35</b>	<b>81</b>		
K/601/6285	LD Op 205	Principles of positive risk taking for individuals with disabilities	Knowledge	2	2	20			
H/601/5703	LD 206	Principles of supporting an individual to maintain personal hygiene	Knowledge	2	1	10			

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
T/601/8654	LD 208 K	Principles of supporting individuals with a learning disability to access healthcare	Knowledge	2	3	23			
M/601/5316	LD 210	Introductory awareness of autistic spectrum conditions	Knowledge	2	2	17			
A/601/6274	LD Op 307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3	21			
M/601/7227	LD 311 K	Principles of supporting young people with a disability to make the transition into adulthood	Knowledge	3	3	30			
M/601/7048	LD 314 K	Principles of self-directed support	Knowledge	3	3	26			
L/601/6117	PD OP 2.1	Understand physical disability	Knowledge	2	2	19			
J/601/5824	PD OP 2.3	Understand the impact of acquired brain injury on individuals	Knowledge	2	3	25			
F/601/3442	SS MU 2.1	Introductory awareness of sensory loss	Knowledge	2	2	16			
Y/601/3446	SS OP 2.1	Introductory awareness of models of disability	Knowledge	2	2	15			

## Optional Group C units

Units in **bold** are mandatory pathway units.

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
Y/501/0598	ASM 34	Administer medication to individuals and monitor the effects	Competence	3	5	30			
F/601/3683	DEM 204	<b>Understand and implement a person-centred approach to the care and support of individuals with dementia</b>	Competence	2	3	21	89		
Y/601/9277	DEM 209	Equality, diversity and inclusion in dementia care practice	Competence	2	3	24	93		
A/601/9434	DEM 210	<b>Understand and enable interaction and communication with individuals with dementia</b>	Competence	2	3	19	99		
H/601/9282	DEM 211	<b>Approaches to enable rights and choices for individuals with dementia whilst minimising risks</b>	Competence	2	3	25	103		
T/601/9187	DEM 302	Understand and meet the nutritional requirements of individuals with dementia	Competence	3	3	26			
A/601/9191	DEM 304	Enable rights and choices of individuals with dementia whilst minimising risk	Competence	3	4	26			

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
Y/601/4693	DEM 312	Understand and enable interaction and communication with individuals who have dementia	Competence	3	4	30			
F/601/4686	DEM 313	Equality, diversity and inclusion in dementia care practice	Competence	3	4	31			
D/601/9023	HSC 2001	Provide support for therapy sessions	Competence	2	2	14			
H/601/9024	HSC 2002	Provide support for mobility	Competence	2	2	14			
K/601/9025	HSC 2003	Provide support to manage pain and discomfort	Competence	2	2	15			
M/601/9026	HSC 2004	Contribute to monitoring the health of individuals affected by health conditions	Competence	2	2	18			
D/601/8017	HSC 2005	Support individuals to carry out their own health care procedures	Competence	2	2	15			
Y/601/8632	HSC 2006	Support participation in learning and development activities	Competence	2	3	23			
T/601/8637	HSC 2007	Support independence in the tasks of daily living	Competence	2	5	33			

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
A/601/8025	HSC 2008	Provide support for journeys	Competence	2	2	17			
F/601/8026	HSC 2010	Provide support for leisure activities	Competence	2	3	20			
A/601/7926	HSC 2011	Support individuals to access and use information about services and facilities	Competence	2	3	20			
L/601/8143	HSC 2012	Support individuals who are distressed	Competence	2	3	21			
R/601/8015	HSC 2013	Support care plan activities	Competence	2	2	13			
M/601/8054	HSC 2014	Support individuals to eat and drink	Competence	2	2	15			
F/601/8060	HSC 2015	Support individuals to meet personal care needs	Competence	2	2	16			
J/601/8058	HSC 2016	Support individuals to manage continence	Competence	2	3	19			
R/601/8063	HSC 2017	Provide agreed support for foot care	Competence	2	3	23			

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
R/601/7902	HSC 2019	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	Competence	2	2	14			
R/601/8256	HSC 2022	Contribute to the care of a deceased person	Competence	2	3	24			
L/601/9471	HSC 2023	Contribute to supporting group care activities	Competence	2	3	23			
T/601/8721	HSC 2024	Undertake agreed pressure area care	Competence	2	4	30			
L/601/8725	HSC 2025	Support individuals undergoing healthcare activities	Competence	2	3	22			
T/601/8850	HSC 2026	Obtain and test capillary blood samples	Competence	3	4	30			
J/601/8853	HSC 2027	Obtain and test specimens from individuals	Competence	2	2	12			
J/601/8027	HSC 2028	Move and position individuals in accordance with their plan of care	Competence	2	4	26			
T/601/9450	HSC 2029	Meet food safety requirements when providing food and drink for individuals	Competence	2	2	15			

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
Y/601/9490	HSC 2030	Provide support for sleep	Competence	2	2	13			
A/601/9546	HSC 2031	Contribute to support of positive risk-taking for individuals	Competence	2	3	27			
R/601/8578	HSC 3019	Support individuals in their relationships	Competence	3	4	27			
H/601/8049	HSC 3020	Facilitate person-centred assessment, planning, implementation and review	Competence	3	6	45			
Y/601/7903	HSC 3022	Support individuals to live at home	Competence	3	4	25			
T/601/8282	HSC 3029	Support individuals with specific communication needs	Competence	3	5	35			
A/601/7909	HSC 3035	Support Individuals who are bereaved	Competence	3	4	30			
H/601/8147	HSC 3038	Work in partnership with families to support individuals	Competence	3	4	27			
F/601/3764	HSC 3045	Promote positive behaviour	Competence	3	6	44			

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
F/601/4056	HSC 3047	Support use of medication in social care settings	Competence	3	5	40			
T/601/9495	HSC 3048	Support individuals at the end of life	Competence	3	7	53			
R/601/8824	HSC 3049	Prepare environments and resources for use during healthcare activities	Competence	2	3	20			
A/601/8980	HSC 3050	Prepare for and carry out extended feeding techniques	Competence	3	4	27			
Y/600/1250	L2 EFAW	Emergency first aid skills	Competence	2	1	10			
L/601/6442	LD 202	<b>Support person-centred thinking and planning</b>	Competence	2	5	34	109		
Y/601/7352	LD Op 203	<b>Provide active support</b>	Competence	2	3	27	115		
K/601/9963	LD 206 C	Support individuals to maintain personal hygiene	Competence	2	2	17			
J/602/0036	LD 208 C	Contribute to supporting individuals with a learning disability to access healthcare	Competence	2	3	27			
F/602/0049	LD 311 C	Support young people with a disability to make the transition into adulthood	Competence	3	5	40			



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
K/601/7047	LD 312	Support parents with disabilities	Competence	3	6	43			
J/602/0053	LD Op 314 C	Support individuals with self-directed support	Competence	3	5	35			
Y/601/6170	PD OP 2.2	Work with other professionals and agencies to support individuals with a physical disability	Competence	2	3	21			
T/601/5804	PD OP 2.4	Support families of individuals with acquired brain injury	Competence	2	3	24			
K/601/3449	SS OP 2.2	Support effective communication with individuals with a sensory loss	Competence	2	3	23			
A/601/4895	SS OP 2.3	Contribute to the support of individuals with multiple conditions and/or disabilities	Competence	2	3	25			
H/601/3451	SS OP 2.4	Contribute to supporting individuals with the use of assistive technology	Competence	2	3	19			
F/601/5160	SS OP 2.5	Support individuals to negotiate environments	Competence	2	4	32			

## Barred unit combinations

The rules of combination of the Level 2 Diploma in Health and Social Care (Adults) England will not allow the following unit combinations to be taken together:

If taken			Cannot be taken		
Unit ref.	Unit no.	Unit title	Unit ref.	Unit no.	Unit title
H/601/2879	DEM 202	The person centred approach	F/601/3683	DEM 204	Understand and implement a person centred approach to the care and support of individuals with dementia.
T/601/9416	DEM 205	Understand the factors that can influence communication and interaction with individuals with dementia	A/601/9434 L/601/3539 Y/601/4693	DEM 210 & DEM 308 & DEM 312	Understand and enable interaction and communication with individuals with dementia Understand the role of communication and interactions with individuals who have dementia Understand and enable interaction and communication with individuals with dementia
A/601/2886	DEM 207	Understand equality, diversity and inclusion in dementia care	Y/601/9277 Y/601/3544 F/601/4686	DEM 209 & DEM 310 & DEM 313	Equality, diversity and inclusion in dementia care practice Understand the diversity of individuals with dementia and the importance of inclusion Equality, diversity and inclusion in dementia care practice
H/601/9282	DEM 211	Approaches to enable rights and choices for individuals whilst minimising risks	A/601/9191	DEM 304	Enable rights and choices of individuals with dementia whilst minimising risk
K601/6285	LD 205	Principles of positive risk taking for individuals with disabilities	A/601/9546	HSC 2031	Contribute to support of positive risk taking for individuals

If taken			Cannot be taken		
Unit ref.	Unit no.	Unit title	Unit ref.	Unit no.	Unit title
H/601/5703	LD 206	Principles of supporting an individual to maintain personal hygiene	K/601/9963	LD 206C	Support individuals to maintain personal hygiene
T/601/8654	LD 208K	Principles of supporting individuals with a learning disability to access healthcare	J602/0036	LD 208C	Contribute to supporting individuals with a learning disability to access healthcare
M/601/7227	LD 311K	Principles of supporting young people with a disability to make the transition into adulthood	F/602/0049	LD 311C	Support young people with a disability to make the transition into adulthood
M/601/7048	LD 314K	Principles of self-directed support	J/602/0053	LD 314C	Support individuals with self-directed support
Y/501/0598	ASM 34	Administer medication to individuals and monitor the effects	F/601/4056	HSC 3047	Support use of medication in social settings



## **Section 3: Units**

This section includes CACHE assessment tasks for tutors' convenience. They are not mandatory.

## Unit layout

For each unit the following material has been provided:

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

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

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

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

Unit reference F/601/5465 Level 2

Credit value 3 GLH 23

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed a real work environment.</b>			
1. Understand why <b>communication</b> is important in the work setting.	1.1. Identify different reasons why people communicate.		
	1.2. Explain how effective communication affects all aspects of own work.		
	1.3. Explain why it is important to observe an individual's reactions when communicating with them.		
2. Be able to meet the communication and language needs, wishes and <b>preferences</b> of individuals.	2.1. Find out an individual's communication and language needs, wishes and preferences.		
	2.2. Demonstrate communication methods that meet an individual's communication needs, wishes and preferences.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Show how and when to seek advice about communication.		
3. Be able to reduce barriers to communication.	3.1. Identify barriers to communication.		
	3.2. Demonstrate how to reduce barriers to communication in different ways.		
	3.3. Demonstrate ways to check that communication has been understood.		
	3.4. Identify sources of information and support or <b>services</b> to enable more effective communication.		
4. Be able to apply principles and practices relating to confidentiality at work.	4.1. Explain the term 'confidentiality'.		
	4.2. Demonstrate confidentiality in day-to-day communication, in line with <b>agreed ways of working</b> .		
	4.3. Describe situations where information normally considered to be confidential might need to be passed on.		
	4.4. Explain how and when to seek advice about confidentiality.		



**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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

## Assessment task – SHC 21 Introduction to communication in health, social care or children's and young people's settings

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Effective communication is vital when working in health and social care or with children and young people. As part of your induction as a new member of staff, you have a session booked with your line manager where you have been asked to provide information that will show you can:

- identify the different reasons people communicate
- explain how effective communication affects all aspects of your work
- explain why it is important to observe an individual's reactions, when communicating with them.

NB: You may choose to use work products to support your work.



## SHC 22: Introduction to personal development in health, social care or children's and young people's settings

Unit reference L/601/5470 Level 2

Credit value 3 GLH 23

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in a real work environment</b>			
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own role.		
	1.2. Identify <b>standards</b> that influence the way the role is carried out.		
	1.3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to agree a <b>personal development plan</b> .	3.1. Identify <b>sources of support</b> for own learning and development.		
	3.2. Describe the process for agreeing a personal development plan and <b>who should be involved</b> .		
	3.3. Contribute to drawing up own personal development plan.		
4. Be able to develop own knowledge, skills and understanding.	4.1. Show how a learning activity has improved own knowledge, skills and understanding.		
	4.2. Show how reflecting on a situation has improved own knowledge, skills and understanding.		
	4.3. Show how feedback from others has developed own knowledge, skills and understanding.		
	4.4. Show how to record progress in relation to personal development.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 22**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	CCLD 204 GEN 12, 13 HSC 23 Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• national occupational standards.</li> </ul> <p>A <b>personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p><b>Who should be involved</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• advocates</li> <li>• supervisor, line manager or employer</li> <li>• other professionals.</li> </ul>
Additional unit assessment requirements provided with the QCF unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

## Assessment task – SHC 22 Introduction to personal development in health, social care or children's and young people's settings

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Ongoing personal development is necessary when working in health, social care or with children and young people as it is important to keep your own practice up to date. As part of your induction to your new work role you have been asked to show your line manager that you can:

- describe the duties and responsibilities of your role
- identify standards that influence the way your role is carried out
- describe ways to ensure that your personal attitudes or beliefs do not obstruct the quality of your work.

NB: You may choose to use work products to support your work.



## SHC 23: Introduction to equality and inclusion in health, social care or children's and young people's settings

Unit reference R/601/5471 Level 2  
 Credit value 2 GLH 20

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Understand the importance of equality and inclusion.	1.1. Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination.</li> </ul>		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. 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 and when to access information, advice and support about diversity, equality and inclusion.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 23**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	CCLD 203 GEN 12 GCU 5 HSC 24 HSC 234 Themes recur as knowledge requirements and core values throughout HSC NOS.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the QCF unit	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.  Learning outcome 2 must be assessed in a real work environment.

## Assessment task – SHC 23 Introduction to equality and inclusion in health, social care or children's and young people's settings

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Understanding the importance of diversity, equality and inclusion is necessary as it underpins every aspect of work in health and social care or with children and young people. During your induction you will be asked to show that you can:

- explain what is meant by:
  - diversity
  - equality
  - inclusion
  - discrimination.
- describe ways in which discrimination may deliberately or inadvertently occur in the work setting
- explain how promoting equality and inclusion reduces the likelihood of discrimination.

**Task 2** links to learning outcome 3, assessment criteria 3.1 and 3.2.

In addition for use in your work place you will be asked to:

- identify a range of sources of information, advice and support about diversity, equality and inclusions
- describe how and when to access information, advice and support about diversity, equality and inclusion.

NB: You may choose to use work products to support your work.

## SHC 24: Introduction to duty of care in health, social care or children's and young people's settings

Unit reference H/601/5474 Level 2

Credit value 1 GLH 9

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the implications of duty of care.	1.1. Define the term 'duty of care'.		
	1.2. 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 how to respond to complaints.		
	3.2. Identify the main points of agreed procedures for handling complaints.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 24**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	CCLD 203 HSC 24 GCU 2 Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the QCF unit	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

## Assessment task - SHC 24 Introduction to duty of care in health, social care or children's and young people's settings

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 2.1 and 2.2.

As a new member of staff, as part of your induction you have been asked to provide a resource folder about 'Duty of Care.' You will need to put evidence into the folder that shows that you can:

- define the term 'duty of care'
- describe how the duty of care affects own work role
- describe dilemmas that may arise between the duty of care and individual's rights
- explain where to get additional support and advice about how to resolve such dilemmas
- make sure that your folder also contains evidence to show that you can:
  - describe how to respond to complaints
  - identify the main points of the agreed procedures for handling complaints.

**Task 2** links to learning outcome 3, assessment criteria 3.1 and 3.2.

Make sure that your folder also contains evidence to show that you can:

- describe how to respond to complaints
- identify the main points of the agreed procedures for handling complaints.





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

Unit reference    A/601/8574                      Level    2

Credit value      3    GLH      26

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

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

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<b>Factors</b> may include: <ul style="list-style-type: none"> <li>• a setting or situation</li> <li>• the individual.</li> </ul>

	<p>An <b>individual</b> will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.</p> <p>The <b>actions to take</b> constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:</p> <ul style="list-style-type: none"> <li>• a colleague</li> <li>• someone in the individual's personal network</li> <li>• the learner</li> <li>• the learner's line manager</li> <li>• others.</li> </ul> <p>A setting where there is no formal duty of care includes adult health or social care settings.</p> <p><b>Local systems</b> may include:</p> <ul style="list-style-type: none"> <li>• employer/organisational policies and procedures</li> <li>• multi-agency adult protection arrangements for a locality.</li> </ul> <p><b>Person-centred values</b> include:</p> <ul style="list-style-type: none"> <li>• individuality</li> <li>• rights</li> <li>• choice</li> <li>• privacy</li> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Unsafe practices</b> may include:</p> <ul style="list-style-type: none"> <li>• poor working practices</li> <li>• resource difficulties</li> <li>• operational difficulties.</li> </ul>
<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p>

## Assessment task – HSC 024 Principles of safeguarding and protection in health and social care

In your work role you have been asked to produce a reference document for use in your work place. This document will be used to support understanding and raise awareness of the principles of safeguarding and protection in health and social care; present the following information in five sections:

**Section 1** How to recognise signs of abuse

**Section 2** How to respond to suspected or alleged abuse

**Section 3** The national and local context of safeguarding and protection from abuse

**Section 4** Ways to reduce the likelihood of abuse

**Section 5** How to recognise and report unsafe practices

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

**Section 1** How to recognise signs of abuse.

- Define the following types of abuse:
  - physical abuse
  - sexual abuse
  - emotional/psychological abuse
  - financial abuse
  - institutional abuse
  - self-neglect
  - neglect by others.
- Identify the signs and/or symptoms associated with each type of abuse.
- Describe factors that may contribute to an individual being more vulnerable to abuse.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

**Section 2** How to respond to suspected or alleged abuse.

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

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

**Section 3** The national and local context of safeguarding and protection from abuse.

- Identify national policies and local systems that relate to safeguarding and protection from abuse.
- Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
- Identify reports into serious failures to protect individuals from abuse.
- Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

**Task 4** links to learning outcome 4, assessment criteria 4.1 and 4.2

**Section 4** Ways to reduce the likelihood of abuse.

- Explain how the likelihood of abuse may be reduced by:
  - working with person-centred values
  - encouraging active participation
  - promoting choice and rights.
- Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.

**Task 5** links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3

**Section 5** How to recognise and report unsafe practices.

- Describe unsafe practices that may affect the wellbeing of individuals.
- Explain the actions to take if unsafe practices have been identified.
- Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

## HSC 025: The role of the health and social care worker

Unit reference J/601/8576 Level 2

Credit value 2 GLH 14

**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.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in a real work environment.</b>			
1. Understand working relationships in health and social care.	1.1. Explain how a working relationship is different from a personal relationship.		
	1.2. Describe different working relationships in health and social 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 <b>agreed ways of working</b> .		
	2.3. Implement agreed ways of working.		
3. Be able to work in partnership with others.	3.1. Explain why it is important to work in partnership with <b>others</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Demonstrate ways of working that can help improve partnership working.		
	3.3. Identify skills and approaches needed for resolving conflicts.		
	3.4. Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts.</li> </ul>		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 025**

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

Assessor name:

Signature:

Date:

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



<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 23, HSC 227
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Agreed ways of working</b> include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members and colleagues</li> <li>• other professionals</li> <li>• individuals who require care or support</li> <li>• families, friends, advocates or others who are important to individuals.</li> </ul>
Additional unit assessment requirements provided with the QCF unit	<p>This unit must be assessed in accordance with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>

## Assessment task – HSC 025 The role of the health and social care worker

In your work role in health and social care you have been asked to discuss the following with your line manager at your next supervision. In preparation for this prepare the following:

Task links to learning outcome 1, assessment criteria 1.1 and 1.2

- an explanation of how a working relationship is different from a personal relationship
- a description of different working relationships in health and social care settings.

## HSC 026: Implement person-centred approaches in health and social care

Unit reference      A/601/8140                              Level      2

Credit value        5    GLH        33

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment</b>			
1. Understand person-centred approaches for care and support.	1.1. Define <b>person-centred values</b> .		
	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 <b>care plan</b> 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 <b>individual</b> .		
	2.2. Apply person-centred values in day-to-day work taking into account the history, preferences, wishes and needs of the individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to establish <b>consent</b> 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 <b>active participation</b> .	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' <b>wellbeing</b> .	6.1. Explain how individual identity and self-esteem are linked with wellbeing.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.2. Describe attitudes and approaches that are likely to promote an individual's wellbeing.		
	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 wellbeing.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 026**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Relationship to occupational standards – provided with the QCF unit

HSC 24, HSC 26, HSC 234  
Content recurs throughout HSC NOS.

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

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

**Person-centred values include:**

- individuality
- rights
- choice
- privacy

	<ul style="list-style-type: none"> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership.</li> </ul> <p>A <b>care plan</b> may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.</p> <p>An <b>individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Consent</b> means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Wellbeing</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• spiritual</li> <li>• emotional</li> <li>• cultural</li> <li>• religious</li> <li>• social</li> <li>• political.</li> </ul>
<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>

## Assessment task – HSC 026 Implement person-centred approaches in health and social care

An understanding of person-centred approaches is required in a wide range of health and social care settings in order to move practice forward. To show your understanding prepare a brief paper which:

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4

- defines person-centred values
- explains why it is important to work in a way that embeds person-centred values
- explains why risk-taking can be part of a person-centred approach
- explains how using an individual's care plan contributes to working in a person-centred way.





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

Unit reference R/601/8922 Level 2  
 Credit value 4 GLH 33

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

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

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

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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

## Assessment task – HSC 027 Contribute to health and safety in health and social care

In your work role in health and social care settings it is important to carry out your work safely, in a safe environment. Produce an information document, for your peers, which provides knowledge of the following aspects which underpin health and safety in the work setting:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- identify legislation relating to general health and safety in a health or social care work setting
- describe the main points of the health and safety policies and procedures agreed with the employer
- outline the main health and safety responsibilities of:
  - self
  - the employer or manager
  - others in the work setting
- identify tasks relating to health and safety that should not be carried out without special training
- explain how to access additional support and information relating to health and safety

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- explain why it is important to assess health and safety hazards posed by the work setting or by particular activities
- explain how and when to report potential health and safety risks that have been identified
- explain how risk assessment can help address dilemmas between rights and health and safety concerns

**Task 3** links to learning outcome 3, assessment criteria 3.1 and 3.2.

- describe different types of accidents and sudden illness that may occur in own work setting
- outline the procedures to be followed if an accident or sudden illness should occur

**Task 4** links to learning outcome 6, assessment criteria 6.1 and 6.2.

- identify hazardous substances and materials that may be found in the work setting
- describe safe practices for:
  - storing hazardous substances
  - using hazardous substances
  - disposing of hazardous substances and materials

**Task 5** links to learning outcome 7, assessment criteria 7.1, 7.2 and 7.3

- describe practices that prevent fires from:
  - starting
  - spreading
- outline emergency procedures to be followed in the event of a fire in the work setting
- explain the importance of maintaining clear evacuation routes at all times

**Task 6** links to learning outcome 9, assessment criteria 9.1, 9.2 and 9.3.

- identify common signs and indicators of stress
- identify circumstances that tend to trigger own stress
- describe ways to manage own stress.





## HSC 028: Handle information in health and social care settings

Unit reference    J/601/8142                      Level    2

Credit value      1    GLH      10

**Unit aim**                      This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment</b>			
1. Understand the need for secure handling of information in health and social care settings.	1.1. Identify the legislation that relates to the recording, storage and sharing of information in health and social care.		
	1.2. Explain why it is important to have secure systems for recording and storing information in a health and social 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to handle information in accordance with <b>agreed ways of working</b> .	3.1. Keep records that are up to date, complete, accurate and legible.		
	3.2. Follow agreed ways of working for: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information.</li> </ul>		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 028**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 21 Themes recur throughout HSC NOS.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<b>Agreed ways of working</b> will include policies and procedures where these exist.
Additional unit assessment requirements provided with the QCF unit	This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles.  Learning outcome 3 must be assessed in a real work environment.

## Assessment task – HSC 028 Handle information in health and social care settings

In health and social care settings recording, storing and sharing information forms an important part of your work role. Produce an information document which provides knowledge of the following aspects which:

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

- identifies the legislation that relates to the recording, storage and sharing of information in health and social care
- explains why it is important to have secure systems for recording and storing information in a health and social care setting

**Task 2** links to learning outcome 2, assessment criteria 2.1 and 2.2.

- describes how to access guidance, information and advice about handling information
- explains what actions to take when there are concerns over the recording, storing or sharing of information.



## DEM 201: Dementia awareness

Unit reference J/601/2874 Level 2

Credit value 2 GLH 17

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

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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

## Assessment task – DEM 201 Dementia awareness

In your work role in health and social care you will be required to have knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Prepare an information folder for use in your work place which:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explains what is meant by the term 'dementia'
- describes the key functions of the brain that are affected by dementia
- explains why depression, delirium and age-related memory impairment may be mistaken for dementia

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3

- outlines the medical model of dementia
- outlines the social model of dementia
- explains why dementia should be viewed as a disability

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4

- lists the most common causes of dementia
- describes the likely signs and symptoms of the most common causes of dementia
- outlines the risk factors for the most common causes of dementia
- identifies prevalence rates for different types of dementia

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3

- describes how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability
- outlines the impact that the attitudes and behaviours of others may have on an individual with dementia.



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

Unit reference K/601/5315 Level 2

Credit value 4 GLH 35

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

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

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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

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

An **individual** is someone requiring care or support.

**Causes** should include: before birth, during birth and after birth.

**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.

**Ways to build empowerment** should include person-centred thinking.

**External agencies** include: advocacy services; parent/carer support groups; campaign groups etc.

**Others** may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

Additional unit assessment requirements provided with the QCF unit

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

## Assessment task – LD 201 Understand the context of supporting individuals with learning disabilities

In your work role when working with individuals who have learning disabilities you will need to understand the context and issues linked with learning disability support. Prepare a folder in 6 sections which shows that you can:

**Section 1** - Legislation and policies that support the human rights and inclusion of individuals with learning disabilities.

**Section 2** - The nature and characteristics of learning disabilities.

**Section 3** - The historical context of learning disabilities.

**Section 4** - The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities.

**Section 5** - How views and attitudes impact on the lives of individuals with learning disabilities and their family.

**Section 6** - How to promote communication with individuals with learning disabilities.

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

**Section 1** - Legislation and policies that support the human rights and inclusion of individuals with learning disabilities.

- identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
- explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

**Section 2** - The nature and characteristics of learning disabilities.

- explain what is meant by 'learning disability'
- give examples of causes of learning disabilities
- describe the medical and social models of disability
- state the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
- describe the possible impact on a family of having a member with a learning disability

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

**Section 3** - The historical context of learning disabilities.

- explain the types of services that have been provided for individuals with learning disabilities over time
- describe how past ways of working may affect present services
- identify some of the key changes in the following areas of the lives of individuals who have learning disabilities:
  - where people live
  - daytime activities
  - employment
  - sexual relationships and parenthood
  - the provision of healthcare

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

**Section 4** - The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities.

- explain the meaning of the term 'social inclusion'
- explain the meaning of the term 'advocacy'
- describe different types of advocacy
- describe ways to build empowerment and active participation into everyday support for individuals with learning disabilities.

**Task 5** links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

**Section 5** - How views and attitudes impact on the lives of individuals with learning disabilities and their family.

- explain how attitudes are changing in relation to individuals with learning disabilities
- give examples of positive and negative aspects of being labelled as having a learning disability
- describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
- explain the roles of external agencies and others in changing attitudes, policy and practice

**Task 6** links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

**Section 6** - How to promote communication with individuals with learning disabilities.

- identify ways of adapting each of the following when communicating with individuals who have learning disabilities:
  - verbal communication
  - non-verbal communication
- explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
- describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.





## DEM 204: Understand and implement a person-centred approach to the care and support of individuals with dementia

Unit reference F/601/3683 Level 2

Credit value 3 GLH 21

**Unit aim** This unit is aimed at those who provide care and support to people who have dementia in a wide range of settings. It requires the demonstration of knowledge and skills in planning and delivering support to meet an individual's identified and agreed abilities and needs, in order to reflect the person-centred approach.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in a real work environment.</b>			
1. Understand the importance of a person-centred approach to dementia care and support.	1.1. Describe what is meant by a person-centred approach.		
	1.2. Describe how a person-centred approach enables individuals with dementia to be involved in their own care and support.		
2. Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach.	2.1. Explain how information about personality and life history can be used to support an individual to live well with dementia.		
	2.2. Communicate with an individual with dementia using a range of methods that meet the individual's abilities and needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Involve an individual with dementia in identifying and managing risks for their care and support plan.		
	2.4. Involve an individual with dementia in opportunities that meet their agreed abilities, needs and preferences.		
3. Be able to involve <b>carers</b> and <b>others</b> in the care and support of individuals with dementia.	3.1. Explain how to increase a carer's understanding of dementia and a person-centred approach.		
	3.2. Demonstrate how to involve carers and others in the support of an individual with dementia.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 204**

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

Assessor name:

Signature:

Date:

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

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the QCF unit</p>	<p><b>Carer</b> e.g.:</p> <ul style="list-style-type: none"> <li>• partner</li> <li>• family</li> <li>• friends</li> <li>• neighbours.</li> </ul> <p><b>Others</b> e.g.:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech &amp; language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• psychologist</li> <li>• admiral nurses</li> <li>• IMCA</li> <li>• CPN</li> <li>• dementia care advisors</li> <li>• advocate</li> <li>• support groups.</li> </ul>
<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>Units need to be assessed in accordance with the Skills for Care and Development QCF Assessment Principles.</p>

## **Assessment task – DEM 204 Understand and implement a person-centred approach to the care and support of individuals with dementia**

Putting the person with dementia at the heart of their care and support is fundamental to a person-centred approach. To show your understanding of this, prepare an information sheet which:

**Task** links to learning outcome 1, assessment criteria 1.1 and 1.2.

- describes what is meant by a person-centred approach
- describes how a person-centred approach enables individuals with dementia to be involved in their own care and support.

## DEM 209: Equality, diversity and inclusion in dementia care practice

Unit reference Y/601/9277 Level 2  
 Credit value 3 GLH 24

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in a real work environment</b>			
1. Understand the importance of equality, diversity and inclusion when working with individuals with dementia.	1.1. Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion.</li> </ul>		
	1.2. Explain why an <b>individual</b> with dementia has unique needs and preferences.		
	1.3. Describe how an individual with dementia may feel excluded.		
	1.4. Describe why it is important to include an individual with dementia in all aspects of care practice.		
	1.5. Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to apply a <b>person-centred approach</b> in the care and support of individuals with dementia.	2.1. Demonstrate how an individual with dementia has been valued, included and able to engage in daily life.		
	2.2. Show how an individual's life history and culture has been taken into consideration to meet their needs.		
	2.3. Demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences.		
	2.4. Demonstrate ways of helping <b>carers and others</b> to understand that an individual with dementia has unique needs and preferences.		
3. Be able to work with a range of individuals who have dementia to ensure diverse needs are met.	3.1. Demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met.		
	3.2. Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia.		
	3.3. Describe how to use a <b>person-centred approach</b> with an individual with a learning disability and dementia.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 209**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 31, 41, 24, 35, 45.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Carers and others may be:</b></p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• family</li> <li>• advocate</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul>
Additional unit assessment requirements provided with the QCF unit	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in the workplace environment.</p>



## Assessment task – DEM 209 Equality, diversity and inclusion in dementia care practice

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

Equality, diversity and inclusion are fundamental to person-centred care practice. To show your understanding of a person-centred care practice when working with individuals who have dementia prepare a briefing paper which:

- explains what is meant by:
  - diversity
  - equality
  - inclusion
- explains why an individual with dementia has unique needs and preferences
- describes how an individual with dementia may feel excluded
- describes why it is important to include an individual with dementia in all aspects of care practice
- explains how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual.



## DEM 210: Understand and enable interaction and communication with individuals with dementia

Unit reference    A/601/9434                      Level    2

Credit value      3    GLH      19

**Unit aim**                      This unit provides the knowledge, understanding and skills required to develop and implement positive interaction and communication with individuals with dementia.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
Learning outcomes 1 and 2 must be assessed in a real work environment.			
1. Be able to communicate with individuals with dementia.	1.1. Describe how memory impairment can affect the ability of <b>an individual</b> with dementia to use verbal language.		
	1.2. Gather information from <b>others</b> about an individual's preferred methods of communicating to enhance interaction.		
	1.3. Use information about the communication abilities and needs of an individual with dementia to enhance interaction.		
	1.4. Use a <b>person-centred approach</b> to enable an individual to use their communication abilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Demonstrate how interaction is adapted in order to meet the communication needs of an individual with dementia.		
2. Be able to apply interaction and communication approaches with individuals with dementia.	2.1. List different techniques that can be used to facilitate positive interactions with an individual with dementia.		
	2.2. Use an individual's biography/history to facilitate positive interactions.		
	2.3. Demonstrate how the identity and uniqueness of an individual has been reinforced by using their preferred methods of interacting and communicating.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 31, 41, 24, 35, 45.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>An individual</b> is someone requiring care or support.</p> <p><b>Others may be:</b></p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul> <p><b>Person-centred approach</b></p> <p>This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p>
Additional unit assessment requirements provided with the QCF unit	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

## **Assessment task – DEM 210 Understand and enable interaction and communication with individuals with dementia**

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.

## DEM 211: Approaches to enable rights and choices for individuals with dementia whilst minimising risks

Unit reference H/601/9282 Level 2

Credit value 3 GLH 25

Unit aim This unit provides knowledge, understanding and skills required to promote individuals' rights and choices whilst minimising risk.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 3 and 4 must be assessed in a real work environment.</b>			
1. Understand <b>key legislation</b> and <b>agreed ways of working</b> that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm.	1.1. Outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an <b>individual</b> with dementia.		
	1.2. Describe how agreed ways of working relate to the rights of an individual with dementia.		
	1.3. Explain why it is important not to assume that an individual with dementia cannot make their own decisions.		
	1.4. Explain how the <b>best interests</b> of an individual with dementia must be included when planning and delivering care and support.		
	1.5. Explain what is meant by providing care and support to an individual with dementia in the least restrictive way.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia.	2.1. Describe how to maintain privacy when providing personal support for intimate care to an individual with dementia.		
	2.2. Give examples of how to show respect for the <b>physical space</b> of an individual with dementia.		
	2.3. Give examples of how to show respect for the <b>social or emotional space</b> of an individual with dementia.		
	2.4. Describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity.		
	2.5. Outline the benefits of knowing about the past and present interests and life skills of an individual with dementia.		
3. Support individuals with dementia to achieve their potential.	3.1. Demonstrate how the physical environment may enable an individual with dementia to achieve their potential.		
	3.2. Demonstrate how the social environment may enable an individual with dementia to achieve their potential.		
	3.3. Support an individual with dementia to use their abilities during personal care activities.		
	3.4. Explain how the attitudes of <b>others</b> may enable an individual with dementia to achieve their potential.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to work with carers who are caring for individuals with dementia.	4.1. Identify some of the anxieties common to carers of an individual with dementia.		
	4.2. Outline the legal rights of the carer in relation to an individual with dementia.		
	4.3. Involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm.		
	4.4. Describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices.		
	4.5. Demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 211**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 31, 41, 24, 35, 45.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Key legislation:</b></p> <ul style="list-style-type: none"> <li>• Human Rights Act 1998</li> <li>• Mental Capacity Act 2005</li> <li>• Mental Capacity and Deprivation of Liberty Safeguards 2005</li> <li>• Adults with Incapacity (Scotland) Act 2000</li> <li>• Mental Health Act 2007</li> <li>• the Disability Discrimination Act 1995</li> <li>• Safeguarding Vulnerable Groups Act 2006</li> <li>• Carers (Equal Opportunities) Act 2004.</li> </ul> <p><b>Agreed ways of working:</b> Include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Best interests:</b> This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.</p> <p><b>Physical space:</b></p> <ul style="list-style-type: none"> <li>• bedroom</li> <li>• handbag</li> <li>• personal belongings.</li> </ul> <p><b>Social or emotional space:</b></p> <ul style="list-style-type: none"> <li>• personal boundaries</li> <li>• subjective feelings.</li> </ul>

	<p><b>Carers and others may be:</b></p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul>
<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in the workplace environment.</p>

## Assessment task – DEM 211 Approaches to enable rights and choices for individuals with dementia whilst minimising risks

In your work role in health and social care when working with individuals who have dementia it is important to understand legislation and factors that will enable you to promote individuals' rights and choices whilst minimising risk. To show your understanding of this, produce a reference folder for use in your work setting which:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- outlines key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
- describes how agreed ways of working relate to the rights of an individual with dementia
- explains why it is important not to assume that an individual with dementia cannot make their own decisions
- explains how the best interests of an individual with dementia must be included when planning and delivering care and support
- explains what is meant by providing care and support to an individual with dementia in the least restrictive way

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

- describes how to maintain privacy when providing personal support for intimate care to an individual with dementia
- gives examples of how to show respect for the physical space of an individual with dementia
- gives examples of how to show respect for the social or emotional space of an individual with dementia
- describes how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity
- outlines the benefits of knowing about the past and present interests and life skills of an individual with dementia.

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

Unit reference L/601/6442 Level 2

Credit value 5 GLH 34

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 4 and 5 must be assessed in a real work environment.</b>			
1. Understand the principles and practice of person-centred thinking, planning and reviews.	1.1. Identify the beliefs and values on which person-centred thinking and planning is based.		
	1.2. Define person-centred thinking, person-centred planning and person-centred reviews.		
	1.3. Describe the difference that person-centred thinking can make to <b>individuals</b> and their families.		
	1.4. Describe examples of <b>person-centred thinking tools</b> .		
	1.5. Explain what a 'one page profile' is.		
	1.6. Describe the person-centred review process.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the context within which person-centred thinking and planning takes place.	2.1. Outline current legislation, policy and guidance underpinning person-centred thinking and planning.		
	2.2. Describe the relationship between person-centred planning and personalised services.		
	2.3. Identify ways that person-centred thinking can be used: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• in teams.</li> </ul>		
3. Understand own role in person-centred planning, thinking and reviews.	3.1. Describe own role in person-centred thinking, planning and reviews when supporting individuals.		
	3.2. Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work.		
	3.3. Describe how these challenges might be overcome.		
4. Be able to apply person-centred thinking in relation to own life.	4.1. Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working.		
	4.2. Describe own relationship circle.		
	4.3. Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Describe how to prepare for own person-centred review.		
5. Be able to implement person-centred thinking and person-centred reviews.	5.1. Use person-centred thinking to know and act on what is important to the individual.		
	5.2. Establish with the individual how they want to be supported.		
	5.3. Use person-centred thinking to know and respond to how the individual communicates.		
	5.4. Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life.		
	5.5. Support the individual in their relationships and in being part of their community using person-centred thinking.		
	5.6. Ensure that the individual is central to the person-centred review process.		
	5.7. Explain how to ensure that actions from a review happen.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

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

**Assessor sign off of completed unit: LD 202**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

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

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

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	Links with HSC 25.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Person-centred thinking tools</b> include:</p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one page profile)</li> <li>• working/not working</li> <li>• the doughnut</li> <li>• matching staff</li> <li>• relationship circle</li> <li>• communication charts</li> <li>• 4 plus 1 questions</li> <li>• citizenship tool</li> <li>• decision making agreement</li> <li>• presence to contribution</li> <li>• dreaming.</li> </ul>



	<p>Community connecting related tools:</p> <ul style="list-style-type: none"> <li>• who am I? My gifts and capacities</li> <li>• hopes and fears</li> <li>• mapping our network</li> <li>• passion audit</li> <li>• capacity mapping</li> <li>• who am I?– My places.</li> </ul> <p><b>Teams</b>  A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.</p>
Additional unit assessment requirements provided with the QCF unit	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcome 5 must be assessed in a real work situation.</p>

## Assessment task – LD 202 Support person-centred thinking and planning

In your work role in health and social care you will need an understanding of the principles and processes of person-centred thinking, planning and reviews. To show your understanding of this, produce and reference a document which shows that you can:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

- identify the beliefs and values on which person-centred thinking and planning is based
- define person-centred thinking, person-centred planning and person-centred reviews
- describe the difference that person-centred thinking can make to individuals and their families
- describe examples of person-centred thinking tools
- explain what a 'one page profile' is
- describe the person-centred review process

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- outline current legislation, policy and guidance underpinning person-centred thinking and planning
- describe the relationship between person-centred planning and personalised services
- identify ways that person-centred thinking can be used:
  - with individuals
  - in teams

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- describe own role in person-centred thinking, planning and reviews when supporting individuals
- identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
- describe how these challenges might be overcome.

## LD Op 203: Provide active support

Unit reference	Y/601/7352	Level	2
Credit value	3	GLH	27

**Unit aim** The purpose of this unit is to provide the learner with knowledge, understanding and skills for providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</b>			
1. Understand how <b>active support</b> translates values into person-centred practical action with an <b>individual</b> .	1.1. Explain how the key characteristics of active support differ from the <b>hotel model</b> .		
	1.2. Define the terms: <ul style="list-style-type: none"> <li>• promoting independence</li> <li>• informed choice</li> <li>• valued life.</li> </ul>		
	1.3. Explain how use of active support can promote independence, informed choice and a valued life.		
2. Be able to interact positively with individuals to promote participation.	2.1. Explain the three elements in <b>positive interaction</b> that promote an individual's participation in activity.		
	2.2. Break a routine task into manageable steps for an individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Provide different <b>levels of help</b> to support an individual to participate in a task or activity.		
	2.4. <b>Positively reinforce</b> an individual's participation in an activity.		
3. Be able to implement person-centred daily plans to promote participation.	3.1. Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement.		
	3.2. Use a structured person-centred format to ensure that a <b>valued range of activities</b> for an individual is available.		
	3.3. Use a structured format to plan support for an individual to participate in activities.		
4. Be able to maintain person-centred-records of participation.	4.1. Record an individual's participation in activities.		
	4.2. Describe changes in an individual's participation over time.		
	4.3. Report the extent to which an individual's participation represents the balance of activity associated with a <b>valued lifestyle</b> .		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	<p>Active support is referenced throughout the majority of the HSC NOS.</p> <p>Links to HSC 25 and 234.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, and 4 must be assessed in real work environment.</p>
Unit assessment guidance – provided by the sector	<p><b>Active support</b> A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.</p> <p><b>Individual</b> is someone requiring care or support.</p> <p><b>Hotel model</b> refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.</p> <p><b>Positive interaction</b> refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.</p>

	<p><b>Levels of help</b> refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.</p> <p><b>Positively reinforcing</b> refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (e.g. drinking a cup of tea the individual has just made) or other things that the individual particularly likes (e.g. praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.</p> <p><b>Valued range of activities</b> refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.</p> <p><b>Valued lifestyle</b> refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.</p>
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## Assessment task – LD 203 Provide active support

Supporting individuals to do as much for themselves as possible to maintain their independence and increase their potential is fundamental to a person-centred approach. To show your understanding of this, prepare a briefing paper which shows that you can:

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Explain how the key characteristics of active support differ from the hotel model.

- define the terms:
  - promoting independence
  - informed choice
  - valued life
- explain how use of active support can promote independence, informed choice and a valued life.





## **Section 4: Assessment and quality assurance information for tutors and assessors**

## Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

### Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

#### For Competence / Skills and Knowledge learning outcomes:

- Direct observation of learner by assessor
  - by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice
- Professional discussion
- Expert Witness evidence
  - when directed by the Sector Skills Council or other assessment strategy/principles
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of prior learning
- Reflection on own practice in real work environment
- Oral questions and answers<sup>1</sup>

#### For knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Centre Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

A key to the recommended assessment methods is included in "*How to ... A Guide to Assessing CACHE QCF Qualifications*" which forms part of the Resource Centre on cachezone.

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<sup>1</sup> Oral questions and answers may be used to evidence understanding of skills based learning outcomes where assessment criteria start with 'Explain' or 'Describe' (or similar words to demonstrate understanding). These can be assessed by the **assessor who is assessing the skills competencies** as it relates to evidence from the workplace.

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the *“How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### Skills for Care and Development Assessment Principles

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### CACHE Assessment Strategy

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions



## **Section 5: Feedback**

## Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on [cachezone](#).

## QCF Support Materials Feedback Form

**Qualification:** CACHE Level 2 Diploma in Health and Social Care (Adults) for England (QCF)

**Name:** \_\_\_\_\_ **Are you:** a Tutor / a Learner

**Centre name:** \_\_\_\_\_ **Centre no.:** \_\_\_\_\_

**Contact details: \*** **Tel.:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Please rate the following statements on a scale of 1-3:**

1 Disagree 2 Tend to agree 3 Agree

1	2	3
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1. This document is presented in a clear and accessible way and I can easily find the information I need.

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2. This document contains all the information I need to teach or study this qualification.

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3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

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4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification

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**Please use the space below to provide more detailed comments or additional feedback**

**\* Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: [gcfsupportmaterials@cache.org.uk](mailto:gcfsupportmaterials@cache.org.uk)

Alternatively, you may post or fax your form to:  
**CACHE QCF Support Materials,**  
**CACHE, Apex House,**  
**81 Camp Road, St. Albans, Herts. AL1 5GB**  
 Fax: 01727 818613







## Section 6: Publication history

This section identifies important changes made to this document since its first publication in November 2010.

All page numbers refer to this version of the document.

- **p.13, Rules of Combination:** Rules of Combination amended
- **pp.26-27, Barred unit combinations:** Barred unit combinations table added
- **p.47, Unit SHC 24:** Task 2 amended in assessment task

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials, is available on [cachezone](#).