

# CACHE Qualification Specification

CACHE Level 3 Diploma in Health and Social Care  
(Adults) for England (QCF)

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### **Qualification reference number:**

CACHE Level 3 in Health and Social Care (Adults) for England (QCF) 501/1258/2

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

First edition – November 2010	Book code 501/1258/2/C1
Second edition – May 2011	Book code 501/1258/2/C2
Second edition (Re-print) – September 2011	Book code 501/1258/2/C2
Second edition (Re-print) – March 2012	Book code 501/1258/2/C2
Second edition (Re-print) – May 2012	Book code 501/1258/2/C2

### **Publication date**

Version 1.0	November 2010	Version 4.0	July 2011
Version 2.0	December 2012	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 3 Diploma in Health and Social Care (Adults) for England (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	501/1258/2			
<b>Aim</b>	<p>This qualification develops the knowledge and skills needed when working in a senior role 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 senior 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	315	Max	447
<b>Credit value</b>	58	<b>Minimum credits at / above Level</b>		35
<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 Level 5 QCF qualifications for management or senior practitioner roles in health and social care, 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.

This qualification's aim is to guide and assess the development of knowledge and skills relating to the Health and Social Care workforce.

The CACHE Level 3 Diploma in Health and Social Care (Adults) for England (QCF) confirms competence in areas of Health and Social Care as appropriate and is the required qualification for registration and regulatory requirements in the Social Care sector in England. Learners have the opportunity to take a general qualification in Health and Social Care, or they may specialise in Dementia Care, or Learning Disabilities.

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.

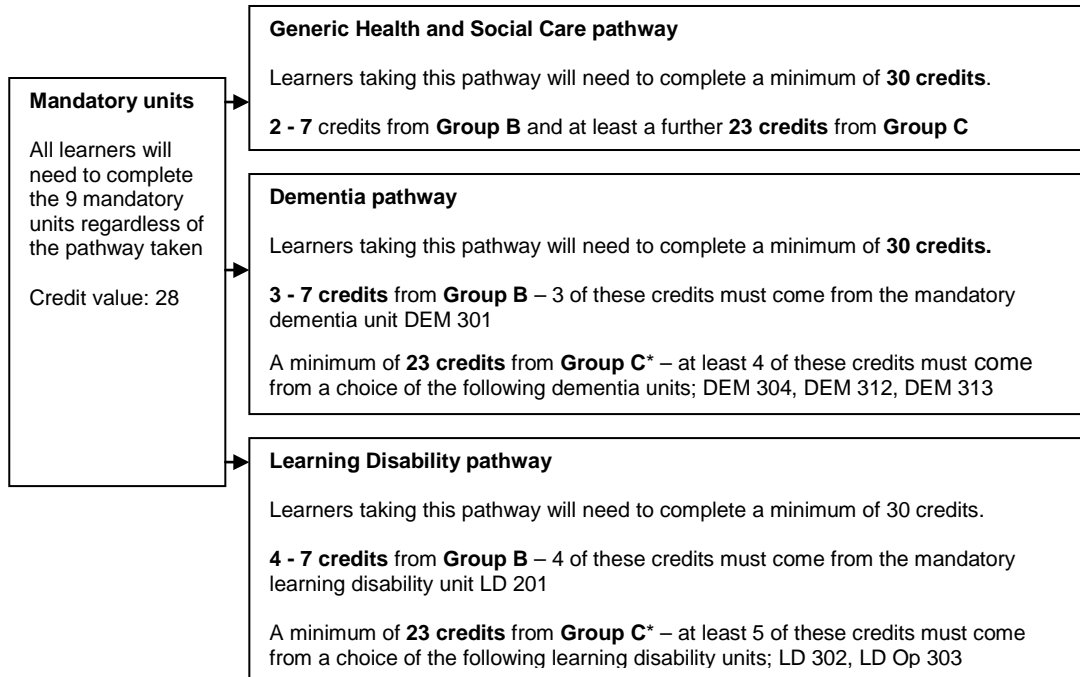
The CACHE Level 3 Diploma in Health and Social Care (Adults) for England (QCF) has been approved as a component for the Health and Social Care Advanced Apprenticeship framework.

Potential job roles for those working towards this qualification:

- senior care assistants/support workers/key workers in residential settings
- senior healthcare assistants/support workers in community and primary care environments
- senior healthcare assistants/support workers in acute health environments
- senior care assistants/support workers/key workers in domiciliary services
- senior care assistants/support workers/key workers in day services
- senior support workers in supported living projects
- community-based senior 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): 58 Credits, with 35 of these credits being at Level 3 or above.



\* 4 credits must come from the choice of Dementia or 5 credits from the 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 in 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 Level 5 QCF qualifications for management or senior practitioner roles in health and social care, 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
J/601/1434	SHC 31	Promote communication in health, social care or children's and young people's settings	Competence	3	3	10	33		
A/601/1429	SHC 32	Engage in personal development in health, social care or children's and young people's settings	Competence	3	3	10	39		
Y/601/1437	SHC 33	Promote equality and inclusion in health, social care or children's and young people's settings	Competence	3	2	8	45		
R/601/1436	SHC 34	Principles for implementing duty of care in health, social care or children's and young people's settings	Knowledge	3	1	5	49		
A/601/8574	HSC 024	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26	53		
J/601/8576	HSC 025	The role of the health and social care worker	Competence	2	2	14	59		
Y/601/8145	HSC 036	Promote person-centred approaches in health and social care	Competence	3	6	41	63		

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
F/601/8138	HSC 037	Promote and implement health and safety in health and social care	Competence	3	6	43	69		
J/601/9470	HSC 038	Promote good practice in handling information in health and social care settings	Competence	3	2	16	75		

**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 well-being and mental health promotion	Knowledge	3	3	14			
J/602/0103	CMH 302	Understand mental health problems	Knowledge	3	3	14			
J/601/3538	<b>DEM 301</b>	<b>Understand the process and experience of dementia</b>	<b>Knowledge</b>	<b>3</b>	<b>3</b>	<b>22</b>	<b>79</b>		
K/601/9199	DEM 305	Understand the administration of medication to individuals with dementia using a person-centred approach	Knowledge	3	2	15			
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			
Y/601/8579	HSC 3021	Understand theories of relationships and social networks	Knowledge	4	3	29			



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
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			
K/601/5315	LD 201	<b>Understand the context of supporting individuals with learning disabilities</b>	<b>Knowledge</b>	2	4	35	83		
H/601/5703	LD 206	Principles of supporting an individual to maintain personal hygiene	Knowledge	2	1	10			
J/601/6293	LD Op 305	Understand positive risk taking for individuals with disabilities	Knowledge	3	3	25			
A/601/6274	LD Op 307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3	21			
T/601/5317	LD 310	Understand how to support individuals with autistic spectrum conditions	Knowledge	3	3	28			

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
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			
J/601/6150	PD OP 3.1	Understand physical disability	Knowledge	3	3	22			
Y/601/6167	PD OP 3.3	Understand the impact of acquired brain injury on individuals	Knowledge	3	3	28			
M/601/3467	SS MU 3.1	Understand sensory loss	Knowledge	3	3	21			
F/601/3473	SS OP 3.1	Understand models of disability	Knowledge	3	3	26			

## 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
T/502/3147	ADV 302	Providing independent advocacy support	Competence	3	6	25			
A/502/3148	ADV 303	Maintaining the independent advocacy relationship	Competence	3	6	25			
F/502/3149	ADV 304	Responding to the advocacy needs of different groups of people	Competence	3	6	25			
M/601/0648	ASM 1	Recognise indications of substance misuse and refer individuals to specialists	Competence	3	4	24			
A/601/0670	ASM 3	Support individuals who are substance users	Competence	3	7	42			
D/501/0585	ASM 4	Identify and act upon immediate risk of danger to substance mis-users	Competence	3	4	24			
M/601/0682	ASM 5	Provide services to those affected by someone else's substance use	Competence	3	4	24			
H/501/0586	ASM 8	Increase awareness about drugs, alcohol or other substances with individuals and groups	Competence	3	7	42			

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
T/601/0666	ASM 9	Test for substance use	Competence	3	5	30			
D/601/0662	ASM 11	Carry out initial assessments to identify and prioritise the needs of substance misusers	Competence	3	5	30			
K/501/0587	ASM 12	Carry out comprehensive substance misuse assessment	Competence	3	5	30			
D/601/0676	ASM 15	Assist with the transfer of individuals, who misuse substances, between agencies and services	Competence	3	1	6			
K/501/0590	ASM 18	Support individuals through detoxification programmes	Competence	3	3	18			
R/601/3526	ASM 24	Develop and sustain effective working relationships with staff in other agencies	Competence	3	4	24			
Y/501/0598	ASM 34	Administer medication to individuals, and monitor the effects	Competence	3	5	30			
D/501/0599	ASM 35	Supply and exchange injecting equipment for individuals	Competence	3	3	18			
T/601/9187	DEM 302	Understand and meet the nutritional requirements of individuals with dementia	Competence	3	3	26			

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
A/601/9191	DEM 304	Enable rights and choices of individuals with dementia whilst minimising risk	Competence	3	4	26	91		
Y/601/4693	DEM 312	Understand and enable interaction and communication with individuals who have dementia	Competence	3	4	30	97		
F/601/4686	DEM 313	Equality, diversity and inclusion in dementia care practice	Competence	3	4	31	103		
K/601/9025	HSC 2003	Provide support to manage pain and discomfort	Competence	2	2	15			
R/601/7902	HSC 2019	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	Competence	2	2	14			
T/601/8721	HSC 2024	Undertake agreed pressure area care	Competence	2	4	30			
J/601/8027	HSC 2028	Move and position individuals in accordance with their plan of care	Competence	2	4	26			
T/601/9027	HSC 3001	Contribute to raising awareness of health issues	Competence	3	4	26			
A/601/9028	HSC 3002	Provide support to continue recommended therapies	Competence	3	3	20			

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
L/601/8028	HSC 3003	Provide support to maintain and develop skills for everyday life	Competence	3	4	28			
L/601/8644	HSC 3004	Facilitate learning and development activities to meet individual needs and preferences	Competence	3	5	35			
M/601/9494	HSC 3007	Support the development of community partnerships	Competence	4	5	33			
D/601/9491	HSC 3008	Implement therapeutic Group Activities	Competence	3	4	25			
H/601/9492	HSC 3010	Support individuals to develop and run support groups	Competence	3	3	24			
M/601/9611	HSC 3012	Prepare to support individuals within a shared lives arrangement	Competence	3	4	31			
F/601/7927	HSC 3013	Support individuals to access and use services and facilities	Competence	3	4	25			
J/601/9601	HSC 3014	Provide support for individuals within a shared lives arrangement	Competence	3	5	35			
R/601/8578	HSC 3019	Support individuals in their relationships	Competence	3	4	27			

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
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			
D/601/7904	HSC 3023	Support individuals to manage their finances	Competence	3	3	20			
H/601/7905	HSC 3024	Support individuals to access and manage direct payments	Competence	4	6	40			
K/601/7906	HSC 3027	Support individuals to access housing and accommodation services	Competence	3	4	24			
R/601/8581	HSC 3028	Support individuals to deal with personal relationship problems	Competence	3	4	26			
T/601/8282	HSC 3029	Support individuals with specific communication needs	Competence	3	5	35			
M/601/7907	HSC 3033	Support individuals during a period of change	Competence	3	4	29			
T/601/7908	HSC 3034	Support individuals to prepare for and settle in to new home environments	Competence	3	3	23			
A/601/7909	HSC 3035	Support individuals who are bereaved	Competence	3	4	30			

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
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			
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/601/9022	HSC 3051	Undertake tissue viability risk assessments	Competence	3	3	26			
R/601/8662	HSC 3052	Undertake physiological measurements	Competence	3	3	23			
D/601/8860	HSC 3053	Obtain venous blood samples	Competence	3	3	24			
J/601/8979	HSC 3054	Undertake urethral catheterisation processes	Competence	3	4	28			



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
A/601/9174	HSC 3055	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	Competence	4	5	35			
K/601/9185	HSC 3056	Support families in maintaining relationships in their wider social structures	Competence	3	4	33			
F/601/9029	HSC 3057	Work with families, carers and individuals during times of crisis	Competence	4	5	35			
L/601/9034	HSC 3058	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	Competence	3	8	41			
J/601/9968	HSC 3061	Help individuals address their substance use through an action plan	Competence	3	4	28			
Y/601/8825	HSC 3062	Interact with and support individuals using telecommunications	Competence	3	5	36			
T/601/9738	HSC 3065	Implement the positive behavioural support model	Competence	4	8	61			
L/601/9549	HSC 3066	Support positive risk taking for individuals	Competence	3	4	32			
Y/600/1250	L2 EFAW	Emergency first aid skills	Competence	2	1	10			

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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
K/601/9963	LD 206 C	Support individuals to maintain personal hygiene	Competence	2	2	17			
A/601/7215	LD 302	<b>Support person-centred thinking and planning</b>	Competence	3	5	41	109		
D/601/7353	LD Op 303	<b>Promote active support</b>	Competence	3	5	36	119		
J/601/8657	LD 308	Support individuals with a learning disability to access healthcare	Competence	3	3	25			
F/602/0049	LD 311 C	Support young people with a disability to make the transition into adulthood	Competence	3	5	40			
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			
K/601/6190	PD OP 3.2	Work with other professionals and agencies to support individuals with physical disabilities	Competence	3	3	23			
M/601/5817	PD OP 3.4	Support families who are affected by acquired brain injury	Competence	3	3	30			
D/601/5750	PD OP 3.5	Support families who have a child with a disability	Competence	3	3	23			

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page number	Date achieved	Notes
K/601/3483	SS OP 3.2	Promote effective communication with individuals with sensory loss	Competence	3	4	30			
A/601/5190	SS OP 3.3	Support individuals with multiple conditions and/or disabilities	Competence	3	4	31			
J/601/3541	SS OP 3.4	Support individuals in the use of assistive technology	Competence	4	4	32			
R/601/3543	SS OP 3.5	Support the assessment of individuals with sensory loss	Competence	3	3	22			
D/601/3545	SS OP 3.6	Support the promotion of awareness of sensory loss	Competence	3	3	23			
H/601/3546	SS OP 3.7	Support individuals to access education, training or employment	Competence	4	4	31			
R/601/5180	SS OP 3.8	Enable individuals to negotiate environments	Competence	3	5	34			

## Barred unit combinations

The rules of combination of the Level 3 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
T/502/3147	ADVO 302	Providing independent advocacy support	A/502/3148 F/502/3149	ADVO 303 or ADVO 304	Maintaining the independent advocacy relationship  Responding to the advocacy needs in different groups of people
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
L/601/3539	DEM 308	Understand the role of communication and interactions with individuals who have dementia	Y/601/4693	DEM 312	Understand and enable interaction and communication with individual who have dementia
Y/601/3544	DEM 310	Understand the diversity of individuals with dementia and the importance of inclusion	F/601/4686	DEM 313	Equality, diversity and inclusion in dementia care
F/601/3764	HSC 3045	Promote positive behaviour	T/601/9738	HSC 3065	Implement the positive behavioural support model
H/601/5703	LD 206	Principles of supporting an individual to maintain personal hygiene	K/601/9963	LD 206 C	Support individuals to maintain personal hygiene
J/602/0053	LD 314 C	Support individuals with self-directed support	M601/7048	LD 314 K	Principles of self-directed support

If taken			Cannot be taken		
Unit ref.	Unit no.	Unit title	Unit ref.	Unit no.	Unit title
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
J/601/6293	LD 305	Understand positive risk taking for individuals with disabilities	L/601/9549	HSC 3066	Support positive risk taking for individuals



## **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 31: Promote communication in health, social care or children's and young people's settings

Unit reference J/601/1434 Level 3

Credit value 3 GLH 10

**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 explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues 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 in a real work environment</b>			
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.		
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals.		
	2.2. Describe the factors to consider when promoting effective communication.		
	2.3. Demonstrate a range of <b>communication methods</b> and styles to meet individual needs.		
	2.4. Demonstrate how to respond to an individual's reactions when communicating.		

<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 overcome barriers to communication.	3.1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways.		
	3.2. Identify barriers to effective communication.		
	3.3. Demonstrate ways to overcome barriers to communication.		
	3.4. Demonstrate strategies that can be used to clarify misunderstandings.		
	3.5. Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively.		
4. Be able to apply principles and practices relating to confidentiality.	4.1. Explain the meaning of the term confidentiality.		
	4.2. Demonstrate ways to maintain confidentiality in day to day communication.		
	4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.		

**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 31**

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>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>CCLD 301                      GCU 1                      GEN 22                      HSC 31                      Themes recur as knowledge requirements and core values throughout HSC NOS.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the QCF unit	<p>Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.</p>
Unit assessment guidance – provided by the sector	<p><b>Communication methods</b> 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> </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>

## Assessment task – SHC 31 Promote communication in health and social care or children's and young people's settings

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

Communication is a vital skill required to effectively work in health and social care or with children and / or young people.

Evidence of your practice will be assessed in your work setting. To establish the context of this, you will need to carry out some research to provide:

- an identification of the different reasons people communicate
- an explanation of how communication affects relationships in the work setting.

You may choose to present your written response as a formal report with an introduction. Make sure that the body of the report is set out with clear headings which identify the content of each section, e.g. introduction, main body and conclusion.

It is good practice to reference the source(s) of your information using an established format for presenting references and bibliography.



## SHC 32: Engage in personal development in health, social care or children's and young people's settings

Unit reference      A/601/1429                      Level      3

Credit value      3                                      GLH      10

**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 considers personal development and reflective practice, which are both 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 outcomes 2, 3, 4 and 5 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 work role.		
	1.2. Explain expectations about own work role as expressed in relevant <b>standards</b> .		
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided.		
	2.2. Demonstrate the ability to reflect on practice.		
	2.3. Describe how own values, belief systems and experiences may affect working practice.		
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards.		

<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 use of feedback to evaluate own performance and inform development.		
4. Be able to agree a personal development plan.	4.1. Identify <b>sources of support</b> for planning and reviewing own development.		
	4.2. Demonstrate how to work with <b>others</b> to review and prioritise own learning needs, professional interests and development opportunities.		
	4.3. Demonstrate how to work with others to agree own personal development plan.		
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice.		
	5.2. Demonstrate how reflective practice has led to improved ways of working.		
	5.3. 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 32**

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>CCLD 304                      GCU 6                      GEN 12, GEN 13                      HSC 33</p> <p>Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the QCF unit	<p>Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy.</p>
Unit assessment guidance – provided by the sector	<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><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>Others</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>

## Assessment task – SHC 32 Engage in personal development in health, social care or children's and young people's settings

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

Personal development and reflective practice is an integral part of health and social care or working with children and/or young people. To support you in reviewing the need for personal development in relation to your work role produce the following:

- write a description of the duties and responsibilities of your own work role
- prepare an explanation of the expectations about your own work role as expressed in relevant standards.

(Standards may include: codes of practice, regulations, minimum standards or national occupational standards.)



## SHC 33: Promote equality and inclusion in health, social care or children's and young people's settings

Unit reference Y/601/1437 Level 3

Credit value 2 GLH 8

**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 covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

<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 diversity, 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> </ul>		
	1.2. Describe the potential <b>effects</b> of discrimination.		
	1.3. Explain how inclusive practice promotes equality and supports diversity.		
2. Be able to work in an inclusive way.	2.1. Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role.		
	2.2. Show interaction with individuals that respects their beliefs, culture, values 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
3. Be able to promote diversity, equality and inclusion.	3.1. Demonstrate actions that model inclusive practice.		
	3.2. Demonstrate how to support others to promote equality and rights.		
	3.3. Describe how to challenge discrimination in a way that promotes change.		

**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 33**

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>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	CCLD 305 GCU 5 HSC 34, HSC 35, HSC 3116 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	Assessment of this unit must adhere to the requirements of Skills for Care and Development / Skills for Health assessment strategy.
Unit assessment guidance – provided by the sector	<p><b>Effects</b> may include effects on:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• families or friends of the individual</li> <li>• those who inflict discrimination</li> <li>• wider society.</li> </ul>

## Assessment task – SHC 33 Promote equality and inclusion 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.

In your work role in health and social care or with children and / or young people you have been asked to produce an information area in your work place for stakeholders, who may include staff adult carers, children and young people. To support understanding and raise awareness of equality, diversity and inclusion, present the following information:

- an explanation of what is meant by:
  - diversity
  - equality
  - inclusion
- a description of the potential effects of discrimination
- an explanation of how inclusive practice promotes equality and supports diversity.

Produce your work on A4 sheets and ensure that it is clearly presented.



## SHC 34: Principles for implementing duty of care in health, social care or children's and young people's settings

Unit reference R/601/1436 Level 3

Credit value 1 GLH 5

**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 considers how duty of care contributes to safe practice, and how to address 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 how duty of care contributes to safe practice.	1.1. Explain what it means to have a duty of care in own work role.		
	1.2. Explain how duty of care contributes to the safeguarding or protection of individuals.		
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.	2.1. Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights.		
	2.2. Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.		
	2.3. Explain where to get additional support and advice about conflicts and dilemmas.		

<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. Know how to respond to complaints.	3.1. Describe how to respond to complaints.		
	3.2. Explain 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 34**  
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 305 GCU 2 HSC 24, HSC 34, HSC 35 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	Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.

## Assessment task –SHC 34 Principles for implementing duty of care in health, social care or children's and young people's setting

When working in health and social care or with children and young people in any setting understanding 'Duty of Care' is paramount. Prepare an information document to be used during the induction process of a new member of staff. Be sure that you relate it to your work role and clearly identify any reference to other documentation. Carefully consider how the information is presented to ensure that each area is produced under clear headings.

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

Write an explanation of:

- what it means to have a duty of care in own work role
- how duty of care contributes to the safeguarding or protection of individuals.

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

Write a description of:

- potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
- how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.

**Task 2 (b)** links to learning outcome 2, assessment criteria 2.3.

Produce an explanation of where to get additional support and advice about conflicts and dilemmas.

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

Write a description of how to respond to complaints.

Write an explanation of the main points of agreed procedures for handling complaints.

NB: Please ensure that all the information given relates to settings working in health and social care or with children and or young people.

Reference the sources of information you have used.





<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. 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.		
5. Know how to recognise and report unsafe practices.	5.1. Describe <b>unsafe practices</b> that may affect the wellbeing of individuals.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2. 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.

**Additional information about the unit:**

Relationship to occupational standards – provided with the QCF unit

HSC 24, HSC 240  
Content recurs throughout HSC NOS knowledge requirements.

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

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

**Factors** may include:

- a setting or situation
- the individual.

An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.

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



## 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>

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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> .		
	3.2. Demonstrate ways of working that can help improve partnership working.		

<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. 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 036: Promote person-centred approaches in health and social care

Unit reference Y/601/8145 Level 3

Credit value 6 GLH 41

**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 and promote 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 the application of person-centred approaches in health and social care.	1.1. Explain how and why <b>person-centred values</b> must influence all aspects of health and social care work.		
	1.2. Evaluate the use of <b>care plans</b> in applying person-centred values.		
2. Be able to work in a person-centred way.	2.1. Work with an <b>individual</b> and <b>others</b> to find out the individual's history, preferences, wishes and needs.		
	2.2. Demonstrate ways to put person-centred values into practice in a <b>complex or sensitive</b> situation.		
	2.3. Adapt actions and approaches in response to an individual's changing needs or 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
3. Be able to establish <b>consent</b> when providing care or support.	3.1. Analyse factors that influence the capacity of an individual to express consent.		
	3.2. Establish consent for an activity or action.		
	3.3. Explain what steps to take if consent cannot be readily established.		
4. Be able to implement and promote active participation.	4.1. Describe different ways of applying active participation to meet individual needs.		
	4.2. Work with an individual and others to agree how active participation will be implemented.		
	4.3. Demonstrate how <b>active participation</b> can address the holistic needs of an individual.		
	4.4. Demonstrate ways to promote understanding and use of 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 own role and authority to support the individual's right to make choices.		
	5.3. Manage risk in a way that maintains the individual's right to make choices.		
	5.4. Describe how to support an individual to question or challenge decisions concerning them that are made by others.		



<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. Be able to promote individuals well-being.	6.1. Explain the links between identity, self-image and self-esteem.		
	6.2. Analyse factors that contribute to the well-being of individuals.		
	6.3. Support an individual in a way that promotes their sense of identity, self-image and self-esteem.		
	6.4. Demonstrate ways to contribute to an environment that promotes well-being.		
7. Understand the role of risk assessment in enabling a person-centred approach.	7.1. Compare different uses of risk assessment in health and social care.		
	7.2. Explain how risk-taking and risk assessment relate to rights and responsibilities.		
	7.3. Explain why risk assessments need to be regularly revised.		

**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 036**

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 35, HSC 332, HSC 350 Content recurs 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>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>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>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> <p><b>Complex or sensitive</b> situations may include those that are:</p> <ul style="list-style-type: none"> <li>• distressing or traumatic</li> <li>• threatening or frightening</li> <li>• likely to have serious implications or consequences</li> <li>• of a personal nature</li> <li>• involving complex communication or cognitive needs.</li> </ul>

	<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>Well-being</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>
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, 4, 5 and 6 must be assessed in a real work environment.</p>

## Assessment task – HSC 036 Promote person-centred approaches in health and social care

In your work role in health and social care you have been asked to discuss the importance of person-centred approaches during supervision with your line manager. Prepare the following information which:

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

- explains how and why person-centred values must influence all aspects of health and social care work
- evaluates the use of care plans in applying person-centred values

**Task 2** links to learning outcome 7, assessment criteria 7.1, 7.2 and 7.3.

- compares different uses of risk assessment in health and social care
- explains how risk-taking and risk assessment relate to rights and responsibilities
- explains why risk assessments need to be regularly revised.

## HSC 037: Promote and implement health and safety in health and social care

Unit reference F/601/8138 Level 3

Credit value 6 GLH 43

**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 promote and implement health and safety in their work setting.

<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, 4, 5, 6, 7 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.	1.1. Identify legislation relating to health and safety in a health or social care <b>work setting</b> .		
	1.2. Explain the main points of health and safety <b>policies and procedures</b> agreed with the employer.		
	1.3. Analyse 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 specific <b>tasks</b> in the work setting 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
2. Be able to carry out own responsibilities for health and safety.	2.1. Use policies and procedures or other agreed ways of working that relate to health and safety.		
	2.2. Support others to understand and follow safe practices.		
	2.3. Monitor and report potential health and safety risks.		
	2.4. Use risk assessment in relation to health and safety.		
	2.5. Demonstrate ways to minimise potential risks and hazards.		
	2.6. Access additional support or information relating to health and safety.		
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. Explain procedures to be followed if an accident or sudden illness should occur.		
4. Be able to reduce the spread of infection.	4.1. Explain own role in supporting others to follow practices that reduce the spread of infection.		
	4.2. Demonstrate the recommended method for hand washing.		
	4.3. Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work.		

<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. Be able to move and handle equipment and other objects safely.	5.1. Explain the main points of legislation that relates to moving and handling.		
	5.2. Explain principles for safe moving and handling.		
	5.3. Move and handle equipment and other objects safely.		
6. Be able to handle hazardous substances and materials.	6.1. Describe types of hazardous substances that may be found in the work setting.		
	6.2. Demonstrate 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. Be able 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. Demonstrate measures that prevent fires from starting.		
	7.3. Explain emergency procedures to be followed in the event of a fire in the work setting.		
	7.4. Ensure that clear evacuation routes are maintained at all times.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
8. Be able to implement security measures in the work setting.	8.1. Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• premises</li> <li>• information.</li> </ul>		
	8.2. Demonstrate use of measures to protect own security and the security of others in the work setting.		
	8.3. Explain the importance of ensuring that others are aware of own whereabouts.		
9. Know how to manage stress.	9.1. Describe common signs and indicators of stress.		
	9.2. Describe signs that indicate own stress.		
	9.3. Analyse factors that tend to trigger own stress.		
	9.4. Compare strategies for managing 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 037**

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 32 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> for which special training is required may include:</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 2, 4, 5, 6, 7 and 8 must be assessed in a real work environment.</p>

## Assessment task – HSC 037 Promote and implement health and safety in health and social care

In health and social care promoting and implementing health and safety is an important part of your work role. You have been asked to discuss this aspect of your work during supervision with your line manager. Prepare the following information which:

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

- identifies legislation relating to health and safety in a health or social care work setting
- explains the main points of health and safety policies and procedures agreed with the employer
- analyses the main health and safety responsibilities of:
  - self
  - the employer or manager
  - others in the work setting
- identifies specific tasks in the work setting that should not be carried out without special training

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

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

**Task 3** links to learning outcome 9, assessment criteria 9.1, 9.2, 9.3 and 9.4.

- describes common signs and indicators of stress
- describes signs that indicate own stress
- analyses factors that tend to trigger own stress
- compares strategies for managing stress.

## HSC 038: Promote good practice in handling information in health and social care settings

Unit reference      J/601/9470                      Level      3

Credit value      2    GLH      16

**Unit aim**                      This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

<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 requirements for handling information in health and social care settings.	1.1. Identify legislation and codes of practice that relate to handling information in health and social care.		
	1.2. Summarise the main points of legal requirements and codes of practice for handling information in health and social care.		
2. Be able to implement good practice in handling information.	2.1. Describe features of manual and electronic information storage systems that help ensure security.		
	2.2. Demonstrate practices that ensure security when storing and accessing information.		
	2.3. Maintain records that are up to date, complete, accurate and legible.		

<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 support others to handle information.	3.1. Support <b>others</b> to understand the need for secure handling of information.		
	3.2. Support others to understand and contribute to records.		

**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 038**

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 31 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>Others</b> may include: <ul style="list-style-type: none"> <li>• colleagues</li> <li>• individuals accessing care or support.</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 QCF Assessment Principles.  Learning outcomes 2 and 3 must be assessed in a real work environment.

## Assessment task – HSC 038 Promote good practice in handling information in health and social care settings

In health and social care recording, sharing, storing and accessing information is an important part of your work role. You have been asked to discuss how you promote good practice regarding this during supervision with your line manager.

Prepare the following information which:

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

- identifies legislation and codes of practice that relate to handling information in health and social care
- summarises the main points of legal requirements and codes of practice for handling information in health and social care.



## DEM 301: Understand the process and experience of dementia

Unit reference	J/601/3538	Level	3
Credit value	3	GLH	22
Unit aim	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience 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 the neurology of dementia.	1.1. Describe a range of causes of <b>dementia syndrome</b> .		
	1.2. Describe the types of memory impairment commonly experienced by <b>individuals</b> with dementia.		
	1.3. Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia.		
	1.4. Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.		
	1.5. Explain why the abilities and needs of an individual with dementia may fluctuate.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the impact of recognition and diagnosis of dementia.	2.1. Describe the impact of early diagnosis and follow up to diagnosis.		
	2.2. Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.		
	2.3. Explain the process of reporting possible signs of dementia within agreed ways of working.		
	2.4. Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none"> <li>• the individual</li> <li>• their family and friends.</li> </ul>		
3. Understand how dementia care must be underpinned by a person-centred approach.	3.1. Compare a person-centred and a non-person-centred approach to dementia care.		
	3.2. Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.		
	3.3. Describe how myths and stereotypes related to dementia may affect the individual and their carers.		
	3.4. Describe ways in which individuals and carers can be supported to overcome their fears.		



**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 301**

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

**Dementia syndrome:** Dementia caused by a combination of conditions, sometimes called a mixed dementia.

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

**Carers** e.g.:

- partner
- family
- friends
- neighbours.

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 301 Understand the process and experience of dementia

When working with individuals in health and social care you need to have an understanding of the neurology of dementia to support the understanding of how individuals may experience dementia. To show this, prepare a document for your continual professional development folder for discussion at your next supervision which:

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

- describes a range of causes of dementia syndrome
- describes the types of memory impairment commonly experienced by individuals with dementia
- explains the way that individuals process information with reference to the abilities and limitations of individuals with dementia
- explains how other factors can cause changes in an individual's condition that may not be attributable to dementia
- explains why the abilities and needs of an individual with dementia may fluctuate

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

- describes the impact of early diagnosis and follow up to diagnosis
- explains the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
- explains the process of reporting possible signs of dementia within agreed ways of working
- describes the possible impact of receiving a diagnosis of dementia on:
  - the individual
  - their family and friends

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

- compares a person-centred and a non-person-centred approach to dementia care
- describes a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
- describes how myths and stereotypes related to dementia may affect the individual and their carers
- describes ways in which individuals and carers can be supported to overcome their fears.

## 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** The 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 individuals with learning disabilities.	1.1. Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of <b>individuals</b> 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 active participation in relation to supporting individuals with learning disabilities and their families.	4.1. Explain the meaning of the term 'social inclusion'.		
	4.2. Explain the meaning of the term 'advocacy'.		
	4.3. Describe different types of advocacy.		
	4.4. Describe <b>ways to build empowerment and active participation</b> 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.

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

**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.

**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 disability.

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

**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 disability.

- 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 disability.

- 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 304: Enable rights and choices of individuals with dementia whilst minimising risks

Unit reference      A/601/9191                      Level      3

Credit value      4    GLH      26

**Unit aim**                      This unit is about developing the learner's knowledge, understanding and skill of enabling the rights and choices of the individual with dementia whilst minimising risks.

<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 <b>key legislation</b> and <b>agreed ways of working</b> that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm.	1.1. Explain the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an <b>individual</b> with dementia.		
	1.2. Evaluate agreed ways of working that relate to rights and choices of an individual with dementia.		
	1.3. Explain how and when personal information may be shared with <b>carers and others</b> , taking into account legislative frameworks and agreed ways of working.		
2. Be able to maximise the rights and choices of individuals with dementia.	2.1. Demonstrate that the <b>best interests</b> of an individual with dementia are considered when planning and delivering care and support.		

<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. Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests.		
	2.3. Explain why it is important not to assume that an individual with dementia cannot make their own decisions.		
	2.4. Describe how the ability of an individual with dementia to make decisions may fluctuate.		
3. Be able to involve carers and others in supporting individuals with dementia.	3.1. Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm.		
	3.2. Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk.		
	3.3. Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution.		
4. Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices.	4.1. Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with 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
	4.2. Demonstrate that <b>key physical aspects</b> of the environment are enabling care workers to show respect and dignity for an individual with dementia.		
	4.3. Demonstrate that <b>key social aspects</b> of the environment are enabling care workers to show respect and dignity for 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 304**

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 by the sector	HSC 21, 31, 41, 24, 35, 45.

<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>Key legislation:</b></p> <ul style="list-style-type: none"> <li>• Human Rights Act 1998</li> <li>• Mental Capacity Act 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>Carers and others</b> may be:</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>

	<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>Key physical and social aspects:</b></p> <p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>• signage</li> <li>• colour</li> <li>• furniture</li> <li>• flooring</li> <li>• technology</li> <li>• room layout</li> <li>• storage</li> <li>• space for personal belongings</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• communication skills</li> <li>• positive approach</li> <li>• relationship-centred approach</li> <li>• professional boundaries</li> <li>• abilities focus</li> <li>• whole team approach.</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>

## Assessment task – DEM 304 Enable rights and choices of individuals with dementia whilst minimising risks

To effectively work with individuals with dementia you need to be aware of the underpinning factors and skills of enabling the rights and choices of the individual with dementia whilst minimising risks. To show your understanding of this aspect of your work, prepare a briefing paper for colleagues which:

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

- explains the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
- evaluates agreed ways of working that relate to rights and choices of an individual with dementia
- explains how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working.





<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 communicate with an individual with dementia using a range of verbal and non-verbal techniques.	2.1. Demonstrate how to use different communication techniques with an individual who has dementia.		
	2.2. Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia.		
	2.3. Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others.		
3. Be able to communicate positively with an individual who has dementia by valuing their individuality.	3.1. Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan.		
	3.2. Demonstrate how the individual's preferred method(s) of interacting can be used to reinforce their identity and uniqueness.		
4. Be able to use positive interaction approaches with individuals with dementia.	4.1. Explain the difference between a <b>reality orientation</b> approach to interactions and a <b>validation approach</b> .		
	4.2. Demonstrate a positive interaction with an individual who has dementia.		
	4.3. Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with 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
	4.4. Demonstrate how to use aspects of the <b>social environment</b> to enable positive interactions with individuals with dementia.		
	4.5. Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the 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 312**

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	<b>Carers e.g.:</b> <ul style="list-style-type: none"> <li>• partner</li> <li>• family</li> <li>• friends</li> <li>• neighbours.</li> </ul>

	<p><b>Others e.g.:</b></p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleague</li> <li>• manager</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> <p><b>Reality orientation:</b> This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in.</p> <p><b>Validation approach:</b> Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid. Focussing on the feelings rather than the content of speech.</p> <p><b>Social environment</b> can provide interactions which create stimulation and enjoyment e.g.:</p> <ul style="list-style-type: none"> <li>• opportunities to meet with family and friends</li> <li>• able to talk about early life, past career, good memories</li> <li>• engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite walks</li> <li>• engagement with activities e.g. reminiscence, listening to favourite music,</li> <li>• continuing social routines, e.g. going to the hairdresser, out for coffee etc.</li> </ul>
<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>

## **Assessment task – DEM 312 Understand and enable interaction and communication with individuals who have dementia**

Positive interactions and communication skills are important to maintain an effective relationship with individuals who have dementia. To show your understanding of this, prepare a briefing sheet for colleagues in your work place which:

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

- explains how different forms of dementia may affect the way an individual communicates
- explains how physical and mental health factors may need to be considered when communicating with an individual who has dementia
- describes how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
- describes the impact the behaviours of carers and others may have on an individual with dementia.



## DEM 313: Equality, diversity and inclusion in dementia care practice

Unit reference	F/601/4686	Level	3
Credit value	4	GLH	31

**Unit aim** This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion, which are fundamental to a 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 3 and 4 must be assessed in a real work environment</b>			
1. Understand that each individual's experience of dementia is unique.	1.1. Explain why it is important to recognise and respect an <b>individual's heritage</b> .		
	1.2. Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person.		
	1.3. Describe how the experience of dementia may be different for individuals: <ul style="list-style-type: none"> <li>• who have a learning disability</li> <li>• who are from different ethnic backgrounds</li> <li>• who are at the end of life.</li> </ul>		
	1.4. Describe how the experience of an individual's dementia may impact on carers.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the importance of diversity, equality and inclusion in dementia care and support.	2.1. Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support.		
	2.2. Describe the ways in which an individual with dementia may be subjected to discrimination and oppression.		
	2.3. Explain the potential impact of discrimination on an individual with dementia.		
	2.4. Analyse how diversity, equality and inclusion are addressed in dementia care and support.		
3. Be able to work in a person-centred manner to ensure inclusivity of the individual with dementia.	3.1. Demonstrate how to identify an individual's uniqueness.		
	3.2. Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion.		
	3.3. Demonstrate practical ways of helping an individual with dementia to maintain their dignity.		
	3.4. Demonstrate how to engage and include an individual with dementia in daily life.		
4. Be able to work with others to encourage support for diversity and equality.	4.1. Work with <b>others</b> to promote diversity and equality for individuals with dementia.		
	4.2. Demonstrate how to share the individual's preferences and interests with others.		



<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
	4.3. Explain how to challenge discrimination and oppressive practice of others when working with 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 313**

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>Heritage:</b> This refers to an individual's culture, history and personal experiences and is unique to them.</p> <p><b>Others e.g.:</b></p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleague</li> <li>• manager</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>• 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	<p>Units need 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 a real work environment.</p>

## Assessment task – DEM 313 Equality, diversity and inclusion in dementia care practice

Basic concepts of equality, diversity and inclusion are fundamental to a person-centred approach when working with individuals who have dementia. To show your understanding of this, prepare an information document for partners which:

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

- explains why it is important to recognise and respect an individual's heritage
- compares the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
- describes how the experience of dementia may be different for individuals:
  - who have a learning disability
  - who are from different ethnic backgrounds
  - who are at the end of life
- describes how the experience of an individual's dementia may impact on carers.



## LD 302: Support person-centred thinking and planning

Unit reference	A/601/7215	Level	3
Credit value	5	GLH	41

**Unit aim** This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

<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. Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning.		
	1.2. Explain the benefits of using person-centred thinking with <b>individuals</b> .		
	1.3. Explain the beliefs and values on which person-centred thinking and planning is based.		
	1.4. Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning.		
	1.5. Explain how <b>person-centred thinking tools</b> can form the basis of a person-centred plan.		

<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
	1.6. Describe the key features of different styles of person-centred planning and the contexts in which they are most useful.		
	1.7. Describe examples of person-centred thinking tools, their purpose, how and when each one might be used.		
	1.8. Explain the different ways that one page profiles are used.		
2. Understand the context within which person-centred thinking and planning takes place.	2.1. Interpret current policy, legislation and guidance underpinning person-centred thinking and planning.		
	2.2. Analyse the relationship between person-centred planning and the commissioning and delivery of services.		
	2.3. Describe how person-centred planning and person-centred reviews influence strategic commissioning.		
	2.4. Explain what a <b>person-centred team</b> is.		
	2.5. Explain how person-centred thinking can be used within a team.		
	2.6. Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation.		

<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
	2.7. Describe the role of the manager in implementing person-centred thinking and planning.		
	2.8. Explain how this relates to the role of a facilitator.		
3. Understand own role in person-centred planning.	3.1. Explain the range of ways to use person-centred thinking, planning and reviews in own role: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• as a team member</li> <li>• as part of an organisation.</li> </ul>		
	3.2. Explain the different person-centred thinking skills required to support individuals.		
	3.3. Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work.		
	3.4. Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome.		
4. Be able to apply person-centred planning 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 what other person-centred thinking tools would be useful in own life.		
	4.3. Evaluate which person-centred thinking tools could be used to think more about own community connections.		

<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. Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations.		
5. Be able to implement person-centred thinking, planning and reviews.	5.1. Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams.		
	5.2. Show that the plan and process are owned by individual.		
	5.3. Demonstrate how person-centred thinking tools can be used to develop a <b>person-centred plan</b> .		
	5.4. Use information from a person-centred review to start a person-centred plan.		
	5.5. Use person-centred thinking to enable individuals to choose those who support them.		
	5.6. Support the individual and <b>others</b> involved to understand their responsibilities in achieving actions agreed.		
	5.7. Demonstrate a successful person-centred review.		



**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 302**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 36
<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>Person-centred 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> <p><b>Person-centred plan</b> may include an Essential Lifestyle Plan.</p>

	<p>Others may include:</p> <ul style="list-style-type: none"><li>• the individual</li><li>• colleagues</li><li>• families or carers</li><li>• friends</li><li>• other professionals</li><li>• members of the public</li><li>• advocates.</li></ul>
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 outcome 5 must be assessed in a real work situation.</p>

## Assessment task – LD 302 Support person-centred thinking and planning

In your work role in health and social care you will be required to have knowledge and understanding of supporting person-centred thinking and planning to enable you to support service users. Prepare an information folder for use in your work role which:

**Task 1** links to learning outcome 1, assessment criteria 1 and 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.

- explains what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
- explains the benefits of using person-centred thinking with individuals
- explains the beliefs and values on which person-centred thinking and planning is based
- explains how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning
- explains how person-centred thinking tools can form the basis of a person-centred plan
- describes the key features of different styles of person-centred planning and the contexts in which they are most useful
- describes examples of person-centred thinking tools, their purpose, how and when each one might be used
- explains the different ways that one page profiles are used

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.8.

- interprets current policy, legislation and guidance underpinning person-centred thinking and planning
- analyses the relationship between person-centred planning and the commissioning and delivery of services
- describes how person-centred planning and person-centred reviews influence strategic commissioning
- explains what a person-centred team is
- explains how person-centred thinking can be used within a team
- analyses how to achieve successful implementation of person-centred thinking and planning across an organisation
- describes the role of the manager in implementing person-centred thinking and planning
- explains how this relates to the role of a facilitator

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

- explains the range of ways to use person-centred thinking, planning and reviews in own role:
  - with individuals
  - as a team member
  - as part of an organisation
- explains the different person-centred thinking skills required to support individuals
- identifies challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
- describes how challenges in implementing person-centred thinking, planning and reviews might be overcome.



## LD Op 303: Promote active support

Unit reference	D/601/7353	Level	3
Credit value	5	GLH	36

**Unit aim** The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and 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 <b>person-centred</b> practical action with an <b>individual</b> .	1.1. Compare the characteristics associated with active support and the <b>hotel model</b> in relation to an individual's support.		
	1.2. Identify practical changes that could be made within a service setting to: <ul style="list-style-type: none"> <li>• promote an individual's independence</li> <li>• support informed choices</li> <li>• improve quality of life.</li> </ul>		
2. Be able to interact positively with individuals to promote participation.	2.1. Assess the <b>levels of help</b> an individual would need to participate in a range of new activities.		
	2.2. Use <b>task analysis</b> to break a range of new activities 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. Evaluate different ways of <b>positively reinforcing</b> an individual's participation in a range of new activities.		
	2.4. Demonstrate <b>positive interaction</b> with an individual to promote successful participation in a range of new activities.		
3. Be able to develop and implement person-centred daily plans to promote participation.	3.1. Develop daily plans with the individual and <b>others</b> to ensure a <b>valued range of activities</b> for an individual are available throughout the day, avoiding lengthy periods of <b>disengagement</b> .		
	3.2. Support the implementation of daily plans that promote an individual's participation in a range of activities.		
	3.3. Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation.		
4. Be able to use person-centred records to evaluate an individual's participation in activities.	4.1. Develop a person-centred record to monitor an individual's participation in activities.		
	4.2. Review an individual's participation in activities to assess changes over time.		
	4.3. Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a <b>valued lifestyle</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
	4.4. Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life.		

**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 303**

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 by the sector	Active support is referenced throughout the majority of the HSC NOS.  Links with HSC 328, 329, 339, 344.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Active support</b> is 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>Person-centred</b> reflects what is important to individuals and helps them to live the life they choose.</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>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>Task analysis</b> refers to breaking down tasks into small, manageable steps as in recipes or DIY guides. The size of each step or number of steps for a specific task should vary according to the individual's ability or need for support.</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>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>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>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>Disengagement</b> means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact.</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>
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, 3, and 4 must be assessed in real work environment.</p>

## Assessment task – LD OP 303 Promote active support

Supporting individuals to do as much for themselves as possible to maintain their independence is fundamental to a person-centred approach. You have been asked to discuss this aspect of your work during supervision with your line manager. Prepare the following information which shows that you can:

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

- compare the characteristics associated with active support and the hotel model in relation to an individual's support
- identify practical changes that could be made within a service setting to:
  - promote an individual's independence
  - support informed choices
  - improve quality of 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 3 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. This document is presented in a clear and accessible way and I can easily find the information I need.

1	2	3
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

<input type="text"/>	<input type="text"/>	<input type="text"/>
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3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

<input type="text"/>	<input type="text"/>	<input type="text"/>
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4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

<input type="text"/>	<input type="text"/>	<input type="text"/>
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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.28-29, Barred unit combinations:** Barred unit combinations table added

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