Qualification Specification for:

OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland)

➢ **Qualification No: 603/6716/7**

Qualification Regulation Information

OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland)
Qualification Number: 603/6716/7

Operational start date: 15 October 2020
Operational end date: 30 September 2028
Certification end date: 30 September 2031

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. The certificate end date is the last date by which learners can claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (**http://register.ofqual.gov.uk/**). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

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Foreword

This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualification:

→ **OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland)**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualifications
- The structure and content of the qualifications
- Unit Details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualifications
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at **www.ocnni.org.uk**

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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About Regulation

OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st October 2015: the RQF provides a single framework for all regulated qualifications.

Qualification Level
The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

Qualification Size
Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

For further information about the RQF see:
https://www.ocnni.org.uk/blog/regulated-qualifications-framework-rqf/

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Qualification Features

Sector Subject Area

1.3 Health and social care

This qualification relates to the following National Occupational Standards:

National Occupational Standards - Skills for Care

Qualification Aim

The aim of the OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland) is to provide learners within health and social care, training aligned to the Health and Social Care Apprenticeship Framework and is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Qualification Objectives

The objectives of the OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland) will provide learners with a wide range of options to enable entry to/or develop their existing career in a range of health and social care related functions and job roles.

Grading

Grading for this qualification is pass/fail.

Qualification Target Group

The OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland) will be targeted at learners who currently work or plan to work in a wide range of settings and roles in the Health and Social care sector.

Progression Opportunities

The OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland) will enable learners to progress to higher level qualifications in health and social care specialist and related areas.

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Entry Requirements

Learners must be at least 18 years of age and currently work or wish to work in health and social care.

Learners must be able to evidence competencies in a real work environment. If they are not presently working in a relevant health and social care setting then they must have access to relevant work placements and/or volunteering positions of at least 600 hours over the duration of the qualification.

Learners will be required to have sufficient literacy and numeracy skills to enable them to successfully complete the qualification.

Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (https://www.ocnni.org.uk/my-account/), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

This qualification is available in English only at this time. If you wish to offer the qualification in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

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Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval
New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

Centre Staffing
Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:
- Centre contact
- Programme co-ordinator
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for any evidence they have assessed.

Centres must ensure that staff delivering, assessing and internally verifying qualifications are both trained appropriately and are competent to do so.

Tutors
Tutors delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of three years' experience in the health and social care sector.

This qualification has been designed to provide learners within health and social care, training aligned to the Health and Social Care Apprenticeship Framework and is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Assessors
The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

Assessors must:
- be occupationally competent and qualified to at least one level higher than the qualification
- have a minimum of three years' experience in the health and social care sector
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

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Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualification.

Internal Verifiers must:
- have at least three years' occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:
- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

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Structure and Content

OCN NI Level 3 Diploma in Health and Social Care

To achieve the OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland) learners must successfully complete 58 credits which include 37 credits from the four mandatory units, and 21 credits from the optional group of units. A maximum of 7 credits may be taken from the Level 2 optional units.

Note: Barred units (only one of the units below will count towards qualification achievement)
- → Supporting Use of Medication in Social Care Settings
- → Administering Medication to Individuals and Monitoring Effects
- → Understanding How to Support the Use of Medication in Health and Social Care Settings

Total Qualification Time (TQT) for this qualification: 580 hours
Minimum Guided Learning Hours (GLH) for this qualification: 363 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
Mandatory units						
L/618/4727	CBE983	Theme 1: Communication and Information Sharing	5	50	25	Three
R/618/4728	CBE984	Theme 2: Health and Well-being	7	70	40	Three
Y/618/4729	CBE985	Theme 3: Principles and Values	15	150	100	Three
L/618/4730	CBE986	Theme 4: Continuous Professional Development in the Context of Health and Social Care	10	100	70	Three
Optional units						
M/618/4736	CBE987	Stroke Awareness	3	30	28	Two
T/618/4737	CBE988	Move and Position Individuals in Accordance with their Care Plan	4	40	26	Two
A/618/4738	CBE989	Undertake Agreed Pressure Area Care	4	40	30	Two

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Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
T/618/4740	CBE990	Provide Support to Manage Pain and Discomfort	2	20	15	Two
A/618/4741	CBE991	Prepare Environments and Resources for use During Healthcare Activities	3	30	20	Two
F/618/4742	CBE993	Support Individuals to Manage Continence	3	30	19	Two
J/618/4743	CBE994	Provide Support for Journeys	2	20	17	Two
L/618/4744	CBE995	Supporting Individuals who are Distressed	3	30	21	Three
R/618/4745	CBE996	Understand the Context of Supporting Individuals with Learning Disabilities	3	30	28	Three
Y/618/4746	CBE997	Theory and Practice of Supporting Individuals with Autistic Spectrum Conditions	3	30	21	Three
D/618/4747	CBE998	Support Individuals with Learning Disabilities to Access Healthcare	3	30	25	Three
H/618/4748	CBE999	Principles of Supporting Individuals with Learning Disabilities in Relation to Sexuality and Sexual Health	3	30	21	Three
K/618/4749	CBF000	Understanding Mental Health	3	30	21	Three
D/618/4750	CBF001	Understanding the Role of the Mental Health Worker	3	30	21	Three
H/618/4751	CBF002	Factors Impacting on Mental Health and Well-being	3	30	21	Three
K/618/4752	CBF003	Understand the Process and Impact of Dementia	3	30	22	Three
M/618/4753	CBF004	Providing Person-Centred and Inclusive	5	50	38	Three

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Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
		Support in Dementia Care Practice				
T/618/4754	CBF005	Rights and Choices for Individuals with Dementia	4	40	26	Three
A/618/4755	CBF006	Understand the Impact of Acquired Brain Injury	4	40	30	Three
F/618/4756	CBF007	Understand Physical Disability	4	40	28	Three
J/618/4757	CBF008	Understand Models of Disability	3	30	25	Three
L/618/4758	CBF009	Supporting Individuals with Multiple Conditions and/or Disabilities	4	40	30	Three
R/618/4759	CBF010	Supporting Young People with a Disability in Transitioning to Adulthood	5	50	40	Three
J/618/4760	CBF011	Supporting Parents with Disabilities	6	60	43	Three
L/618/4761	CBF012	Person-Centred Approaches to Supporting Older People	3	30	21	Three
Y/618/4763	CBF013	Promoting Personalisation within Social Care	3	30	22	Three
D/618/4764	CBF014	Understanding Sensory Loss	3	30	21	Three
H/618/4765	CBF015	Effective Communication with Individuals with Sensory Loss	4	40	30	Three
K/618/4766	CBF016	Supporting Individuals with Specific Communication Needs	5	50	35	Three
T/618/4768	CBF017	Diabetes Awareness	3	30	24	Three
M/618/4770	CBF018	Providing Support When Working in End of Life Care	7	70	52	Three

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Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
T/618/4771	CBF019	Substance Misuse and Referring Individuals to Specialists	4	40	24	Three
A/618/4772	CBF020	Supporting Individuals Who Are Substance Misusers	5	50	36	Three
F/618/4773	CBF021	Increase Awareness of Misuse of Substances within Individuals and Groups	7	70	42	Three
J/618/4774	CBF022	Testing for Substance Misuse	5	50	30	Three
L/618/4775	CBF023	Supporting Individuals through Detoxification Programmes	3	30	20	Three
R/618/4776	CBF024	Supply and Exchange Injecting Equipment for Individuals	3	30	18	Three
M/618/4784	CBF025	*Supporting Use of Medication in Social Care Settings	5	50	40	Three
A/618/4786	CBF026	*Administering Medication to Individuals and Monitoring Effects	5	50	35	Three
J/618/4788	CBF027	Contributing to Awareness Raising of Health Issues	4	40	26	Three
L/618/4789	CBF028	Supporting Individuals to Maintain and Develop Skills for Everyday Life	4	40	28	Three
L/618/4792	CBF029	Facilitating Learning and Development Activities for Individuals	5	50	35	Three
D/618/4795	CBF030	Implementing Therapeutic Group Activities	4	40	25	Three
K/618/4797	CBF031	Supporting Individuals to Access and Use Services and Facilities	4	40	25	Three

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Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
D/618/4800	CBF032	Supporting Individuals Within a Shared Lives Arrangement	4	40	35	Three
H/618/4801	CBF033	Supporting Individuals in Their Relationships	4	40	27	Three
K/618/4802	CBF034	Facilitating Person-Centred Assessment, Planning, Implementation and Review	3	30	25	Three
A/618/4822	CBF035	Supporting Individuals with Home Living	4	40	29	Three
F/618/4823	CBF036	Supporting Individuals to Manage their Finances	3	30	20	Three
J/618/4824	CBF037	Supporting Individuals to Access Housing and Accommodation Services	4	40	24	Three
L/618/4825	CBF038	Supporting Individuals During Periods of Change	4	40	29	Three
R/618/4826	CBF039	Supporting Individuals to Prepare for and Settle into New Home Environments	3	30	23	Three
Y/618/4827	CBF040	Working in Partnership with Families to Support Individuals	4	40	27	Three
D/618/4828	CBF041	Managing Challenging Behaviour and Promoting Positive Behaviour	6	60	44	Three
H/618/4829	CBF042	Preparing for and Carrying Out Extended Feeding Techniques	4	40	27	Three
Y/618/4830	CBF043	Undertaking Physiological Measurements	3	30	23	Three
D/618/4831	CBF044	Undertaking Urethral Catheterisation Processes	4	40	28	Three

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Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
H/618/4832	CBF045	Undertaking Stoma Care	4	40	30	Three
K/618/4833	CBF046	Performing Routine Electrocardiograph Procedures	4	40	30	Three
M/618/4834	CBF047	Supporting Individuals to Manage Dysphagia	5	50	35	Three
T/618/4835	CBF048	Supporting Individuals with Behavioural Difficulties Develop Strategies to Change Their Behaviour	6	60	38	Three
R/618/4843	CBF049	Supporting Individuals Using Telecommunications Technologies	5	50	36	Three
D/618/4845	CBF050	Supporting Individuals to Negotiate Different Environments	5	50	34	Three
H/618/4846	CBF051	Supporting Individuals to Stay Safe from Harm or Abuse	4	40	27	Three
K/618/4847	CBF052	Supporting the Social Inclusion of Individuals	3	30	20	Three
M/618/4848	CBF053	Promoting Nutrition and Hydration in Health and Social Care Settings	5	50	36	Three
T/618/4849	CBF054	Performing Intravenous Cannulation	4	40	34	Three
K/618/4850	CBF055	Obtaining and Testing Capillary Blood Samples	4	40	30	Three
J/618/6380	CBF254	Obtaining and Handling Venous Blood Samples	3	30	24	Three
M/618/4851	CBF056	Supporting Individuals to Manage Direct Payments	6	60	40	Three
A/618/4853	CBF057	Working with Families, Carers and Individuals During Periods of Crisis	5	50	35	Three

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Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
F/618/4854	CBF058	Supporting Individuals in the Use of Assistive Technologies	4	40	32	Three
J/618/4855	CBF059	Supporting Individuals to Access Education, Training or Employment	4	40	31	Three
T/650/0210	CBF580	Develop, Maintain and Use Records in Health and Social Care Settings	3	30	21	Three
A/650/0212	CBF581	*Understanding How to Support the Use of Medication in Health and Social Care Settings	5	50	40	Three
D/650/0213	CBF579	Understanding Team Management in Health and Social Care	10	100	68	**Four**

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Mandatory Units

Title	Theme 1: Communication and Information Sharing
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBE983
Unit Reference No	L/618/4727

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to be able to communicate effectively and to ensure that reports and records are maintained in line with organisational policy and legislative requirements.

Learning Outcomes	Assessment Criteria
1. Understand the importance of communication and information handling.	1.1. Outline the different reasons people communicate. 1.2. Describe factors to consider when promoting communication within limits of own role. 1.3. Explain how communication affects relationships with individuals and others. 1.4. Summarise key aspects of the operational framework for communication and handling information in health and social care: • legal requirements • best practice • standards 1.5. Explain how active and responsive listening supports communication and information handling with individuals and others.
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Establish the communication and language needs, wishes and preferences of the individuals. 2.2. Use a range of communication methods and styles to meet individual needs. 2.3. Work in ways that respond to an individual's reactions when communicating within limits of own role.
3. Be able to overcome barriers to communication and information handling within limits of own role.	3.1 Describe barriers to communication: • cognitive • cultural • sensory • environmental • interpersonal 3.2 Work in ways that overcome barriers to communication. 3.3 Explain how to access extra support or services to enable individuals to communicate.

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4. Be able to apply principles and practices of confidentiality.	4.1. Explain the meaning of the term confidentiality. 4.2. Work in ways that maintain confidentiality in day to day communication. 4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns. 4.4. Outline the implications of breaches of confidentiality for the: • the individual in receipt of services • the employer • the employee
5. Be able to implement and support good practice in handling information.	5.1. Describe the features of manual and electronic information storage systems that help ensure security. 5.2. Use practices that ensure security when storing and accessing information. 5.3. Record, report, and refer information in line with regulatory requirements and legal responsibilities. 5.4. Support others to understand the need for secure handling of information. 5.5. Support others to understand and contribute to records.
6. Understand how to respond to complaints.	6.1. Explain the main points of agreed policy and procedures for handling complaints. 6.2. Describe circumstances and experiences that may prompt a complaint from an individual. 6.3. Explain how to support an individual to make a complaint. 6.4. Outline the benefits of reviewing complaints to improve service provision.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Theme 2: Health and Well-being
Level	Three
Credit Value	7
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBE984
Unit Reference No	R/618/4728

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to understand their own responsibilities in line with relevant legislation, guidelines and organisational policies and procedures that support individual's safety, health and well-being.

Learning Outcomes	Assessment Criteria
1. Understand own and others' responsibilities relating to health and safety in the work setting.	1.1. Discuss legislation relating to general health and safety in a health or social care work setting. 1.2. Describe the main points of health and safety policies and procedures that are relevant to own job role. 1.3. Analyse the health and safety responsibilities of: • self • the employer or manager • others in the work setting 1.4. Identify specialised training that may be needed to support health and safety tasks. 1.5. Describe what type of additional support may be required relating to health and safety. 1.6. Explain how to access the support needed. 1.7. Describe incidents and accidents which could occur. 1.8. Explain procedures relating to incidents and accidents in own work setting. 1.9. Describe practices that prevent fires from: • starting • spreading 1.10. Explain emergency procedures to be followed in the event of a fire in own work setting.
2. Be able to use risk assessments in relation to health and safety.	2.1. Explain the five steps of the risk assessment process. 2.2. Follow the five steps of the risk assessment process. 2.3. Balance rights and responsibilities in health and safety.
3. Understand own role in relation to security.	3.1. Describe policies and procedures for verifying the identity of anyone requesting access to: • premises • information 3.2. Implement measures to protect personal security and the security of others in own work setting. 3.3. Explain reasons for sharing own whereabouts with others.

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4. Be able to move and handle equipment, objects and loads safely.	4.1. Explain the main points of legislation that relates to moving and handling. 4.2. Explain procedures for moving and handling equipment, objects and loads safely. 4.3. Move and handle equipment, objects or loads safely.
5. Be able to reduce the spread of infection.	5.1. Describe procedures and systems relevant to the prevention and control of infection. 5.2. Explain the potential impact of an outbreak of infection on the individual and the organisation. 5.3. Use the recommended method for hand washing. 5.4. Model best practice in the use of Personal Protective Equipment. 5.5. Work in ways that ensure own health and hygiene do not pose a risk to others at work. 5.6. Investigate how poor practices can lead to the spread of infection. 5.7. Explain the ways an infective agent might enter the body.
6. Know how to handle hazardous substances and materials.	6.1. Describe types of hazardous substances and materials that may be found in the work setting. 6.2. Describe safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Theme 3: Principles and Values
Level	Three
Credit Value	15
Guided Learning Hours (GLH)	100
OCN NI Unit Code	CBE985
Unit Reference No	Y/618/4729

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to work to the values and principles in health and social care within the boundaries of their own role and responsibilities. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way.

Learning Outcomes	Assessment Criteria
1. Be able to establish consent when providing care or support.	1.1. Describe legislation, policies and procedures relating to capacity. 1.2. Explain the term informed consent. 1.3. Analyse factors that influence the capacity of an individual to express consent. 1.4. Model how to: • obtain consent for an activity or action • support others to obtain consent for an activity or action 1.5. Describe own organisation's procedures and local guidance if consent cannot be established.
2. Be able to work in a person-centred way.	2.1. Define the values and person-centred approaches that underpin social care practice. 2.2. Explain how and why person-centred values must influence all aspects of health and social care work. 2.3. Practice person-centred values when: • working with an individual and others to find out the individual's history, preferences, wishes and needs • working in a complex or sensitive situation • adapting actions and approaches in response to an individual's changing needs or preferences
3. Understand how duty of care contributes to safe practice.	3.1. Explain what it means to have a duty of care in own work role. 3.2. Explain how duty of care contributes to the safeguarding and protection of individuals. 3.3. Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights. 3.4. Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care. 3.5. Explain where to get additional support and advice about conflicts and dilemmas.
4. Be able to support positive risk taking for individuals.	4.1. Describe aspects of everyday life in which risks play a part. 4.2. Discuss why supporting positive risks should be part of a person-centred approach.

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		4.3. Describe the consequences for individuals in being prevented or discouraged from taking risks.
		4.4. Model best practice when supporting individuals to make informed choices about risks enabling them to:
		• consider the positive and negative consequences of their choices
		• gain in self confidence
		• develop skills
		• take an active part in their communities
		4.5. Record and report incidents, discussions and decisions relating to risk taking.
5. Be able to implement and promote active participation, collaboration and well-being.		5.1. Describe what is meant by:
		• active participation
		• collaboration
		• well-being
		5.2. Analyse how active participation and collaborative working with individuals and others promotes independence in daily living.
		5.3. Support the creation of an environment that:
		• promotes well-being
		• reduces barriers
		• encourages active participation and collaboration
		• supports individuals to develop and maintain social networks and relationships
		5.4. Support individuals to manage their daily living and further their potential in the context of their lives.
		5.5. Evaluate how active participation and collaborative working has impacted on the individual.
6. Be able to support the individual's right to make choices.		6.1. Use own role and influence to support individuals to make choices.
		6.2. Discuss why practitioners' views, beliefs, wishes and preferences should not influence an individual's choices.
		6.3. Describe how to support an individual to question or challenge decisions that have been made by others on their behalf.
		6.4. Evaluate how an individual's informed choices has impacted their well-being.
7. Know how to recognise signs of abuse.		7.1. Define the following types of abuse:
		• physical abuse
		• sexual abuse
		• emotional/psychological abuse (including via social media)
		• financial abuse
		• institutional abuse
		• self-neglect
		• neglect by others
		• exploitation
		• domestic violence and abuse
		• human trafficking
		• hate crime

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		7.2. Describe the signs and/or symptoms/indicators associated with each type of abuse.
		7.3. Explain factors that may contribute to an individual being at increased risk or in need of protection in relation to:
		• setting
		• situation
		• individual circumstance
8. Understand ways to reduce the likelihood of abuse and harm.		8.1. Evaluate how the likelihood of abuse is reduced by:
		• working with person-centred values
		• encouraging active participation
		• promoting choice and rights
		• an accessible complaints procedure
		8.2. Explain the actions to take if there are suspicions that an individual is being abused.
		8.3. Explain the actions to take if an individual alleges that they are being abused.
		8.4. Identify ways to ensure that evidence of abuse is preserved.
		8.5. Explain what is meant by the term whistleblowing.
		8.6. Explain how whistleblowing;
		• supports escalation of concern
		• overcomes a failure to act by others
9. Understand the national and local context of safeguarding and protection from abuse.		9.1. Describe national policies and local systems that relate to safeguarding and protection from abuse.
		9.2. Analyse the roles of different agencies in safeguarding and protecting individuals from abuse.
		9.3. Explain how reports into serious failures to protect individuals from abuse can support service improvement.
		9.4. Explain how to use sources of information and advice about own role and the role of others in safeguarding and protecting individuals from abuse.
10. Know how to recognise and report unsafe practices.		10.1. Describe unsafe practices that may affect the well-being of individuals:
		• poor working practices
		• resource difficulties
		• operational difficulties
		10.2. Analyse the actions to take if unsafe practices have been identified.
		10.3. Evaluate the recording and reporting mechanisms within own area of work.

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11. Understand the importance of diversity, equality and inclusion.	11.1. Explain what is meant by: • diversity • equality • inclusion • discrimination (both direct and indirect) 11.2. Describe the potential effects of discrimination. 11.3. Explain how inclusive practice promotes equality and supports diversity. 11.4. Explain how legislation and professional standards relating to equality, diversity and discrimination underpins own practice. 11.5. Describe how to challenge discrimination in a way that promotes change.
12. Be able to work in an inclusive way to promote diversity, equality and inclusion.	12.1. Interact with individuals in ways that respects their beliefs, culture, values and preferences. 12.2. Use actions that model inclusive practice. 12.3. Support others to promote equality and rights.

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Theme 4: Continuing Professional Development in the Context of Health and Social Care
Level	Three
Credit Value	10
Guided Learning Hours (GLH)	70
OCN NI Unit Code	CBE986
Unit Reference No	L/618/4730

Unit purpose and aim(s):. This unit will enable the learner to understand the knowledge and skills required to become competent workers and to be accountable for the quality of their work and their professional development. It provides understanding of the role of regulation and the importance of working in partnership.

Learning Outcomes	Assessment Criteria
1. Understand the role of regulation.	1.1. Explain the role of the regulatory bodies applicable to own setting. 1.2. Analyse the impact the regulatory bodies have on practice. 1.3. Outline the standards which apply to own setting.
2. Be able to work in ways that are agreed with the employer.	2.1. Describe why it is important to adhere to the agreed scope of the job role. 2.2. Access full and up-to-date details of agreed ways of working. 2.3. Implement agreed ways of working.
3. Understand how to work in partnership with others.	3.1. Explain why it is important to work in partnership with others. 3.2. Evaluate ways of working that can help improve partnership working. 3.3. Outline skills and approaches needed for resolving conflicts. 3.4. Describe how and when to access support and advice about: • partnership working • resolving conflicts
4. Understand what is required for competence in own work role.	4.1. Describe the duties and responsibilities of own role. 4.2. Analyse how a working relationship is different from a personal relationship. 4.3. Describe own working relationships with: • individual • family/carer • colleagues • other professionals
5. Understand own personal development.	5.1. Explain what is meant by the term personal development in the context of own role. 5.2. Analyse how own personal development is important for the outcomes of individuals. 5.3. Outline sources of support for own personal development. 5.4. Explain potential barriers to personal development and how they might be overcome. 5.5. Describe the process for agreeing own personal development plan and who should be involved. 5.6. Prepare for and participate in own performance related meetings.

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		5.7. Provide records of continuous professional development of own personal development in line with standards.
6.	Be able to reflect on practice.	6.1. Explain the importance of reflective practice in continuously improving the quality of service provided. 6.2. Use reflective practice to improve the quality of service.
7.	Understand how to manage stress.	7.1. Identify common signs and indicators of stress in: • self • others 7.2. Analyse factors that tend to trigger own stress. 7.3. Compare strategies for managing stress.
8.	Understand theories of teams and team working.	8.1. Outline models of team working. 8.2. Explain the process of team development. 8.3. Describe how shared goals can lead to team cohesion.
9.	Understand the principles that underpin effective teamwork.	9.1. Explain why teams need: • clear objectives • clearly defined roles and responsibilities • trust and accountability • confidentiality • effective communication • conflict resolution 9.2. Explain how the values of own organisation influences team working. 9.3. Identify own role and responsibilities in the team.
10.	Understand the purpose and process of professional supervision.	10.1. Describe the principles, scope and purpose of professional supervision. 10.2. Explain how the requirements of regulations and standards and agreed ways of working influence professional supervision. 10.3. Explain how professional supervision can protect the: • individual • supervisor • supervisee 10.4. Describe the process of professional supervision.
11.	Understand how the principles of professional supervision can be used to inform performance management.	11.1. Explain the performance management cycle. 11.2. Describe how professional supervision supports performance. 11.3. Describe how performance indicators can be used to manage performance.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
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Optional Units

Title	Stroke Awareness
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE987
Unit Reference No	M/618/4736

Unit purpose and aim(s): The unit will enable the learner to gain an understanding of the different types of stroke, signs and symptoms and effects on individuals. It will also help learners to gain knowledge of the response needed in the event of an emergency stroke incident, managing stroke and the support available following stroke.

Learning Outcomes	Assessment Criteria
1. Know what a stroke is.	1.1. Describe the changes in the brain associated with stroke. 1.2. Describe other conditions that may be mistaken for stroke. 1.3. Describe the differences between stroke and Transient Ischaemic Attack (TIA).
2. Know how to recognise stroke.	2.1. Identify the signs and symptoms of stroke. 2.2. Illustrate the key stages of stroke. 2.3. Summarise the assessment tests that are available to enable listing of the signs and symptoms. 2.4. Describe the potential changes that an individual may experience as a result of stroke.
3. Understand the management of risk factors for stroke.	3.1. Identify the number of people who have a stroke each year in the UK. 3.2. Summarise the common risk factors for stroke. 3.3. Describe how the living environment can affect the risk factors of an individual experiencing a stroke. 3.4. Illustrate the steps that can be taken to reduce the risk of stroke and subsequent stroke.
4. Understand the importance of emergency response and treatment for stroke.	4.1. Describe why a stroke is a medical emergency. 4.2. Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working. 4.3. Describe the impact on the individual of the key stages of stroke. 4.4. Illustrate the correct early positioning for airway management. 4.5. Summarise the information that needs to be included in reporting relevant and accurate history of the incident.
5. Understand the management of stroke.	5.1. Describe why effective stroke care is important to the management of stroke. 5.2. Describe the support available to individuals and others affected by stroke. 5.3. Identify two other agencies or resources to signpost individual or others for additional support and guidance.

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Title	Move and Position Individuals in Accordance with their Care Plan
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBE988
Unit Reference No	T/618/4737

Unit purpose and aim(s): This unit will enable the learner to understand how to move and position individuals as part of their plan of care according to their specific needs and in various settings.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals.	1.1. Summarise current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals. 1.2. Describe own responsibilities and accountability in relation to moving and positioning individuals. 1.3. Describe health and safety factors in relation to moving and positioning of individuals.
2. Understand anatomy and physiology in relation to moving and positioning individuals.	2.1. Illustrate the anatomy and physiology of the human body in relation to moving and positioning individuals to include: a) the spinal column b) bones and joints c) muscles and tendons 2.2. Describe three specific conditions which may impact on the moving and positioning of an individual.
3. Be able to minimise risk before moving and positioning individuals.	3.1. Carry out preparatory checks using: a) the individual's care plan b) the moving and handling risk assessment 3.2. Demonstrate how to identify any immediate risks to the individual. 3.3. Describe the actions to take in relation to risks identified in AC3.2. 3.4. Describe the actions to take if the individual's wishes conflict with their care plan. 3.5. Prepare the environment ensuring: a) adequate space for the move b) potential hazards are removed 3.6. Apply standard precautions for infection control.
4. Be able to move and position an individual.	4.1. Verify the individual's identity and obtain valid consent. 4.2. Communicate with the individual in a manner which: a) provides relevant information b) addresses the needs and concerns of the individual c) provides support and reassurance d) is respectful of personal beliefs and preferences 4.3. Position the individual in accordance with their care plan. 4.4. Communicate effectively with others involved in the manoeuvre.

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		4.5. Identify the aids and equipment that may be used for moving and positioning.
		4.6. Use equipment to maintain the individual in the appropriate position.
		4.7. Demonstrate how to effectively encourage the individual's active participation in the manoeuvre.
		4.8. Monitor and observe the individual throughout the activity.
5. Know when to seek either or both advice or assistance from others when moving and positioning an individual.		5.1. Describe when either or both advice or assistance should be sought in relation to moving or positioning an individual.
		5.2. Identify sources of information available in relation to moving and positioning individual.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Undertake Agreed Pressure Area Care
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBE989
Unit Reference No	A/618/4738

Unit purpose and aim(s): This unit will enable the learner to understand how to care for and maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Learning Outcomes	Assessment Criteria
1. Understand the anatomy and physiology of the skin in relation to pressure area care.	1.1. Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores. 1.2. Illustrate where the pressure sites of the body are located. 1.3. Summarise factors which might put an individual at risk of skin breakdown and pressure sores. 1.4. Describe how incorrect handling and moving techniques can damage the skin. 1.5. Describe a range of interventions that can reduce the risk of skin breakdown and pressure sores. 1.6. Describe changes to an individual's skin condition that should be reported.
2. Understand good practice in relation to own role when undertaking pressure area care.	2.1. Summarise legislation and national guidelines affecting pressure area care. 2.2. Describe agreed ways of working relating to pressure area care. 2.3. Describe why team working and effective communication are important in relation to providing pressure area care.
3. Be able to follow the agreed care plan.	3.1. Describe why it is important to follow the agreed care plan. 3.2. Verify the agreed care plan has been checked prior to undertaking the pressure area care. 3.3. Summarise any concerns with the agreed care plan prior to undertaking the pressure area care. 3.4. Summarise actions to take where any concerns with the agreed care plan are noted. 3.5. Identify the pressure area risk assessment tools which are used in own work area. 3.6. Describe why it is important to use appropriate and agreed risk assessment tools.

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4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care.	4.1. Identify the aids and equipment used to relieve pressure. 4.2. Describe safe use of aids and equipment. 4.3. Describe where current information and support can be obtained in relation to: a) materials b) equipment c) resources
5. Be able to prepare to undertake pressure area care.	5.1. Prepare equipment and environment in accordance with health and safety guidelines and individual's care plan. 5.2. Demonstrate how to obtain valid consent from the individual for pressure area care.
6. Be able to undertake pressure area care.	6.1. Carry out pressure area care procedures in a way that: a) respects the individual's dignity and privacy b) maintains the safety of both the individual and carers c) ensures the individual's comfort d) promotes active participation e) promotes partnership working 6.2. Apply standard precautions for infection prevention and control. 6.3. Carry out the pressure area care procedures without obstruction from bedding and clothing. 6.4. Move an individual using approved techniques and in accordance with the agreed care plan. 6.5. Use pressure relieving aids in accordance with the care plan and any safety instructions. 6.6. Communicate effectively with the individual throughout the intervention. 6.7. Complete all records and documentation accurately and legibly.

Assessment Guidance

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Title	Provide Support to Manage Pain and Discomfort
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	15
OCN NI Unit Code	CBE990
Unit Reference No	T/618/4740

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of how to provide support to individuals to minimise and manage pain and discomfort in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand approaches to managing pain and discomfort.	1.1. Describe the importance of a holistic approach to managing pain and discomfort. 1.2. Compare at least three different approaches to alleviate pain and minimise discomfort. 1.3. Summarise agreed ways of working that relate to managing pain and discomfort.

2. Be able to assist in minimising individuals' pain or discomfort.	2.1. Describe how pain and discomfort may affect an individual's holistic well-being and communication.
	2.2. Use an appropriate strategy to support an individual to express the level of pain or discomfort they are experiencing.
	2.3. Describe how to recognise that an individual is in pain when they are not able to verbally communicate this.
	2.4. Demonstrate how to effectively support others to recognise when individuals are in pain or discomfort.
	2.5. Describe how to evaluate pain level using assessment tools in own area of work.
	2.6. Compare the following methods of pain control
	    a) self-help
	    b) alternative
	    c) self-help and alternative
	2.7. Use an appropriate strategy to support the individual and others to use one of the methods of pain control identified in AC2.6 appropriate to their needs.
	2.8. Demonstrate how to effectively assist an individual to be positioned safely and comfortably.

3. Be able to monitor, record and report on the management of individuals' pain or discomfort.	3.1. Carry out required monitoring activities relating to management of an individual's pain or discomfort. 3.2. Complete records and report findings and concerns in agreed ways of working and as required.

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Title	Prepare Environments and Resources for use During Healthcare Activities
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBE991
Unit Reference No	A/618/4741

Unit purpose and aim(s): This unit will enable the learner to understand how to prepare for individual's health care intervention, treatment or therapy, ensuring that the environment is cleaned, cleared and left ready for the next intended use.

Learning Outcomes	Assessment Criteria
1. Understand how to prepare and manage environments and resources for use during healthcare activities.	1.1. Describe how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity. 1.2. Summarise the roles and responsibilities of team members in the preparation and management of the environment and resources. 1.3. Describe how to investigate, make the necessary adjustments to and report problems with the environment. 1.4. Describe the impact of environmental changes on resources including their storage and use.
2. Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities.	2.1. Apply health and safety measures relevant to the healthcare activity and environment. 2.2. Apply standard precautions for infection prevention and control. 2.3. Verify conditions within the immediate environment are set at levels which maintain individual comfort. 2.4. Verify that all essential resources are available and functional in advance of planned healthcare activities. 2.5. Verify all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out. 2.6. Report any problems with medical equipment, devices and resources as required. 2.7. Select relevant equipment and medical devices and verify they are prepared and functioning within the agreed parameters prior to use. 2.8. Prepare resources for the activity in line with clinical governance.
3. Be able to ensure that environments and resources are ready for their next intended use.	3.1. Describe the importance of ensuring that environments are ready for their next use. 3.2. Summarise the factors that influence the readiness of environments for use in health care activities. 3.3. Clean and make safe reusable items prior to storage in accordance with agreed policies. 3.4. Dispose of used, damaged or out of date items safely. 3.5. Return unopened, unused and surplus resources to the correct location for storage.

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	3.6. Monitor the available levels of consumable materials used in healthcare activities.
	3.7. Replenish consumable materials used in healthcare activities in accordance with protocols.
	3.8. Verify all information is accurately recorded as specified in organisational policies.

Assessment Guidance

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Title	Support Individuals to Manage Continence
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	19
OCN NI Unit Code	CBE993
Unit Reference No	F/618/4742

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals in the management of their own continence.

Learning Outcomes	Assessment Criteria

1. Understand factors that affect the management of continence.	1.1. State the estimated number of people in the UK who have:
	   a) bladder issues
	   b) bowel issues
	1.2. Describe how difficulties with continence can affect an individual's self-esteem, health and their day to day activities.
	1.3. Summarise three common causes of problems with continence.
	1.4. Describe how an individual's personal beliefs and values may affect the management of continence.
	1.5. Describe ways to protect an individual's privacy whilst managing continence.

2. Be able to support individuals to manage their own continence.	2.1. Use an appropriate strategy to support an individual to express preferences and concerns about continence needs. 2.2. Demonstrate how to effectively support an individual to understand the effects of lifestyle on continence. 2.3. Describe how and when to access additional guidance about support for continence.
3. Be able to support the use of equipment to manage continence.	3.1. Access relevant information regarding continence equipment recommended for the individual. 3.2. Confirm agreement with the individual regarding their preferred times, places and support required for using continence equipment. 3.3. Demonstrate how to effectively support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation.

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4. Be able to support the safe management of continence.	4.1. Describe one common risk that may arise while supporting continence for each of the following: a) the individual b) carer c) others 4.2. Demonstrate how to effectively support an individual to maintain personal hygiene whilst managing continence. 4.3. Dispose of used equipment and soiled materials safely following agreed ways of working and organisational policy. 4.4. Verify the environment is clean, tidy and accessible before and after use. 4.5. Use appropriate protective equipment, clothing and hygiene techniques to minimise risks.
5. Be able to monitor and report on support for managing continence.	5.1. Use agreed processes to monitor continence and the support provided for managing continence. 5.2. Record and report on support for managing continence in agreed ways.

Assessment Guidance

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Assessment Method	Definition	Possible Content
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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Provide Support for Journeys
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	17
OCN NI Unit Code	CBE994
Unit Reference No	J/618/4743

Unit purpose and aim(s): This unit will enable the learner to understand how to provide support for individuals to make journeys in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand factors to consider when planning support for journeys.	1.1. Summarise at least three factors to consider when planning a journey. 1.2. Describe three risks that may arise when undertaking a journey and identify ways to minimise these. 1.3. Describe two types of communication and assistive technologies that can support planning and making journeys safely.
2. Be able to support individuals to plan journeys.	2.1. Demonstrate how to effectively obtain agreement with the individual on the level and type of support needed for planning and making a journey. 2.2. Demonstrate how to effectively support the individual to research their chosen journey identifying any problems that may occur. 2.3. Demonstrate how to effectively support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working.
3. Be able to support individuals undertaking journeys.	3.1. Demonstrate how to effectively support the individual when undertaking a journey in line with the journey plan including problems that may occur.
4. Be able to review the support provided for individuals when making journeys.	4.1. Describe at least three factors which should be considered when reviewing support for the journey. 4.2. Seek feedback from the individual on the support provided for the journey. 4.3. Assess support provided for the journey. 4.4. Revise the journey plan taking into account evaluation of journey in line with agreed ways of working in agreement with the individual.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals who are Distressed
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE995
Unit Reference No	L/618/4744

Unit purpose and aim(s): This unit will enable the learner to understand how to provide support to individuals through periods of distress in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand causes and effects of distress.	1.1. Identify four common causes of distress. 1.2. Summarise five possible signs that may indicate an individual is distressed. 1.3. Describe how distress may affect the way an individual communicates. 1.4. Describe how working with an individual who is distressed may impact on own well-being.
2. Be able to prepare to support individuals who are experiencing distress.	2.1. Describe how to access information and advice about supporting an individual through a time of distress. 2.2. Identify signs of distress that would indicate the need for specialist intervention. 2.3. Describe how to access specialist intervention. 2.4. Summarise sources of support to manage own feelings when working with an individual who is distressed.
3. Be able to support individuals through periods of distress.	3.1. Demonstrate how to effectively communicate in empathic and reassuring ways which respects the individual's dignity, culture and beliefs. 3.2. Use an appropriate strategy to support the alleviation of immediate distress. 3.3. Adapt support as required in response to the individual's reactions. 3.4. Describe why involving others may be beneficial in supporting an individual who is distressed.
4. Be able to support individuals to reduce distress.	4.1. Demonstrate how to effectively support: a) an individual to express their thoughts and feelings about troubling aspects of their life b) an individual and others to identify triggers for distress c) an individual and others to reduce triggers or alleviate causes of distress d) an individual to reassess their usual ways of coping with distress
5. Be able to record and report on an individual's distress.	5.1. Maintain accurate records relating to the individual's distress and the support provided in line with agreed ways of working. 5.2. Report on periods of distress in line with agreed ways of working.

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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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46

Title	Understand the Context of Supporting Individuals with Learning Disabilities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE996
Unit Reference No	R/618/4745

Unit purpose and aim(s): This unit will enable the learner to understand the meaning of the term learning disability and the issues linked with learning disability support. The unit introduces the learner to legislation designed to promote individual rights including inclusion, human rights, advocacy, empowerment and active participation and considers how the attitudes and beliefs of others affect individuals who have learning disabilities.

Learning Outcomes	Assessment Criteria
1. Understand the causes and impact of learning disabilities.	1.1. Explain what is meant by the term learning disability. 1.2. Explain using at least three examples the causes of learning disabilities. 1.3. Identify the approximate proportion of individuals with a learning disability for whom the cause is not known. 1.4. Explain the possible impact on a family of having a member with a learning disability.
2. Understand the historical context of learning disability and its impact on current services.	2.1. Explain the types of services that have been provided for individuals with learning disabilities since 1800. 2.2. Explain how past ways of working has affected current services. 2.3. Summarise both the medical and social models of disability. 2.4. Summarise key changes in the following areas of the lives of individuals who have learning disabilities since the beginning of the 20th century: a) where people live b) education and leisure activities c) employment d) sexual relationships and parenthood e) the provision of and access to healthcare
3. Understand the legislation and policies that support human rights, inclusion and impact on life of individuals with learning disabilities.	3.1. Summarise legislation and policies that are designed to promote the human rights, inclusion, equality and citizenship of individuals with learning disabilities. 3.2. Explain how legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families.
4. Understand of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.	4.1. Explain what is meant by the terms social inclusion and advocacy. 4.2. Compare and contrast four different types of advocacy. 4.3. Explain three ways to build empowerment and active participation into everyday support of individuals with learning disabilities and their families.

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5. Understand how views and attitudes impact on the lives of individuals with learning disabilities, their families and carers.	5.1. Explain how attitudes have changed in relation to individuals with learning disabilities since the beginning of the 20th century.
	5.2. Summarise at least two examples of positive and at least two examples of negative aspects of being labelled as having a learning disability.
	5.3. Summarise steps that can be taken to promote positive attitudes towards individuals with learning disabilities, their families and carers.
	5.4. Explain the roles of two external agencies in changing public attitudes, policy and practice.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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48

Title	Theory and Practice of Supporting Individuals with Autistic Spectrum Conditions
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE997
Unit Reference No	Y/618/4746

Unit purpose and aim(s): This unit will enable the learner to understand autistic spectrum conditions and explore theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them and to learn about good practice in areas such as communication and support.

Learning Outcomes	Assessment Criteria
1. Understand the main characteristics of autistic spectrum conditions.	1.1. Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests. 1.2. Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the Triad of Impairments. 1.3. Explain what is meant by the term spectrum in relation to autism by referring to sub-conditions and individual variation within the autistic spectrum. 1.4. Summarise the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition. 1.5. Summarise other conditions that may be associated with the autistic spectrum. 1.6. Critically compare how language and intellectual abilities may vary between individuals and subgroups across the spectrum.
2. Understand the impact of autistic spectrum conditions, how they are viewed and ways of helping.	2.1. Summarise ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them. 2.2. Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment. 2.3. Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families. 2.4. Summarise ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition.
3. Understand different theories, terminology and perspectives on autism.	3.1. Explain theories about autism related to: a) brain function and genetics b) psychology 3.2. Explain why there are alternative choices of terminology used to describe the autism spectrum identifying strengths and limitations of each.

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		3.3.	Explain the contributions of autism rights groups and the impact of their views for the support of individuals with an autistic spectrum condition.
		3.4.	Summarise the main controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis.
		3.5.	Explain why it is important to take into account different views on personal life priorities when supporting individuals on the autistic spectrum
4.	Understand the legal and policy framework that supports individuals with autistic spectrum conditions.	4.1.	Identify what legislation, national and local policy and guidance exist in relation to autistic spectrum conditions and how they apply to individuals or particular situations.
		4.2.	Explain how the application of legislation and national and local policy and guidance regarding individuals on the autistic spectrum may differ according to their particular needs.
5.	Understand how to promote effective communication with individuals with an autistic spectrum condition.	5.1.	Explain using at least three examples how challenging behaviour may be a way of an individual expressing emotions when experiencing communication difficulties.
		5.2.	Critically compare methods and systems used to develop and support an individual's communication.
		5.3.	Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style.
6.	Understand how to support individuals with an autistic spectrum condition.	6.1.	Explain why it is important to establish a person-centred plan addressing an individual's specific preferences and needs.
		6.2.	Explain why consultation with families/parents/carers is important in person-centred planning and support.
		6.3.	Critically compare different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills.
		6.4.	Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment.
		6.5.	Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm.
		6.6.	Explain how needs change for individuals and their families at different stages of their lives.
		6.7.	Summarise the role that advocacy can play in the support of individuals with an autistic spectrum condition.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Support Individuals with Learning Disabilities to Access Healthcare
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBE998
Unit Reference No	D/618/4747

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals with learning disabilities access and use a variety of healthcare services.

Learning Outcomes	Assessment Criteria
1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare.	1.1. Explain what is meant by a rights-based approach to accessing healthcare. 1.2. Summarise the main points of legislation that exists to support a rights-based approach. 1.3. Explain the requirements of legislation regarding an individual with learning disabilities who has been assessed as not having capacity to consent to a specific treatment decision. 1.4. Explain different ways to support an individual to give informed consent in line with appropriate legislation, policies or guidance. 1.5. Explain ways in which healthcare services should make reasonable adjustments to ensure that they provide equal access to individuals with learning disabilities.
2. Understand the function of and how to access different healthcare services that an individual with learning disabilities may require.	2.1. Explain the work of healthcare services that an individual with learning disabilities may need to access. 2.2. Explain how an individual can access each type of healthcare service.
3. Understand the role of professionals within different healthcare services that a person with learning disabilities may need access to.	3.1. Summarise the role and responsibilities of three professionals working in different types of healthcare services an individual with learning disabilities may need access to.
4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities.	4.1. Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities. 4.2. Explain the health checks available to individuals to support good health and well-being. 4.3. Explain the importance of routine healthcare checks for individuals with learning disabilities.
5. Be able to complete and review plans for healthcare for individuals with learning disabilities.	5.1. Summarise which stakeholders need to be involved in the process of completing and reviewing plans for healthcare. 5.2. Complete plans for healthcare with an individual with learning disabilities or significant others if appropriate. 5.3. Review plans for healthcare with an individual with learning disabilities or significant others and amend if appropriate.

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6.	Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services.	6.1.	Explain barriers to accessing healthcare services that an individual with learning disabilities may experience and how they may be overcome.
7.	Be able to support an individual with learning disabilities when accessing a variety of healthcare services.	7.1.	Demonstrate how to effectively use a person-centred approach to support an individual to access healthcare services.
		7.2.	Provide accessible information related to healthcare to individuals with learning disabilities.
		7.3.	Demonstrate how to effectively work with others when supporting an individual to access healthcare services.
		7.4.	Demonstrate how to effectively support individuals with learning disabilities in a range of practical healthcare situations.
		7.5.	Demonstrate how to effectively support an individual with learning disabilities to make safe choices with regard to treatments and medication.
		7.6.	Record details of a healthcare visit in a format that an individual with learning disabilities can understand.
		7.7.	Identify and effectively communicate an individual's needs to healthcare professionals to confirm that the service can be accessed.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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53

Title	Principles of Supporting Individuals with Learning Disabilities in Relation to Sexuality and Sexual Health
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE999
Unit Reference No	H/618/4748

Unit purpose and aim(s): This unit will enable the learner to understand the principles of supporting individuals with learning disabilities in relation to sexuality and sexual health.

Learning Outcomes	Assessment Criteria
1. Understand human sexuality and its development.	1.1. Summarise what is meant by the terms sexuality, sexual health, sexual orientation, and sexual expression. 1.2. Explain the main sexual development milestones throughout an individual's lifespan.
2. Understand the factors that influence sexual development of individuals with learning disabilities.	2.1. Explain how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with learning disabilities. 2.2. Summarise how socio-cultural factors and religious beliefs can influence an individual's sexual development. 2.3. Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health.
3. Understand the issues of sexual health and how these can be supported.	3.1. Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being. 3.2. Compare and contrast sexual health issues that differently affect men and women. 3.3. Explain how sexual health issues can be supported within plans for healthcare. 3.4. Identify local services that exist to support sexual health for individuals.
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities.	4.1. Summarise key aspects of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice.
5. Know how to support the sexual expression of an individual with learning disabilities.	5.1. Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities. 5.2. Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality. 5.3. Explain different ways an individual within learning disabilities can express themselves sexually and how individual preferences can be supported. 5.4. Explain how to support an individual with learning disabilities to keep safe sexually, minimise sexual vulnerability and to avoid instances of abusive experiences.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Understanding Mental Health
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF000
Unit Reference No	K/618/4749

Unit purpose and aim(s): The purpose and aim of this unit is to enable the learner to understand what is meant by mental health and mental illness and how to promote mental well-being and self-care.

Learning Outcomes	Assessment Criteria
1. Understand different perspectives and models of mental health.	1.1. Critically compare at least two differing perspectives on mental health. 1.2. Illustrate two models of mental health. 1.3. Explain what is meant by a strengths-based approach in mental health.
2. Understand how mental well-being and mental health may be promoted.	2.1. Explain how an individual may promote own mental well-being and mental health. 2.2. Explain how a mental health worker may support an individual to promote their mental well-being and mental health.
3. Understand the importance of self-care.	3.1. Explain the importance of self-care for a mental health worker or carer. 3.2. Explain how mental health may change and its implications for self-care.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Understanding the Role of the Mental Health Worker
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF001
Unit Reference No	D/618/4750

Unit purpose and aim(s): The purpose and aim of this unit is to give the learner an understanding of the key competencies and elements of mental health workers.

Learning Outcomes	Assessment Criteria
1. Understand the key competencies of a mental health worker.	1.1. Summarise the following competencies in relation to mental health work: a) working in partnership b) respecting diversity c) practising ethically d) challenging inequality e) promoting recovery f) identifying people's needs and strengths g) providing service user-centred care h) promoting safety and positive risk taking i) personal development and learning
2. Understand the key elements which may assist an individual fulfil their role as a mental health worker.	2.1. Explain how the following elements may assist an individual in fulfilling their role as a mental health worker: a) policies and procedures b) clear job descriptions c) defined boundaries of role d) clear aims and objectives e) regular review of team working f) continuous professional development g) therapeutic supervision and support h) quality management i) effective communication system

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Factors Impacting on Mental Health and Well-being
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF002
Unit Reference No	H/618/4751

Unit purpose and aim(s): The purpose and aim of this unit is to enable the learner to understand the factors that may impact on an individual's mental well-being at different stages and the impact of stigma and self-stigma.

Learning Outcomes	Assessment Criteria
1. Understand how risk and protective factors impact on well-being and mental health at differing stages of recovery.	1.1. Explain how risk and protective factors impact positively and negatively upon an individual's well-being. 1.2. Summarise factors that may impact on an individual's mental health including: a) social b) biological c) psychological 1.3. Explain factors which may impact on an individual at different stages of recovery including: a) prior to diagnosis b) during treatment c) during recovery
2. Understand stigma and self-stigma.	2.1. Define stigma and self-stigma and how they may impact on an individual. 2.2. Summarise how stigma may impact on an individual in the following ways: a) stopping an individual seeking support b) leading to discrimination c) fuelling stereotypes 2.3. Explain using examples how stigma can impact on family or significant others.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Understand the Process and Impact of Dementia
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF003
Unit Reference No	K/618/4752

Unit purpose and aim(s): This unit will enable the learner to understand the neurology of dementia and how individuals may experience it.

Learning Outcomes	Assessment Criteria
1. Understand the neurology of dementia.	1.1. Summarise the causes of dementia syndrome. 1.2. Explain the types of memory impairment commonly experienced by individuals with dementia. 1.3. Explain the way that individuals process information with reference to the abilities and limitations experienced by 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.
2. Understand the impact of recognition and diagnosis of dementia.	2.1. Summarise the impact of early diagnosis and follow up to diagnosis on the individual with dementia and their family. 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. Explain the possible impact of receiving a diagnosis of dementia on the individual, their family and significant others.
3. Understand how dementia care must be underpinned by a person-centred approach.	3.1. Compare and contrast a person-centred and a non-person-centred approach to dementia care. 3.2. Summarise different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia. 3.3. Explain how myths and stereotypes related to dementia may affect the individual and their carers. 3.4. Illustrate ways in which individuals and carers can be supported to overcome their fears regarding dementia.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Providing Person-Centred and Inclusive Support in Dementia Care Practice
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	38
OCN NI Unit Code	CBF004
Unit Reference No	M/618/4753

Unit purpose and aim(s): This unit will enable the learner to understand how to provide person-centred support to individuals with dementia whilst promoting the concepts of equality, diversity and inclusion.

Learning Outcomes	Assessment Criteria
1. Understand diversity, equality and inclusion in dementia care and support.	1.1. Evaluate how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support. 1.2. Explain ways in which an individual with dementia may be subjected to discrimination and being treated adversely. 1.3. Explain the potential impact of discrimination on an individual with dementia. 1.4. Evaluate how diversity, equality and inclusion are addressed in dementia care and support. 1.5. Explain how to challenge discrimination and adverse treatment by others when working with an individual with dementia.
2. Understand the factors that can affect interactions and communication with individuals with dementia.	2.1. Explain how different forms of dementia may affect the way an individual communicates. 2.2. Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia. 2.3. Explain how to support different communication abilities and needs of an individual with dementia who has a sensory impairment. 2.4. Explain how the behaviours of carers and others may impact on an individual with dementia
3. Be able to communicate positively with an individual who has dementia by valuing their individuality.	3.1. Illustrate how the preferred communication style, abilities and needs of an individual with dementia can be used to develop their care plan. 3.2. Illustrate how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia 3.3. Demonstrate how the individual's preferred method or methods of interacting can be used to reinforce their identity and uniqueness.

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4. Be able to work in a person-centred manner using positive interaction approaches to promote inclusivity of the individual with dementia.	4.1. Demonstrate how to identify an individual's unique characteristics.
	4.2. Explain how to use life experiences and circumstances of an individual who has dementia to promote their inclusion.
	4.3. Use an appropriate strategy to assist an individual with dementia to maintain their dignity.
	4.4. Demonstrate how to engage and include an individual with dementia in daily life.
	4.5. Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia.
	4.6. Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia.
	4.7. Explain how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia.

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Rights and Choices for Individuals with Dementia
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBF005
Unit Reference No	T/618/4754

Unit purpose and aim(s): This unit will enable the learner to understand how to promote the rights and choices of the individual with dementia whilst minimising risks.

Learning Outcomes	Assessment Criteria
1. Understand key legislation and agreed ways of working that address the rights and choices of individuals with dementia.	1.1. Explain the impact of key legislation that relates to the rights, choices and minimisation of risk of harm for an individual 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 carers and others, 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. Explain how the best interests of an individual with dementia should be considered when planning and delivering care and support. 2.2. Summarise how an individual with dementia may be supported to exercise their rights and choices including when a decision may not be in their best interests. 2.3. Explain why it is important to avoid assuming that an individual with dementia cannot make their own decisions. 2.4. Explain 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. Illustrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia that minimises risk of harm. 3.2. Explain how a conflict of interest may be addressed between the carer and an individual with dementia taking into account rights, choices and risks of all concerned. 3.3. Explain how to promote an environment under which an individual with dementia, carers and others feel able to complain with no repercussions.
4. Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices.	4.1. Explain how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia. 4.2. Illustrate how modifications to key physical and social aspects of an environment may encourage care workers to show increased respect and dignity for an individual with dementia.

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Assessment Guidance		
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Title	Understand the Impact of Acquired Brain Injury
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF006
Unit Reference No	A/618/4755

Unit purpose and aim(s): This unit will enable the learner to understand how to support people who have an Acquired Brain Injury.

Learning Outcomes	Assessment Criteria
1. Understand types and causes of acquired brain injury.	1.1. Explain what is meant by acquired brain injury and at least four possible causes. 1.2. Explain the difference between a traumatic brain injury and other forms of acquired brain injury. 1.3. Compare and contrast brain injuries that are: a) mild b) moderate c) severe
2. Understand the impact on individuals, their families and carers of acquired brain injury.	2.1. Explain the possible initial effects of acquired brain injury on the individual. 2.2. Explain the long-term effects of acquired brain injury including: a) physical b) functional c) cognitive d) behavioural 2.3. Explain the concepts of loss and grief in relation to the changes to life that an acquired brain injury can bring for both individuals, their families and carers. 2.4. Explain the potential socio-economic impact on the family of an individual suffering from the long-term effects of acquired brain injury.
3. Understand the specialist communication needs of an individual with acquired brain injury.	3.1. Summarise what is meant by dysphasia and dysarthria and their impact on communication. 3.2. Compare and contrast a technique required to support an individual with dysphasia with a different technique required to support an individual with dysarthria. 3.3. Explain the difficulties that may be experienced by carers when communicating with an individual who cannot respond. 3.4. Evaluate at least three intervention strategies or assistive technologies that may support communication.
4. Understand the impact that personality changes can have on an individual who has acquired brain injury and those providing support.	4.1. Explain the impact of personality changes in the individual who has acquired brain injury, on their family and carers. 4.2. Explain how lack of self-awareness or insight may impact on the individual who has acquired brain injury. 4.3. Explain the skills needed to support an individual who has acquired brain injury and their family and carers to deal with personality changes.

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5. Understand the impact of behaviour that challenges.	5.1. Summarise behaviours which are considered challenging.
	5.2. Evaluate the importance of own attitudes, values and skills when supporting an individual to manage their behaviour.
	5.3. Summarise appropriate measures that should be taken to manage the risk from behaviour that challenges.
	5.4. Explain the process for reporting and referring behaviour that challenges.
6. Understand the role of rehabilitation in the life of an individual with acquired brain injury.	6.1. Explain what is meant by the term rehabilitation and at least three possible barriers to it.
	6.2. Explain the roles of at least three professionals who may be involved in the rehabilitation of an individual with acquired brain injury.

Assessment Guidance

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Title	Understand Physical Disability
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF007
Unit Reference No	F/618/4756

Unit purpose and aim(s): This unit will enable the learner to understand physical disability, the impact of a physical disability on a person's life and the impact of living with a disability within society. The unit will also enable the learner to promote inclusion, independence appropriate risk taking and challenge negative attitudes

Learning Outcomes	Assessment Criteria
1. Understand the impact of focusing on the individual rather than their disability.	1.1. Explain the importance of recognising and supporting the individual rather than just treating the disability. 1.2. Explain the importance of person-centred assessment. 1.3. Compare the difference in outcomes when focusing on an individual's strengths and aspirations rather than just their needs.
2. Understand physical disability.	2.1. Define the term physical disability. 2.2. Explain using examples the terms congenital, acquired, neurological and progressive when used in relation to physical disability. 2.3. Explain the emotional impact of a progressive disability on the individual. 2.4. Compare and contrast the impact on individuals that congenital and progressive disabilities may have.
3. Understand the impact of living with a physical disability within society.	3.1. Summarise environmental and social barriers that may have a disabling effect on an individual with a physical disability. 3.2. Evaluate the socio-economic effects of physical disability on an individual. 3.3. Explain the changes that have occurred within society resulting from disability focused legislation. 3.4. Evaluate the extent to which improvements have been made in the life of individuals with a physical disability as a result of disability focused legislation. 3.5. Explain the effects a physical disability may have on an individual's life choices. 3.6. Explain how society's attitudes may promote positive or negative perceptions of disability.

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4. Understand how to promote inclusion, independence appropriate risk taking and challenging negative attitudes.	4.1. Explain the importance of independence and inclusion for individuals with physical disabilities and how it may be promoted.
	4.2. Explain the importance of the individual with physical disabilities having control of choices and decisions.
	4.3. Evaluate the importance of positive risk-taking for the individual with physical disabilities.
	4.4. Explain how to encourage the individual to take positive safe risks.
	4.5. Explain strategies that may be used to challenge stereotypes, prejudicial or discriminatory attitudes towards individuals with physical disabilities.

Assessment Guidance

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Title	Understand Models of Disability
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF008
Unit Reference No	J/618/4757

Unit purpose and aim(s): This unit will enable the learner to understand differing models of disability and be able to evaluate how own practice promotes the well-being and quality of life of individuals.

Learning Outcomes	Assessment Criteria
1. Understand models of disability.	1.1. Summarise the history and development of the medical, social and psycho-social models of disability. 1.2. Compare and contrast the medical, social and psycho-social models of disability.
2. Understand how the adoption of models of disability can shape an individual's identity and experience.	2.1. Evaluate how the medical, social and psycho-social models of disability can impact on an individual's identity and experience.
3. Understand how the adoption of models of disability can shape service delivery.	3.1. Analyse how the medical, social and psycho-social models of disability can shape service delivery.
4. Be able to evaluate how own practice promotes the well-being and quality of life of individuals with a disability	4.1. Evaluate how own practice promotes the well-being and quality of life of individuals with a disability.

Assessment Guidance		

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Title	Supporting Individuals with Multiple Conditions and/or Disabilities
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF009
Unit Reference No	L/618/4758

Unit purpose and aim(s): This unit will enable the learner to support individuals with multiple and/or disabilities engage in activities.

Learning Outcomes	Assessment Criteria
1. Understand the impact of multiple conditions and/or disabilities on individuals.	1.1. Summarise possible multiple conditions and/or disabilities that individuals may have. 1.2. Explain how multiple conditions and/or disabilities may have an additional impact on the individual's well-being and quality of life. 1.3. Explain how multiple conditions and/or disabilities may impact on individual's opportunity to participate in a range of activities.
2. Understand own role in supporting individuals with multiple conditions and/or disabilities.	2.1. Explain own role in supporting the well-being of individuals with multiple conditions and/or disabilities. 2.2. Explain the steps to take when actions may be outside of the scope of own role and responsibilities.
3. Understand the support available for individuals with multiple conditions and/or disabilities.	3.1. Research the roles of at least three professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area. 3.2. Explain the use of equipment and assistive technologies available to support the additional needs of individuals with multiple conditions and/or disabilities. 3.3. Summarise resources available to support the additional needs of individuals with multiple conditions and/or disabilities. 3.4. Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities.
4. Be able to assist individuals with multiple conditions and/or disabilities to engage in activities.	4.1. Illustrate how to appropriately support an individual to identify their needs and preferences. 4.2. Identify resources or specialist equipment that may be required to support an individual to engage in activities. 4.3. Illustrate how to appropriately support an individual to engage in activities that meet their needs and preferences.

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5. Be able to evaluate the activities and support provided to an individual when engaging in activities.	5.1. Evaluate the extent to which activities have met the needs and preferences identified in AC4.1. including feedback from: a) the individual b) others involved 5.2. Reflect on own support provided to an individual to engage in activities identifying possible areas for improvement. 5.3. Explain where additional advice, guidance or support can be accessed to improve own practice. 5.4. Adapt own practice as required to improve the support provided to meet the needs of the individual.

Assessment Guidance

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Title	Supporting Young People with a Disability in Transitioning to Adulthood
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBF010
Unit Reference No	R/618/4759

Unit purpose and aim(s): The unit will enable the learner to understand how to support young people with a disability to transition into adulthood.

Learning Outcomes	Assessment Criteria
1. Understand the steps and stages of transitioning from childhood into adulthood.	1.1. Summarise physical, social and emotional changes which occur for young people as they transition into adulthood. 1.2. Explain the changes faced by young people as they transition from childhood into adulthood in relation to their freedoms, rights and responsibilities. 1.3. Explain how culture may impact on the process of transitioning from childhood into adulthood.
2. Understand how having a disability may affect the process of transitioning from childhood into adulthood.	2.1. Explain theories about change and how this can inform the development and progression of a young person with a disability. 2.2. Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families. 2.3. Summarise challenges young people with a disability might have in understanding and coping with change. 2.4. Summarise the methods that can be used to support a young person with a disability to cope with changes. 2.5. Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into adulthood. 2.6. Summarise the legislation that affects the right of a young person with a disability to make decisions about their own life.
3. Know how to support a young person who has a disability to make the transition into adulthood.	3.1. Explain how a young person with a disability has the same opportunities to make life choices as a young person without a disability. 3.2. Explain how to support a young person with a disability to explore the options available in relation to budgeting, employment or continued education and development.

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4. Be able to support a young person with a disability through transition into adulthood.	4.1. Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process.
	4.2. Demonstrate how to effectively support a young person to explore options for their future.
	4.3. Use a person-centred approach and planning to support a young person with a disability to identify their needs and aspirations.
	4.4. Use a person-centred approach to develop with the young person a plan to support them through transition.
	4.5. Demonstrate how to effectively support the involvement of families in the transition process for a young person with a disability whilst respecting the young person's wishes.
	4.6. Summarise ways to access resources to meet needs of a young person with a disability.
	4.7. Explain the role of key agencies and professionals likely to be involved in the transition process.
	4.8. Summarise possible areas of tension and conflict that may arise during the transition into adulthood.
5. Be able to support a young person to reflect on their transition.	5.1. Use person-centred approaches with a young person with disabilities to review their transition plan to ensure the plan reflects their needs.
	5.2. Demonstrate how to effectively support a young person to review their transition and document the outcomes of the plan in order inform future development.

Assessment Guidance

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Title	Supporting Parents with Disabilities
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	43
OCN NI Unit Code	CBF011
Unit Reference No	J/618/4760

Unit purpose and aim(s): The unit will enable the learner to understand how to support parents with disabilities to have and bring up their children.

Learning Outcomes	Assessment Criteria
1. Be aware of the legislative and policy frameworks that underpins good practice in the support of parents with disabilities.	1.1. Summarise the policy, legislation and guidance relevant to supporting individuals with disabilities to have children and bring them up in a safe and nurturing environment. 1.2. Explain the statutory responsibilities placed on organisations towards families and children who are in need.
2. Understand the support required by parents with disabilities and their families.	2.1. Explain the support provided by adult and child services to a family who may need help. 2.2. Explain the ways in which independent advocates can play an important role in the support of parents with disabilities. 2.3. Explain the benefits of providing support to families at the earliest stage possible.
3. Be able to support parents with disabilities.	3.1. Evaluate the needs, strengths and preferences of the parents and children to inform available support. 3.2. Develop flexible support strategies to meet families' needs at the different stages of their children's development. 3.3. Demonstrate how to implement and evaluate effective support strategies to meet families' needs.
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children.	4.1. Summarise the potential barriers that an individual with disabilities may face in becoming a parent and bringing up children 4.2. Compare and contrast the positive and negative implications for parents with disabilities of having their child assessed as being in need. 4.3. Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities. 4.4. Demonstrate how to effectively support individuals with disabilities to overcome barriers to successful parenting. 4.5. Use an appropriate strategy to promote an individual's self-determination and self-confidence in their role as parents. 4.6. Demonstrate how to effectively support parents with one or more of the following disabilities to access learning programmes adapted to their learning needs and circumstances: a) learning b) communication c) sensory disabilities

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5.	Be able to develop positive working relationships with parents with disabilities.	5.1.	Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have.
		5.2.	Use evidence-based approaches in developing positive relationships with parents with disabilities.
6.	Be able to work in partnership with other workers, different services and informal support networks to a range of support for parents with disabilities.	6.1.	Plan how to involve relevant services to support either or both parents with disabilities and their children.
		6.2.	Demonstrate how to effectively support individuals access relevant services to support either or both parents with disabilities and their children.
		6.3.	Demonstrate ways of assisting the individual create, enhance and work with informal support networks.
7.	Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child or children.	7.1.	Explain own role and responsibilities in relation to safeguarding children.
		7.2.	Explain the action to take in response to any concerns regarding safeguarding children.
		7.3.	Explain the types of support the child may be individually entitled to.

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Person-Centred Approaches to Supporting Older People
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF012
Unit Reference No	L/618/4761

Unit purpose and aim(s): This unit will enable the learner to understand the ageing process, the range of factors that impact on older people and the importance of person-centred practice.

Learning Outcomes	Assessment Criteria
1. Understand the impact of the ageing process on older people.	1.1. Illustrate the changes associated with the ageing process. 1.2. Explain how the experience of the ageing process is unique to each individual. 1.3. Analyse the potential impact of factors associated with ageing on older people including: a) physical b) emotional c) social d) cognitive e) environmental f) financial / economic 1.4. Explain how a positive approach to ageing may contribute to the health and well-being of an individual.
2. Understand attitudes of society to older people.	2.1. Summarise the contributions to society made by older people. 2.2. Explain what is meant by age discrimination. 2.3. Explain how societal attitudes and beliefs impact on older people. 2.4. Explain strategies that may be used to challenge stereotypes and discriminatory attitudes towards older people.
3. Understand the importance of using person-centred approaches with older people.	3.1. Explain how the effects of ageing can affect the day to day life of older people. 3.2. Evaluate person-centred approaches to supporting older people to maintain health and well-being in day to day life. 3.3. Explain the importance of social inclusion for older people and the barriers they may face. 3.4. Summarise the potential impact of social isolation on older people. 3.5. Evaluate how person-centred approaches may enable older people to make positive contributions to their community.
4. Understand how to promote independence of older people.	4.1. Explain how to support older people maintain independence. 4.2. Explain how older people can be in control of decision making about their care and support needs. 4.3. Explain how to encourage older people to take positive risks in their day to day life.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Promoting Personalisation within Social Care
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF013
Unit Reference No	Y/618/4763

Unit purpose and aim(s): This unit will enable the learner to understand how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.

Learning Outcomes	Assessment Criteria
1. Understand personalisation within social care.	1.1. Define the term personalisation as it applies within social care. 1.2. Explain how personalisation can benefit individuals. 1.3. Explain the relationship between rights, choice and personalisation. 1.4. Summarise legislation and other national policy documents that promote personalisation.
2. Understand systems that support personalisation within social care.	2.1. Summarise local and national systems that are designed to support personalisation. 2.2. Explain the impact that personalisation has on the process of commissioning social care. 2.3. Explain how direct payments and individual budgets support personalisation.
3. Understand how personalisation affects the way support is provided.	3.1. Explain how person-centred thinking, person-centred planning and person-centred approaches support personalisation. 3.2. Evaluate how personalisation affects the balance of power between individuals and those providing support. 3.3. Explain using at least four examples how personalisation may affect the way an individual is supported from day to day.
4. Understand how to implement personalisation within service delivery.	4.1. Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to promote personalisation in the delivery of services. 4.2. Summarise potential barriers to personalisation in delivery of services and how these may be overcome. 4.3. Compare and contrast two types of support that individuals or their families might need in order to maximise the benefits of a personalised service.

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Assessment Guidance		
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Understanding Sensory Loss
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF014
Unit Reference No	D/618/4764

Unit purpose and aim(s): This unit will enable the learner to understand sensory loss, causes, conditions and impact.

Learning Outcomes	Assessment Criteria
1. Understand the factors, attitudes and beliefs that impact on an individual with sensory loss and services provided for them.	1.1. Explain factors that may impact on individuals with sensory loss. 1.2. Analyse how societal attitudes and beliefs impact on individuals with sensory loss. 1.3. Evaluate how factors, societal attitudes and beliefs impact on service provision.
2. Understand the impact of effective communication on individuals with sensory loss.	2.1. Explain the methods of communication used by individuals with: a) sight loss b) hearing loss c) deaf blindness 2.2. Analyse how the environment impacts on effective communication for people with sensory loss. 2.3. Explain how effective communication may have a positive impact on lives on individuals with sensory loss.
3. Understand the causes, conditions and incidence of sensory loss.	3.1. Summarise the main causes of sensory loss. 3.2. Explain what is meant by congenital sensory loss and acquired sensory loss. 3.3. Summarise the demographic factors that influence the incidence of sensory loss in the population.
4. Recognise when an individual may be experiencing sensory loss and actions that may be taken.	4.1. Summarise the indicators and signs of: a) sight loss b) hearing loss c) deaf blindness 4.2. Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status. 4.3. Summarise sources of support for those who may be experiencing onset of sensory loss.

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Assessment Guidance		
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Effective Communication with Individuals with Sensory Loss
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF015
Unit Reference No	H/618/4765

Unit purpose and aim(s): This unit will enable the learner to understand how to support effective communication with individuals with sensory loss.

Learning Outcomes	Assessment Criteria
1. Understand effective two-way communication and how it may be promoted within own role.	1.1. Summarise the features of two-way communication. 1.2. Explain why two-way communication is important for individuals with sensory loss. 1.3. Explain how own role can impact on the dynamics of two-way communication with individuals with sensory loss.
2. Understand different methods that may support communication with individuals with sensory loss.	2.1. Explain the different methods that are used to support communication with individuals with sensory loss. 2.2. Summarise the characteristics of communication that are not based on formal language systems.
3. Be able to support the individual with sensory loss to communicate effectively.	3.1. Use an appropriate strategy to agree with the individual with sensory loss on the preferred methods of communication. 3.2. Prepare the environment to facilitate effective communication. 3.3. Demonstrate the use of agreed methods of communication with an individual with sensory loss. 3.4. Verify the effectiveness of communication with the individual with sensory loss throughout the interaction.
4. Be able to evaluate the effectiveness of methods of communication used to support an individual with sensory loss and how this may inform future practice.	4.1. Evaluate the effectiveness of the use of agreed methods of communication with relevant parties identifying possible areas for improvement. 4.2. Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills. 4.3. Reflect on own practice on the use of agreed methods of communication. 4.4. Adapt own practice as required to meet the needs of the individual.

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Assessment Guidance		
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals with Specific Communication Needs
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF016
Unit Reference No	K/618/4766

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals with specific communication needs.

Learning Outcomes	Assessment Criteria
1. Understand how to support individuals with specific communication needs.	1.1. Explain the importance of meeting an individual's communication needs. 1.2. Explain how own role and practice can impact on communication with an individual who has specific communication needs 1.3. Analyse features of the environment that may help or hinder communication. 1.4. Analyse reasons why an individual with specific communication needs may use a form of communication that is not based on a formal language system. 1.5. Summarise communication methods and aids that will enable the individual to understand how to communicate effectively. 1.6. Explain the potential effects on an individual of having unmet communication needs.
2. Be able to contribute to identifying the nature of specific communication needs of individuals and ways to address them.	2.1. Use an appropriate strategy to work in partnership with an individual and others to identify the individual's specific communication needs. 2.2. Assess the communication methods or aids that will best suit the needs of the individual with specific communication. 2.3. Explain how and when to access information and support regarding identifying and addressing specific communication needs.
3. Be able to interact with individuals with specific communication needs using their preferred form of communication.	3.1. Prepare the environment to facilitate communication. 3.2. Use agreed methods of communication to interact with the individual with specific communication needs. 3.3. Assess the effectiveness of communication by observing the individual's responses during and after the interaction. 3.4. Adapt own practice as required to improve communication with the individual with specific communication needs.

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4. Be able to promote communication between individuals with specific communication needs and others.	4.1. Demonstrate how to effectively support the individual to develop communication methods that will help them to understand others and be understood. 4.2. Summarise opportunities for the individual with specific communication needs to communicate with others. 4.3. Demonstrate how to effectively support others to understand and be understood when communicating with an individual with specific communication needs.
5. Know how to support the use of assistive communication technology and aids.	5.1. Summarise specialist services relating to communication technology and aids. 5.2. Summarise four types of support that an individual with specific communication needs may need in order to use communication technology and aids. 5.3. Explain the importance of ensuring that communication equipment is correctly set up and working properly.
6. Be able to review an individual's communication needs and the support provided to address them.	6.1. Collate information about an individual's communication needs and the support provided. 6.2. Evaluate the effectiveness of agreed methods of communication and support provided in collaboration with all relevant parties. 6.3. Use an appropriate strategy to work with all relevant parties to identify ways to support the continued development of communication for the individual with specific communication needs.

Assessment Guidance

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Diabetes Awareness
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF017
Unit Reference No	T/618/4768

Unit purpose and aim(s): The unit will enable the learner to understand what diabetes is, the different types of diabetes and how to support an individual to manage diabetes.

Learning Outcomes	Assessment Criteria
1. Understand diabetes and the associated implications.	1.1. Explain what is meant by diabetes and the potential long-term complications to an individual's health as a result of having diabetes. 1.2. State the approximate number of individuals who have: a) Type 1 diabetes b) Type 2 diabetes 1.3. Summarise what is meant by the terms hyperglycaemia and hypoglycaemia.
2. Know the most common types of diabetes, causes and treatments.	2.1. Explain the key characteristics of Type 1 and Type 2 diabetes including: a) common causes b) treatments 2.2. Summarise five possible signs and symptoms of diabetes. 2.3. Explain three contributing risk factors that may lead to the development of Type 2 diabetes.
3. Understand how to implement a person-centred approach when supporting individuals with diabetes.	3.1. Explain the importance of using individualised care plans to support those with diabetes. 3.2. Explain the key features of a care plan for an individual with newly diagnosed Type 2 diabetes. 3.3. Explain the importance of checking the individual's understanding of their new care plan. 3.4. Explain how to work with an individual with diabetes and their carer to optimise the individual's self-care skills. 3.5. Explain the importance of supporting the individual with diabetes to make informed decisions. 3.6. Explain the procedure for referring an individual to support for managing diabetes.
4. Understand the nutritional needs of individuals with diabetes.	4.1. Explain the basic principles of a balanced diet. 4.2. Explain how the following affect blood glucose levels: a) simple carbohydrates b) complex carbohydrates 4.3. Explain the role of a nutritional plan in the control of diabetes, identifying who would typically be involved in the development of the plan and how to report any related problems arising from its implementation.

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5. Understand factors relating to an individual's experience of diabetes.	5.1. Explain how different individuals may experience living with diabetes. 5.2. Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes. 5.3. Explain how an individual can manage their diabetes through different aspects of their lifestyle.
6. Understand the monitoring of diabetes.	6.1. Explain the importance of accurately measuring blood glucose and pressure when supporting individuals with diabetes. 6.2. Summarise the normal adult range of readings for fasting blood glucose and blood pressure. 6.3. Explain the purpose of regular urinalysis monitoring for individuals with diabetes. 6.4. Explain three of the common annual review checks to screen for long term complications of diabetes.

Assessment Guidance

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Title	Providing Support When Working in End of Life Care
Level	Three
Credit Value	7
Guided Learning Hours (GLH)	52
OCN NI Unit Code	CBF018
Unit Reference No	M/618/4770

Unit purpose and aim(s): This unit will enable the learner to effectively support individuals and key people at the end of life.

Learning Outcomes	Assessment Criteria
1. Understand the legal requirements and agreed ways of working to protect the rights of individuals at the end of life and how it applies to own role.	1.1. Summarise legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care. 1.2. Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role.
2. Understand factors affecting end of life care.	2.1. Summarise what is meant by the term key people in relation to individuals at end of life. 2.2. Summarise two theories about the emotional and psychological processes that individuals and key people may experience with the approach of death. 2.3. Explain how the beliefs, religion and culture of individuals and key people may influence end of life care. 2.4. Explain why key people may have an influencing role in an individual's end of life care. 2.5. Explain why support for an individual's health and well-being may not always relate to their terminal condition.
3. Understand advance care planning in relation to end of life care.	3.1. Summarise the benefits to an individual of having as much control as possible over their end of life care. 3.2. Explain the purpose of advance care planning in relation to end of life care. 3.3. Explain the importance of own role in supporting and recording decisions about advance care planning. 3.4. Summarise ethical and legal issues that may arise in relation to advance care planning.

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4. Understand how to provide support to individuals and key people during end of life care.	4.1. Explain the importance of supporting the individual and key people to explore their thoughts and feelings about death and dying.
	4.2. Summarise three ways to support the individual and key people that respects their beliefs, religion and culture.
	4.3. Explain ways to help the individual feel respected and valued throughout the end of life period.
	4.4. Explain using examples how an individual's well-being can be enhanced by:
	  a) the environment
	  b) use of equipment and aids
	  c) alternative therapies
	4.5. Explain the importance of partnership working with key people to support the individual's well-being.

5. Understand how to address sensitive issues in relation to end of life care.	5.1. Explain the importance of recording significant conversations during end of life care. 5.2. Explain factors that influence who should give significant news to an individual or key people. 5.3. Summarise two potential conflicts and two legal or ethical issues that may arise in relation to death, dying or end of life care. 5.4. Analyse approaches that may be used to appropriately address conflicts identified in AC5.3.
6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care.	6.1. Summarise the role of two support organisations or specialist services that may contribute to end of life care. 6.2. Evaluate the role and value of an advocate in relation to end of life care. 6.3. Explain how advocacy may be established and when it may be beneficial. 6.4. Explain why support for spiritual needs may be especially important at the end of life.
7. Understand how to access support for the individual or key people from the team members or other support groups.	7.1. Explain why it is important to identify when support would best be offered by other members of the team or other support groups. 7.2. Explain the importance of liaising with other members of the team or support groups to provide identified support for the individual or key people.
8. Understand how to support individuals through the process of dying.	8.1. Explain how to contribute to addressing any distress experienced by the individual promptly and in agreed ways. 8.2. Explain how support may be adapted to reflect the individual's changing needs or responses. 8.3. Explain the importance of recognising when an individual and key people need to be alone.

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9. Understand the actions to take following the death of individual.	9.1. Explain why it is important to know about an individual's wishes for their after-death care. 9.2. Summarise the actions to take immediately following an expected death. 9.3. Summarise ways to support key people immediately following an individual's death.
10. Understand how to manage own feelings in relation to the dying or death of an individual.	10.1. Summarise at least three strategies that could be used to manage own feelings in relation to an individual's dying or death. 10.2. Summarise three support systems to help deal with own feelings in relation to an individual's dying or death.

Assessment Guidance

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Title	Substance Misuse and Referring Individuals to Specialists
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF019
Unit Reference No	T/618/4771

Unit purpose and aim(s): This unit enable the learner to understand how to recognise signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. The unit will also enable the learner to understand how to refer individuals with indications of substance misuse to service providers.

Learning Outcomes	Assessment Criteria
1. Know the range of substances that may be misused and the possible indications of misuse.	1.1. Summarise the range of substances which may be misused and their effects including: a) illegal drugs b) prescription drugs c) over the counter drugs d) alcohol e) solvents 1.2. Summarise possible indications of substance misuse including: a) physical b) behavioural c) social d) emotional 1.3. Summarise other factors apart from those identified in AC1.2 which produce indications that may be interpreted as caused by substance misuse. 1.4. Explain how to keep personal knowledge about substances and possible indications of substance misuse up to date.
2. Understand how to assess and monitor risk.	2.1. Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures. 2.2. Explain why the regular review of the assessment of risk is important. 2.3. Summarise the appropriate action or actions which may be required in the light of changes to an individual's situation and level of risk.
3. Understand how to manage information and records ensuring an individual's privacy and confidently is maintained	3.1. Describe the process of managing information and maintaining records in line with legislation and organisational requirements. 3.2. Explain the rights of individuals to privacy and confidentiality.

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4. Understand how to refer individuals to appropriate services and how to seek specialist assistance.	4.1. Describe the services of two local and two national organisations relevant to substance misuse and how they may be accessed.
	4.2. Explain how to refer individuals to services identified in AC4.1 in line with organisational requirements.
	4.3. Explain the importance of providing appropriate services with accurate information about an individual's situation in line with organisational requirements while maintaining confidentiality.
	4.4. Explain how to obtain specialist non-substance misuse assistance when required as part of the support for the individual.

Assessment Guidance

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Title	Supporting Individuals Who Are Substance Misusers
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBF020
Unit Reference No	A/618/4772

Unit purpose and aim(s): This unit provides learners with the knowledge, understanding and skills required to support individuals who are substance misusers.

Learning Outcomes	Assessment Criteria
1. Understand about different substances, their effects and how they may be misused.	1.1. Identify five different substances which individuals might misuse, how they are misused and their likely effects. 1.2. Identify the risks involved with substance misuse both in the short and the long term including a) overdose b) dependence c) associated health risks 1.3. Summarise key aspects of legislation, policies and guidelines on the use and storage of substances.
2. Be able to enable individuals to adopt safe practices associated with substance misuse.	2.1. Explain three reasons why individuals may decide to reduce or cease substance misuse. 2.2. Explain the importance of communicating with individuals in a manner that maximises their understanding. 2.3. Support individuals to discuss their circumstances and history of substance misuse. 2.4. Advise individuals on ways in which methods of substance misuse and activities affected by it can be practised more safely. 2.5. Support individuals to dispose of hazardous materials and equipment safely. 2.6. Summarise harm reduction strategies and why these may differ from individual to individual. 2.7. Explain three potential effects or difficulties that are likely to arise in attempting to cease or reduce substance misuse. 2.8. Summarise strategies or methods for alleviating potential effects and difficulties identified in AC2.7.
3. Be able to support individuals when they have misused substances.	3.1. Explain relevant policies and procedures for the support of individuals who have misused substances. 3.2. Explain the importance of supporting individuals in a manner appropriate to the substance misused, understanding the effect the substance has had and the condition of the individual. 3.3. Explain how to make the environment as safe as possible, including how and when to move individuals for their own safety. 3.4. Support individuals to meet their own needs and requirements after the effects of the substance have worn off.

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	3.5. Identify how and when to request further support and assistance.
	3.6. Record and report information appropriately following organisational requirements.
4. Be able to support individuals in reducing substance misuse.	4.1. Explain the importance of assisting individuals who have made a commitment to reduce substance misuse to regularly review their reasons for doing so.
	4.2. Assess and offer appropriate support to individuals which respects their individual rights and is appropriate to their needs.
	4.3. Assist individuals to review their progress in reducing substance misuse.
	4.4. Identify thee specialist agencies or support networks involved in supporting substance misusers in own region.

Assessment Guidance

The following assessment method/s may be misused to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The misuse of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Increase Awareness of Misuse of Substances within Individuals and Groups
Level	Three
Credit Value	7
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF021
Unit Reference No	F/618/4773

Unit purpose and aim(s): This unit will enable the learner to understand how to increase awareness of misuse of substances within individuals and groups.

Learning Outcomes	Assessment Criteria
1. Understand legislation and policy relevant to substance misuse.	1.1. Identify the legislation which relates to substance misuse and describe the difference between legal and illegal drugs. 1.2. Summarise the key aspects of government policy in relation to substance misuse services including: a) prevention b) treatment c) rehabilitation 1.3. Identify two key organisations that are designed to deliver the government's strategy on drugs and alcohol. 1.4. Summarise the key aspects of legislation, policy and procedures regarding equality and confidentiality of information.
2. Understand substance misuse, its effects and treatments.	2.1. Summarise the effects different substances have on the body including: a) stimulants b) sedatives c) hallucinogenics 2.2. Identify the street names for four commonly misused substances, and how these have changed over time and in different locations. 2.3. Explain the dangers of substance misuse related to: a) quantity b) frequency c) purity d) polydrug use 2.4. Summarise four methods of substance misuse and the risks associated with each of the different methods. 2.5. Explain the inter-relationship between the background of individuals and the effect of substance misuse on them including: a) experience and expectations b) mental and psychological state c) physical health 2.6. Summarise four reasons why individuals might misuse substances. 2.7. Explain the influence on substance misuse of individuals': a) age b) gender c) economic disadvantage d) emotional deprivation 2.8. Explain the relationship between substance misuse, crime and antisocial behaviour.

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3.	Be able to identify individuals' knowledge and values regarding substance misuse.	3.1.	Use an appropriate strategy to support individuals talk about and identify what they know and understand about substance misuse.
		3.2.	Support individuals to explore their feelings and values about substance misuse.
		3.3.	Interact with individuals in a manner that encourages an open exchange of views and is non-judgmental.
4.	Understand how to increase individuals' knowledge and understanding of substances.	4.1.	Explain the importance of identifying the gaps in individuals' knowledge and understanding about substances, their misuse and effects.
		4.2.	Explain how the values and beliefs of individuals may need to be challenged in their own interests and those of others.
		4.3.	Identify to an individual accurate and up-to-date learning opportunities in a manner sensitive to individuals' needs and confidence.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The misuse of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Testing for Substance Misuse
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF022
Unit Reference No	J/618/4774

Unit purpose and aim(s): This unit will enable the learner to understand how to test individuals to see if they have been misusing substances, including alcohol and controlled drugs.

Learning Outcomes	Assessment Criteria

1. Be able to prepare to test individuals for substance misuse.	1.1. Identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required.
	1.2. Prepare the environment in which the tests are to be carried out including
	  a) procedures to be used
	  b) complying with health, safety and security policies
	  c) affording privacy and dignity
	1.3. Verify that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures.
	1.4. Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested.
	1.5. Obtain the individual's full and informed consent for testing procedures.
	1.6. Explain clearly and precisely to individuals what they have to do to provide their samples.

2. Be able to test for substances.	2.1. Take samples according to clinical and organisational policies and procedures including:
	  a) breath
	  b) urine
	  c) blood
	  d) hair
	  e) saliva
	2.2. Test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures.
	2.3. Follow supplier's or manufacturer's instructions for use of equipment.
	2.4. Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures.
	2.5. Explain possible causes of false readings in the types of tests carried out.

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3. Be able to communicate outcomes of testing for substances.	3.1. Communicate the outcomes of the tests clearly to individuals, and their carers or guardians where required, verifying they understand the implications.
	3.2. Obtain individual's informed consent when test results are to be shared with other practitioners.
	3.3. Complete accurate records of tests and associated reports in accordance with organisational policy and procedures.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals through Detoxification Programmes
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBF023
Unit Reference No	L/618/4775

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals through detoxification programmes.

Learning Outcomes	Assessment Criteria
1. Understand how assessments of individuals should be undertaken.	1.1. Explain how requests for assessment should be prioritised in line with an organisation's criteria. 1.2. Summarise how to arrange for a comprehensive substance review and risk assessment. 1.3. Explain how individuals may be involved in the assessment of their need. 1.4. Explain how individual motivation and readiness to engage in a treatment programme are assessed. 1.5. Explain how information obtained during an assessment should be passed to another organisation in line with local protocols. 1.6. Explain why it is important to assess and review risk to individuals and others from substance misuse on a regular basis.
2. Be able to introduce individuals to detoxification programmes.	2.1. Apply locally agreed criteria for admission of individuals to a detoxification programme. 2.2. Explain the information that should be taken into account to establish the correct level of urgency for admission to a detoxification programme. 2.3. Summarise the advice and information that should be provided to individuals prior to a detoxification programme. 2.4. Explain what a Contract of Care includes and the respective responsibilities of the individual and service during a detoxification programme. 2.5. Summarise ways in which significant others and carers may become involved in an individual's detoxification programme.
3. Be able to develop and review detoxification treatment and care plans.	3.1. Demonstrate how to co-ordinate detoxification treatment within a care plan involving the individual and members of other service teams where appropriate. 3.2. Explain how to review expectations and plans with individuals who are not yet able to complete the detoxification programme. 3.3. Review assessments at appropriate intervals when an individual has commenced a programme of care. 3.4. Summarise the evidence base for the likelihood of successful outcomes of detoxification programmes.

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4. Be able to manage closure of an individual's detoxification programmes.	4.1. Arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan.
	4.2. Explain the importance of establishing active co-ordination between detoxification and rehabilitative services after discharge.
	4.3. Complete case closure information promptly and accurately for individuals who have achieved abstinence and left the programme.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supply and Exchange Injecting Equipment for Individuals
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBF024
Unit Reference No	R/618/4776

Unit purpose and aim(s): This unit will enable the learner to understand how to supply and exchange injecting equipment for individuals within a needle exchange service

Learning Outcomes	Assessment Criteria
1. Understand policy and procedures for the supply and exchange of injecting equipment.	1.1. Summarise organisational policies and procedures for supply and exchange of injecting equipment. 1.2. Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties. 1.3. Summarise the potential benefits of brief interventions with substance misusers. 1.4. Summarise the behaviours that can be expected from substance misusers, and how these may be addressed. 1.5. Explain how to recognise and deal with immediate risk of danger to individuals who have misused substances. 1.6. Identify at least three potential blood borne viruses. 1.7. Explain actions to be taken in the event of a needle stick injury occurring. 1.8. Identify substance misuse services available in own region. 1.9. Explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them.

2. Be able to conduct initial assessment of substance users and provide relevant advice.	2.1. Confirm whether the individual is injecting and the frequency of injecting.
	2.2. Conduct a health assessment with an individual, after gaining consent noting the following and other relevant information
	   a) skin conditions
	   b) abscesses
	   c) injecting sites
	2.3. Provide relevant and timely advice regarding:
	   a) safe or safer injecting techniques and sites
	   b) harm minimisation
	   c) primary health
	   d) safer sex
	2.4. Provide advice and resources for safe storage and disposal of injecting equipment.
	2.5. Refer individuals to other services according to identified need and with the individual's full and informed consent.
	2.6. Liaise with providers of other services in line with policies and protocol.

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3. Be able to supply and exchange injecting equipment.	3.1. Explain the importance of ensuring the following: 　　a) adequate stocks of injecting equipment are maintained 　　b) injecting equipment is stored safely and securely 3.2. Dispense injecting equipment to individuals in line with the assessment of their needs. 3.3. Safely handle dispensed and returned injecting equipment. 3.4. Carry out exchange process discreetly to maintain confidentiality. 3.5. Summarise how to deal with spillages, discarded needles and syringes using the appropriate materials. 3.6. Maintain records of: 　　a) injecting equipment supply and exchange in line with organisational procedures 　　b) the needle exchange service

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Use of Medication in Social Care Settings
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBF025
Unit Reference No	M/618/4784

Unit purpose and aim(s): This unit will enable the learner to prepare for, support the administration of and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed. It includes classifications and forms of medication, as well as safe handling and storage and the need for accurate recording and reporting.

Learning Outcomes	Assessment Criteria
1. Understand the legislative framework for the use of medication in social care settings.	1.1. Summarise legislation that governs the use of medication in social care settings. 1.2. Explain the legal classification system for medication. 1.3. Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements.
2. Know about common types of medication, their use and possible adverse reactions.	2.1. Summarise at least five types of prescribed medication in the UK and the conditions for which each medication may be prescribed. 2.2. Summarise changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication.
3. Understand roles and responsibilities in the use of medication in social care settings.	3.1. Summarise the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication. 3.2. Explain where responsibilities lie in relation to use of over the counter remedies and supplements.
4. Understand techniques for administering medication.	4.1. Explain the routes by which medication can be administered. 4.2. Summarise the different forms in which medication may be presented. 4.3. Summarise materials and equipment that can assist in administering medication.
5. Be able to receive, store and dispose of medication supplies safely.	5.1. Explain how to receive supplies of medication in line with agreed ways of working. 5.2. Demonstrate how to store medication safely. 5.3. Demonstrate how to dispose of unused or unwanted medication safely.

6. Know how to promote the rights of the individual when managing medication.	6.1. Explain the importance of the following principles in the use of medication:
	  a) consent
	  b) self-medication or active participation
	  c) dignity and privacy
	  d) confidentiality
	6.2. Explain how risk assessment can be used to promote an individual's independence in managing medication.
	6.3. Explain how ethical issues that may arise over the use of medication can be addressed.

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7.	Be able to support use of medication.	7.1.	Demonstrate how to appropriately access required information regarding an individual's medication.
		7.2.	Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation.
		7.3.	Demonstrate strategies that promote the correct use and administration of medication.
		7.4.	Summarise three common practical difficulties that may arise when medication is used.
		7.5.	Explain how and when to access further information and support about the use of medication.
8.	Be able to record and report on use of medication.	8.1.	Demonstrate how to accurately record use of medication and any changes in an individual related to it.
		8.2.	Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Administering Medication to Individuals and Monitoring Effects
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF026
Unit Reference No	A/618/4786

Unit purpose and aim(s): This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Learning Outcomes	Assessment Criteria
1. Understand legislation, policy and procedures relevant to administration of medication.	1.1. Summarise key aspects of current legislation, guidelines, policies and protocols relevant to the administration of medication.
2. Know about common types of medication and their use.	2.1. Summarise at least five types of prescribed medication in the UK including the condition they are prescribed for and potential side effects. 2.2. Summarise the medication which demands specific physiological measurements. 2.3. Summarise the common adverse reactions to medication, how each can be recognised and the appropriate actions to be taken. 2.4. Explain the different routes of medicine administration.
3. Understand procedures and techniques for the administration of medication.	3.1. Summarise the different routes of administration of medication. 3.2. Explain the types, purpose and function of materials and equipment required for the administration of medication via the different routes. 3.3. Summarise the required information from prescriptions and medication administration charts.
4. Be able to prepare for the administration of medication.	4.1. Summarise and apply standard precautions for infection control. 4.2. Explain ways to ensure the appropriate timing of medication. 4.3. Select, verify and prepare medication correctly according to the medication administration record or medication information leaflet. 4.4. Demonstrate how to appropriately obtain an individual's consent before administration of medication. 4.5. Demonstrate how to support, reassure and offer information throughout the administration of medication, in a manner which encourages their co-operation and is appropriate to needs and concerns.

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5. Be able to administer medication and monitor effects.	5.1. Select the route for the administration of medication according to the individual's medication administration.
	5.2. Record medication to be administered accurately and prepare the site of administering medication if required.
	5.3. Demonstrate how to safely administer the medication: a) in line with legislation and local policies b) in a way which minimises pain, discomfort and trauma to the individual
	5.4. Explain how to report any immediate problems with the administration of medication.
	5.5. Demonstrate how to effectively monitor the individual's condition throughout administration of medication, recognising any adverse effects and taking immediate and appropriate action.
	5.6. Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others.
	5.7. Demonstrate how to maintain the security of medication and related records throughout the process.
	5.8. Demonstrate how to return medication and related records to the correct place for storage.
	5.9. Explain how to dispose of out of date and part-used medications in accordance with legal and organisational requirements.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Contributing to Awareness Raising of Health Issues
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBF027
Unit Reference No	J/618/4788

Unit purpose and aim(s): This unit will enable the learner to participate in teams to raise awareness of health issues in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand factors impacting on awareness-raising activities about health issues.	1.1. Analyse reasons why it may be necessary to raise awareness of health issues. 1.2. Compare and contrast the roles of three agencies or other bodies who may be involved in raising awareness of health issues. 1.3. Summarise factors to consider when planning awareness raising activities.
2. Be able to recognise the need for raising awareness of health issues.	2.1. Demonstrate how to access appropriate information and support about health issues and approaches to raising awareness. 2.2. Evaluate with others health issues affecting individuals about which awareness needs to be raised. 2.3. Review with others the demand for and interest in raising awareness of a given health issue.
3. Be able to assist in planning activities to raise awareness of health issues.	3.1. Contribute effectively to agreeing roles and responsibilities within team planning awareness-raising activities. 3.2. Participate effectively within a team to plan a set of activities to raise awareness about a given health issue.
4. Be able to contribute to implementing activities for raising awareness of health issues.	4.1. Carry out role in AC3.1 to implement health awareness raising activities. 4.2. Demonstrate effective communication to enhance team working while implementing plan identified in AC3.2. 4.3. Demonstrate how to effectively encourage individuals and others to provide feedback about awareness-raising activities.
5. Be able to review the effectiveness of activities to raise awareness of health issues.	5.1. Participate effectively with others to agree processes and criteria for reviewing the activities undertaken in AC4.1. 5.2. Collate and present information in an appropriate format regarding activities undertaken in AC4.1. 5.3. Participate effectively with others to review the effectiveness of the activities undertaken in AC4.1 using collated information and feedback from individuals and others. 5.4. Make recommendations where appropriate for improvement to awareness-raising activities.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Supporting Individuals to Maintain and Develop Skills for Everyday Life
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF028
Unit Reference No	L/618/4789

Unit purpose and aim(s): This unit will enable the learner to work with individuals to retain, regain and develop skills for everyday life in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand the context of supporting skills for everyday life.	1.1. Compare and contrast methods for developing and maintaining skills for everyday life. 1.2. Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life. 1.3. Explain how maintaining, regaining or developing skills can benefit individuals.
2. Be able to support individuals to plan for maintaining and developing skills for everyday life.	2.1. Demonstrate how to effectively identify with an individual and others the support needed to develop skills for everyday life. 2.2. Demonstrate how to effectively gain agreement with an individual on a plan for developing or maintaining skills identified in AC2.1. 2.3. Evaluate possible sources of conflict that may arise when planning and identify strategies to address them. 2.4. Demonstrate how to effectively support an individual to understand the plan and any processes, procedures or equipment required to implement and monitor it.
3. Be able to support individuals to retain, regain or develop skills for everyday life.	3.1. Demonstrate how to effectively provide agreed support identified in AC2.1 to develop or maintain skills, in a way that promotes active participation by the individual 3.2. Demonstrate how to effectively provide positive and constructive feedback to the individual during activities to develop or maintain their skills. 3.3. Summarise actions to take if an individual becomes distressed or is unable to continue. With skills development activities
4. Be able to evaluate support for developing or maintaining skills for everyday life.	4.1. Demonstrate how to work effectively with the individual and others to agree criteria and processes for evaluating support. 4.2. Evaluate the individual's progress towards goals and the effectiveness of methods used. 4.3. Review plan for skills development identifying possible areas for improvement. 4.4. Record and report possible changes to plan for skills development in line with agreed ways of working.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Facilitating Learning and Development Activities for Individuals
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF029
Unit Reference No	L/618/4792

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to plan, take part in and evaluate learning or development activities in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand the role of learning and development activities in meeting individual needs.	1.1. Explain the benefits to individuals of engaging in learning or development activities. 1.2. Compare and contrast the purpose different learning or development activities in which individuals may participate. 1.3. Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered.
2. Be able to identify learning and development activities to meet individual needs and preferences.	2.1. Demonstrate how to effectively support an individual communicate their goals, needs and preferences regarding learning or development activities. 2.2. Demonstrate how to effectively access and provide the individual and others with information on possible learning or development activities. 2.3. Evaluate the benefits to the individual of tailor-made activities compared to other learning or development opportunities. 2.4. Demonstrate how to work effectively with the individual and others to agree learning or development activities appropriate to the individual.
3. Be able to plan learning and development activities with individuals.	3.1. Summarise factors that may affect the way a programme of learning or development activities is implemented and supported. 3.2. Demonstrate how to work effectively with the individual and others to develop a plan for implementing the programme of activities. 3.3. Assess risks associated with the planned programme of activities in line with agreed ways of working.
4. Be able to prepare resources or equipment and minimise risks associated with learning and development activities.	4.1. Demonstrate how to effectively source or prepare resources or equipment needed for the learning and development activity. 4.2. Explain how resources or equipment might be adapted to meet the needs of an individual. 4.3. Demonstrate how to effectively support the individual to prepare for an activity so as to minimise risks and maximise their participation. 4.4. Demonstrate how to prepare the environment so that the activity can be carried out safely and effectively.

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5. Be able to facilitate learning and development activities with individuals.	5.1. Summarise own role in facilitating a given activity.
	5.2. Demonstrate how to effectively carry out agreed role in facilitating activity identified in AC5.1.
	5.3. Demonstrate how to effectively support the individual to engage with activity identified in AC5.1 in a way that promotes active participation.
	5.4. Demonstrate how to encourage the individual to give feedback regarding activity undertaken including:
	a) how it is implemented
	b) the support provided
	c) content
	d) enjoyment
	5.5. Demonstrate how to make adjustments to activity as required and in response to feedback.
6. Be able to evaluate and review learning and development activities.	6.1. Demonstrate how to effectively gain agreement with the individual and others the process and criteria for evaluation of the activity and the support provided.
	6.2. Collate and present information in an appropriate format for evaluation.
	6.3. Use agreed criteria to evaluate the activity with the individual and others.
	6.4. Make recommendations for any required changes in the activity, its implementation, the support provided and content.
	6.5. Explain the importance of recognising progress achieved through a learning or development activity.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Implementing Therapeutic Group Activities
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF030
Unit Reference No	D/618/4795

Unit purpose and aim(s): This unit will enable the learner to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand the principles of therapeutic group activities.	1.1. Explain how participating in therapeutic group activities can benefit an individual's: a) identity b) self-esteem c) well-being 1.2. Evaluate reasons why a group activity rather than one-to-one work may be recommended in particular circumstances. 1.3. Evaluate two theories in relation to group dynamics.
2. Be able to plan and prepare for therapeutic group activities.	2.1. Demonstrate how to work effectively with individuals and others to agree: a) the nature and purpose of a therapeutic group b) specific activities to fit the purpose of the group c) the monitoring or observations required as part of the group activity d) own role in relation to planning and preparing for the group activity 2.2. Evaluate and address any risks that may be associated with planned activities. 2.3. Demonstrate how to effectively prepare the environment, equipment and resources for a therapeutic group activity.
3. Be able to support individuals during therapeutic group activities.	3.1. Demonstrate how to effectively support group members to understand the purpose of the proposed activity of the group. 3.2. Demonstrate how to effectively support group members during the activity in ways that encourage effective communication, active participation and co-operation and according to their own level of ability and need. 3.3. Give direction, praise, reassurance and constructive feedback during the activity. 3.4. Demonstrate how to effectively support the group members to bring the activity to a safe and timely end.

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4. Be able to contribute to the evaluation of therapeutic group activities.	4.1. Demonstrate how to effectively encourage and support individual members to give feedback during and after group activities. 4.2. Demonstrate how to work effectively with others to agree the processes and criteria for evaluating the therapeutic benefits of the group and its activities. 4.3. Summarise and carry out own responsibilities for supporting the evaluation and agreeing any revisions. 4.4. Record and report on outcomes and revisions if required in line with agreed ways of working.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals to Access and Use Services and Facilities
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF031
Unit Reference No	K/618/4797

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to select, use and review services and facilities in a wide range of settings.

Learning Outcomes	Assessment Criteria
1. Understand factors that influence individuals' access to services and facilities.	1.1. Explain how accessing services and facilities can be beneficial to an individual's well-being. 1.2. Summarise potential barriers that individuals may encounter in accessing services and facilities and how they may be overcome. 1.3. Explain why it is important to support individuals to challenge information about services that may present a barrier to participation.
2. Be able to support individuals to select services and facilities.	2.1. Demonstrate how to effectively support individuals to identify appropriate services and facilities to meet their assessed needs. 2.2. Negotiate agreement with individuals regarding their preferred options for accessing services and facilities. 2.3. Demonstrate how to effectively support individuals to select services or facilities that meet their assessed needs and preferences.
3. Be able to support individuals to access and use services and facilities to ensure rights and preferences are met.	3.1. Demonstrate how to support individuals to identify the resources and assistance required to access and use selected services and facilities. 3.2. Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities. 3.3. Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities.
4. Be able to support individuals to review their access to and use of services and facilities.	4.1. Demonstrate how to effectively work with individuals to evaluate whether services or facilities have met their assessed needs and preferences. 4.2. Demonstrate how to effectively support individuals to provide feedback on their experiences of accessing and using services or facilities. 4.3. Demonstrate how to effectively work with individuals and others to evaluate the support provided for accessing and using services or facilities within scope of own role. 4.4. Negotiate agreement on possible changes to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals Within a Shared Lives Arrangement
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF032
Unit Reference No	D/618/4800

Unit purpose and aim(s): This unit will enable the learner to understand how to support an individual within a shared lives arrangement.

Learning Outcomes	Assessment Criteria
1. Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual.	1.1. Explain how a full assessment and understanding of the individual's needs, wishes, preferences and history can support an individual entering a shared lives arrangement. 1.2. Summarise ways of supporting an individual to communicate their own background, experiences, wishes and preferences. 1.3. Summarise sources of support and information regarding the experiences, wishes, needs and choices of an individual.
2. Be able to identify how an individual's needs can be met through a shared lives arrangement.	2.1. Demonstrate how to effectively work with the individual and others to assess how identified needs can be met within a shared lives arrangement. 2.2. Demonstrate how to effectively support the individual and others to identify factors that may affect the individual's integration into a shared lives arrangement.
3. Know how to address potential power imbalances, conflicts and disagreements in a shared lives arrangement	3.1. Explain how sharing lives arrangement including own home may create a sense of power imbalance between an individual, self and key people. 3.2. Summarise ways that potential power imbalances may be addressed to promote full integration within a shared lives arrangement. 3.3. Summarise strategies that may be used to address conflicts and disagreements in a shared lives arrangement.

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4. Be able to assist individuals to adjust to the home environment.	4.1. Demonstrate how to provide a welcoming and supportive environment for an individual with the help of key people. 4.2. Demonstrate how to provide opportunities for the individual to meet and get to know others in vicinity of shared lives arrangement including neighbours and local groups. 4.3. Demonstrate how to effectively support the individual to settle into the home environment. 4.4. Explain the importance of encouraging the individual to communicate their thoughts and feelings about sharing the home environment. 4.5. Summarise actions to be taken if an individual is distressed. 4.6. Demonstrate how to provide opportunities for the individual's continued personal and social development.
5. Be able to support key people to adjust to a shared lives arrangement.	5.1. Demonstrate how to establish with key people any adjustments that might need to be made to support an individual within the home environment. 5.2. Demonstrate how to work effectively with the individual and others to agree rules in order to minimise potential difficulties. 5.3. Summarise ways to address and balance the needs of others and the individual.
6. Be able to contribute to on-going review of the shared lives arrangement.	6.1. Demonstrate how to provide regular feedback on the shared lives arrangement in line with agreed ways of working. 6.2. Demonstrate how to effectively support the individual, key people and those organising the shared lives arrangement to review its effectiveness.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals in Their Relationships
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBF033
Unit Reference No	H/618/4801

Unit purpose and aim(s): This unit will enable the learner to understand how to provide support for individuals to establish and maintain relationships and social networks in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand factors affecting the capacity of individuals to develop and maintain relationships.	1.1. Summarise reasons why individuals may find it difficult to establish and maintain relationships. 1.2. Summarise the main types of legal restrictions or requirements that may affect an individual's relationships. 1.3. Explain how an individual's capacity to establish and maintain relationships may be affected by the way support is provided. 1.4. Explain the importance of ensuring privacy and confidentiality when providing support for relationships.
2. Be able to support individuals to identify beneficial relationships.	2.1. Demonstrate how to effectively support an individual to understand the benefits of positive relationships. 2.2. Demonstrate how to effectively support an individual to identify when a relationship may be detrimental, harmful and beneficial.

3. Be able to support individuals to develop new relationships.	3.1. Summarise support and information an individual may need in order to extend their social network.
	3.2. Demonstrate how to assist an individual develop a new relationship including:
	   a) establishing type and level of support required
	   b) providing agreed support and information
	   c) encouraging ongoing participation.

4. Be able to support individuals to maintain existing relationships.	4.1. Summarise the support an individual may need in order to maintain an existing relationship with family or friends. 4.2. Demonstrate how to establish with an individual the type and level of support in order to maintain the relationship identified in AC4.1. 4.3. Demonstrate how to provide agreed support in order to maintain the relationship identified in AC4.1.
5. Be able to work with individuals to evaluate the support provided for relationships.	5.1. Demonstrate how to establish with an individual the criteria for evaluating how effective the support for a relationship has been. 5.2. Demonstrate how to effectively work with an individual and others to review and revise the support provided. 5.3. Report and record on outcomes of evaluation in line with agreed ways of working.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Facilitating Person-Centred Assessment, Planning, Implementation and Review
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF034
Unit Reference No	K/618/4802

Unit purpose and aim(s): This unit will enable the learner to understand how to facilitate person-centred assessment, planning, implementation and review in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand the approaches and processes of person-centred assessment and care and support planning.	1.1. Explain the importance of a holistic approach to assessment and planning of care and support. 1.2. Summarise ways to support an individual to lead own assessment planning process. 1.3. Explain how the assessment and planning process can be adapted to promote an individual's ownership.

2. Be able to facilitate person-centred assessment.	2.1. Explain how the assessment process with an individual should be carried out and with whom.
	2.2. Negotiate agreement with an individual and others on the intended outcomes of the assessment process and care and support plan.
	2.3. Perform a person-centred assessment on an individual that includes the following:
	  a) holistically identifies requirements and preferences for supporting well-being
	  b) identifies needs
	  c) takes into account an individual's strengths and aspirations

3. Be able to contribute to the planning of care and support.	3.1. Explain factors which may influence the type and level of care and support to be provided. 3.2. Demonstrate how to effectively work with the individual and others to explore options and resources for delivery of the plan. 3.3. Negotiate agreement with individual and others on the delivery of components for a care and support plan. 3.4. Demonstrate how to accurately and appropriately record care and support plan.
4. Be able to support the implementation of care and support plans.	4.1. Carry out care and support plan within the limits of own role. 4.2. Demonstrate how to effectively lead others to carry out their responsibilities when implementing a care and support plan. 4.3. Adjust a plan in response to the individual's changing needs or circumstances.

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5. Be able to monitor and review care and support plans.	5.1. Negotiate agreement with the individual and others about who should be involved in the review process and the criteria to judge effectiveness of the care and support plan.
	5.2. Negotiate agreement with the individual and others on methods for monitoring the way a care plan is delivered.
	5.3. Gather feedback from the individual and others as to whether the objectives of the plan have or have not been met.
	5.4. Negotiate with the individual and others to gain agreement on any revisions to the plan.
	5.5. Record the review process and revisions accurately as required.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals with Home Living
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	29
OCN NI Unit Code	CBF035
Unit Reference No	A/618/4822

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to live in their own home.

Learning Outcomes	Assessment Criteria
1. Understand how to support individuals to live at home.	1.1. Explain how being supported to live at home can benefit individuals. 1.2. Compare and contrast the roles of at least four different people or agencies who can support individuals to live at home. 1.3. Explain the importance of providing information about benefits, allowances and financial planning which can support individuals to live at home. 1.4. Explain how effective risk management contributes to supporting individuals to live at home.
2. Be able to contribute to planning support for individuals to live at home.	2.1. Demonstrate how to identify existing strengths, skills and networks an individual may have to support them to live at home. 2.2. Demonstrate how to work with an individual to identify their needs, support and preferences and how they may be met. 2.3. Negotiate agreement with an individual and others on the risks that need to be managed when living at home. 2.4. Summarise ways to minimise risks to an individual living at home.
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home.	3.1. Demonstrate how to effectively support an individual and others to access and understand information regarding resources, services and facilities to enable individuals to live at home. 3.2. Work effectively with an individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks. 3.3. Explain the importance of supporting the individual and others to apply for required resources, facilities and services, in a way that promotes active participation. 3.4. Obtain the appropriate permission to provide additional information about the individual in order to secure resources, services and facilities.
4. Be able to work in partnership to introduce additional services for individuals living at home.	4.1. Negotiate agreement on roles and responsibilities for introducing additional support for an individual to live at home. 4.2. Demonstrate how to introduce the individual to new resources, services, facilities or support groups. 4.3. Record and report accurately on the outcomes of additional support measures in required ways.

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5. Be able to contribute to review support for individuals living at home.	5.1. Negotiate agreement with an individual and others on methods and timescales for on-going review.
	5.2. Evaluate changes in an individual's circumstances which may indicate a need to make revisions to the support provided.
	5.3. Demonstrate how to work effectively with an individual and others to agree revisions to the support provided.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals to Manage their Finances
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBF036
Unit Reference No	F/618/4823

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to manage their financial affairs, in accordance with their needs and preferences in a range of settings.

Learning Outcomes	Assessment Criteria
1. Know how to access information and advice about financial affairs.	1.1. Summarise sources of information and advice including: a) methods and services for managing personal finances b) benefits and allowances 1.2. Summarise the role of others who may be involved in supporting individuals to manage their own finances. 1.3. Explain how and when to access specialist expertise in relation to managing financial affairs and safeguarding against financial abuse.
2. Be able to provide support for individuals to manage their finances.	2.1. Summarise key aspects of legislation, codes of practice and agreed ways of working in relation to providing support to manage finances. 2.2 Demonstrate how to effectively work with an individual to identify existing skills and preferred methods and services for managing own finances 2.3 Demonstrate how to effectively provide support for managing finances in a way that promotes active participation and safeguards the individual. 2.4 Demonstrate how to effectively contribute to accurate recording and reporting in relation to finances in line with agreed ways of working.
3 Be able to contribute to supporting the individual to apply for financial assistance.	3.1 Demonstrate how to effectively provide support for an individual to identify the benefits and allowances they may be entitled to. 3.2 Demonstrate how to effectively contribute to completion of appropriate documentation in order to apply for benefits or entitlements in a way that promotes active participation.
4 Be able to contribute to reviewing support for managing finances.	4.1 Negotiate agreement with an individual on the process and criteria for measuring the effectiveness of methods, services and support for managing finances. 4.2 Demonstrate how to effectively work with an individual to evaluate methods, services and support for managing finances. 4.3 Explain the importance of providing feedback to organisations or agencies in relation to their financial services or support.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals to Access Housing and Accommodation Services
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF037
Unit Reference No	J/618/4824

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to access housing and accommodation services.

Learning Outcomes	Assessment Criteria
1. Understand the range of support available to access housing and accommodation services in own region.	1.1. Summarise sources of funding and benefits that are available for housing and accommodation services. 1.2. Compare and contrast available housing and accommodation services. 1.3. Explain how and where to access specialist information and advice regarding housing and accommodation services.
2. Be able to work with individuals to identify appropriate housing and accommodation services that meet their needs.	2.1. Demonstrate how to effectively work with an individual to identify their accommodation requirements and services that address these. 2.2. Demonstrate how to effectively support the individual identified in AC 2.1 to understand requirements that may be made by housing and accommodation services.
3. Be able to work with individuals and others to plan to access appropriate housing and accommodation services.	3.1. Negotiate a plan with an individual and others to access appropriate housing and accommodation services.

4. Be able to work with individuals to access housing and accommodation services which promotes inclusion.	4.1. Demonstrate how to effectively support an individual to access housing and accommodation services including
	  a) prepare for and attend relevant meetings
	  b) provide accurate and complete information
	  c) understand the outcome of decisions
	4.2. Summarise ways in which discrimination in accessing housing and accommodation services may be challenged.

5. Be able to work with housing and accommodation services to meet the needs of individuals.	5.1. Demonstrate how to provide housing and accommodation services with information about own role and responsibilities. 5.2. Demonstrate how to maintain effective and ongoing contact with housing and accommodation staff to ensure an individual's needs are being met.

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6. Be able to contribute to the review of housing and accommodation services for individuals.	6.1. Demonstrate how to effectively work with an individual and others to monitor the effectiveness and consistency of housing and accommodation services in meeting the individual's needs and preferences.
	6.2. Demonstrate how to effectively consult with an individual and others regarding any problems associated with housing and accommodation services identifying potential solutions.
	6.3. Record and report accurately on review of housing and accommodation services in line with agreed ways of working.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals During Periods of Change
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	29
OCN NI Unit Code	CBF038
Unit Reference No	L/618/4825

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals during a period of change in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand reasons for and responses to change.	1.1. Summarise types of significant change that may occur in the course of an individual's life. 1.2. Compare and contrast factors that may make the change process a positive or negative experience. 1.3. Explain strategies that may enhance an individual's capacity to manage change and experience change positively including emotional and practical support.
2. Be able to support individuals to plan how to manage or adapt to change.	2.1. Negotiate and obtain valid consent from individuals and others to identify recent or imminent changes. 2.2. Demonstrate how to effectively support an individual to assess the possible implications of the changes identified in AC2.1. and how they may be addressed. 2.3. Demonstrate how to identify and agree roles and responsibilities of the individual and others if required for supporting a period of change.
3. Be able to support individuals to manage or adapt to change.	3.1. Demonstrate how to effectively support individuals to manage or adapt to change including: a) working within own role and responsibilities to promote active participation. b) providing relevant information and advice c) enabling feelings and anxieties to be expressed d) adapting support methods if required e) seeking additional expertise and advice as and when required
4. Be able to evaluate the support provided during a period of change.	4.1. Negotiate agreement with an individual and others how support will be evaluated and with whom. 4.2. Demonstrate how to effectively work with an individual and others to identify positive and negative aspects of a change. 4.3. Demonstrate how to effectively work with an individual and others to evaluate the effectiveness of methods used to support the change process. 4.4. Record and report accurately on the effectiveness of support for the change process.

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Assessment Guidance
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals to Prepare for and Settle into New Home Environments
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF039
Unit Reference No	R/618/4826

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to prepare for and settle into new home environments in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand factors affecting a move to a new home environment.	1.1. Summarise reasons why individuals may move to a new home environment. 1.2. Explain the effects that moving may have on an individual and their personal relationships. 1.3. Compare strategies that may assist in minimising potential problems or difficulties associated with the move.
2. Be able to support individuals to prepare to move into new home environments.	2.1. Demonstrate how to effectively support an individual and others when moving into a new home environment including: a) accessing information and advice b) planning for the move c) expressing feelings and possible concerns 2.2 Summarise strategies to address potential concerns regarding a move.
3. Be able to support individuals to settle into new home environments.	3.1. Demonstrate how to effectively support an individual to settle into a new home environment including: a) familiarising themselves with the new environment and living arrangements b) exploring opportunities to maintain existing social networks c) creating new social networks d) adjusting living with new people or living alone. 3.2. Identify and agree with an individual and others possible changes that will help them adjust the new home environment.
4. Be able to support individuals to review the impact of new home environments.	4.1. Demonstrate how to effectively work with an individual and others review the impact of new home environment including: a) agreeing a process to review a move b) reviewing positive and negative effects of a move c) planning how to address any potential difficulties associated with a move d) agreeing on any additional resources, facilities and support required. 4.2. Record and report accurately on the outcomes of the move, in line with agreed ways of working.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Working in Partnership with Families to Support Individuals
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBF040
Unit Reference No	Y/618/4827

Unit purpose and aim(s): This unit will enable the learner to understand how to work in partnership with families to support individuals in a wide range of settings.

Learning Outcomes	Assessment Criteria
1. Understand partnership working with families to support individuals.	1.1. Evaluate the contribution of families to the care and support of individuals. 1.2. Summarise factors that may affect the level of involvement of family members in care and support. 1.3. Summarise potential issues or conflicts that may arise when working in partnership with families to support individuals. 1.4. Explain how the attitudes of a practitioner might affect partnership working with families.
2. Be able to establish and maintain positive relationships with families.	2.1. Demonstrate how to effectively communicate with family members in ways that respect their culture, experiences, expertise and the level of support needed. 2.2. Explain the importance of family perceptions in relation to being dependable when providing support and how this may be achieved. 2.3. Summarise strategies for addressing issues or conflicts that may arise in relationships with families.
3. Be able to plan shared approaches for the care and support of individuals with families.	3.1. Clarify own role, role of family members and roles of others in supporting an individual. 3.2. Demonstrate how to effectively support an individual, family members and others to identify the desired outcomes of partnership working within scope of own role. 3.3. Demonstrate how to effectively support family members to understand person-centred approaches and agreed ways of working. 3.4. Demonstrate how to effectively identify ways to manage risks associated with sharing care or support. 3.5. Negotiate agreement with an individual, family members and others on a process for monitoring the shared support care plan within scope of own role.

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4. Be able to work with families to access support in their role as carers.	4.1. Demonstrate how to effectively identify the support required from families to fulfil their role. 4.2. Demonstrate how to effectively provide accessible information about available resources for support. 4.3. Demonstrate how to effectively work with family members to identify and access resources for support.

5. Be able to exchange and record information about partnership work with families.	5.1. Demonstrate how to effectively and appropriately exchange information, within scope of own role, with an individual and family members in relation to:
	  a) implementation of the support plan
	  b) changes to needs and preferences
	5.2. Demonstrate how to accurately record information in line with agreed ways of working in relation to:
	  a) progress towards outcomes
	  b) effectiveness of partnership working

6. Be able to contribute to reviewing partnership work with families.	6.1. Negotiate agreement regarding criteria and processes for reviewing partnership work with families within scope of own role. 6.2. Demonstrate how to effectively involve individuals and family members in the review process.
7. Be able to provide feedback in relation to family support.	7.1. Provide effective feedback to others about the support accessed by family members. 7.2. Report accurately on gaps in the provision of support for family members. 7.3. Explain appropriate ways to challenge information or support that is discriminatory or inaccessible.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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Title	Managing Challenging Behaviour and Promoting Positive Behaviour
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	44
OCN NI Unit Code	CBF041
Unit Reference No	D/618/4828

Unit purpose and aim(s): This unit will enable the learner to understand how to promote positive behaviour and respond appropriately to challenging behaviour.

Learning Outcomes	Assessment Criteria
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1. Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice.
2. Understand how positive behaviour may be to be identified and promoted.	2.1. Summarise own role and responsibilities in relation to positive behaviour support. 2.2. Explain the role of functional assessment in understanding an individual's behaviour. 2.3. Explain the key factors associated with challenging behaviours. 2.4. Explain how behaviour may be viewed as a form of expression and perceived by others. 2.5. Summarise why praising and supporting positive aspects of an individual's behaviour may reinforce positive behaviour. 2.6. Analyse the role of structure and daily planning in positive behaviour support. 2.7. Summarise best practice models in promoting positive behaviour.
3. Understand the context and use of proactive and reactive strategies to address challenging behaviour.	3.1. Compare and contrast proactive and reactive strategies and their applications to address challenging behaviour. 3.2. Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour. 3.3. Explain the importance of supporting individuals to understand their behaviour and its effects on themselves and others. 3.4. Explain the importance of maintaining a person-centred approach when using proactive strategies.
4. Be able to respond appropriately to challenging behaviour.	4.1. Summarise types of challenging behaviours. 4.2. Explain how to respond to triggers which may result in escalation of challenging behaviour. 4.3. Explain how to respond to challenging behaviour that: a) follows support plans, b) follows agreed ways of working and organisational guidelines c) maintains dignity of and respect for an individual d) ensures safety of an individual, self and others 4.4. Record accurately and objectively an incident of challenging behaviour in line with work setting requirements.

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5. Understand the use of restrictive interventions when addressing incidents of challenging behaviour.	5.1. Explain what is meant by restrictive interventions and when they may and may not be used. 5.2. Explain why the least restrictive intervention options must always be used when dealing with incidents of challenging behaviour. 5.3. Summarise safeguards that must be in place if restrictive interventions are used. 5.4. Illustrate reporting and recording requirements of incidents where restrictive interventions have been used.
6. Be able to support individuals and others following an incident of challenging behaviour.	6.1. Demonstrate how to effectively support an individual to return to a calm state following an incident of challenging behaviour. 6.2. Summarise how an individual can be supported to reflect on an incident including: a) how they were feeling at the time, prior to, and directly before the incident b) their behaviour during the incident c) the impact of their behaviour on self and others d) how they were feeling after the incident 6.3. Demonstrate how to effectively provide post-incident support to individuals and others. 6.4. Record accurately and objectively an incident of challenging behaviour in line with work setting requirements.
7. Be able to review and revise approaches to promoting positive behaviour.	7.1. Demonstrate how to effectively work with individual and if required others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour. 7.2. Use information from records, de-briefing and support activities to review approaches to promoting positive behaviour with an individual and others if required. 7.3. Explain how reflection on own role following an incident of challenging behaviour may be used to improve an individual's positive behaviour. 7.4. Explain how and when to access support to manage the well-being of self and others.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Preparing for and Carrying Out Extended Feeding Techniques
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBF042
Unit Reference No	H/618/4829

Unit purpose and aim(s): This unit will enable the learner to understand how to prepare for and carry out extended feeding techniques to ensure individuals maintain appropriate nutritional and fluid intake in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand legislation and agreed ways of working when using extended feeding techniques.	1.1. Explain legislation, protocols and agreed ways of working that impact on working practices related to extended feeding. 1.2. Explain the importance of following specified extended feeding procedures.
2. Understand anatomy and physiology in relation to extended feeding and importance of nutrition and fluids.	2.1. Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding. 2.2. Summarise conditions when extended feeding methods are required. 2.3. Explain the importance of fluid and maintaining nutritional balance to the health of individuals.
3. Understand extended feeding techniques.	3.1. Explain techniques for extended feeding, 3.2. Summarise equipment and materials that may be used for extended feeding. 3.3. Summarise ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences. 3.4. Explain how to identify and deal with adverse reactions which may occur: a) during procedures b) following procedures
4. Be able to prepare for extended feeding.	4.1. Prepare for extending feeding by confirming the following: a) availability of adequate and relevant fluids and feeds b) identity and valid consent of the individual c) equipment and materials are appropriate to the procedure and fit for purpose 4.2. Position an individual to ensure safety and comfort to facilitate the method of extended feeding.

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5. Be able to carry out and complete extended feeding techniques.	5.1. Attach and position feeding tubes correctly and securely that prevents discomfort and promotes the dignity of an individual. 5.2. Carry out extended feeding safely according to the individual's plan of care. 5.3. Observe the individual throughout the activity and respond to any adverse reactions. 5.4. Assess the comfort of the individual following extended feeding making adjustments to improve comfort as required. 5.5. Maintain appropriate communication with the individual during the extended feeding.

6. Be able to manage risks relating to extended feeding.	6.1. Summarise potential risks associated with extended feeding.
	6.2. Explain potential sources and consequences of contamination related to extended feeding.
	6.3. Explain why it is important to:
	  a) maintain the correct level of cleanliness
	  b) pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
	6.4. Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure.
	6.5. Dispose of the following in accordance with legislation and agreed ways of working:
	  a) used equipment, materials and feeds
	  b) body fluids including those aspirated prior to feeding

7. Be able to maintain records and report on extended feeding.	7.1. Maintain accurate records. 7.2. Consult with others who may be involved in reviewing the nutritional and fluid intake of an individual. 7.3. Report any findings regarding the extended feeding process which may have an impact on the individual's care plan.

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Assessment Guidance		
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Assessment Method	**Definition**	**Possible Content**
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Undertaking Physiological Measurements
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF043
Unit Reference No	Y/618/4830

Unit purpose and aim(s): This unit will enable the learner to understand how to take and record physiological measurements as part of the individual's care plan including the knowledge and understanding of the importance of accurate measuring and recording.

Learning Outcomes	Assessment Criteria
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements.	1.1. Summarise current legislation, national guidelines, organisational policies and protocols that promote good working practices.
2. Understand the importance, characteristics and measurement of physiological states.	2.1. Explain the characteristics of blood pressure including: a) blood pressure maintenance b) differentiation between systolic and diastolic blood pressure c) normal limits d) conditions of high or low blood pressure 2.2. Explain the characteristics of body temperature including: a) temperature maintenance b) normal body temperature c) pyrexia, hyper-pyrexia and hypothermia 2.3. Explain the characteristics of respiratory rates including: a) normal respiratory rates b) factors affecting respiratory rates in ill and well individuals 2.4. Explain the characteristics of pulse rates including: a) normal pulse rates limits b) factors affecting pulse rates – raising or lowering c) pulse sites on the body d) the requirement for pulse oximetry measurements e) analysis and implication of pulse oximetry findings 2.5. Explain the relationship between Body Mass Index (BMI) and weight/dietary control. 2.6. Explain the importance of undertaking physiological measurements. 2.7. Explain the major factors that influence changes in physiological measurements. 2.8. Explain how physiological measurements may need to be adapted for the individual.

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3. Be able to prepare to take physiological measurements.	3.1. Communicate effectively with an individual in order to explain what and why physiological measurements will be undertaken.
	3.2. Demonstrate how to effectively reassure an individual during the physiological measurement process.
	3.3. Demonstrate how to effectively answer questions and deal with concerns during the physiological measurement process.
	3.4. Explain the assistance individuals may require prior to the physiological measurement process.
	3.5. Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements.
	3.6. Demonstrate how to effectively and appropriately prepare all materials and equipment to be used.
	3.7. Confirm an individual's identity and obtain valid consent prior to the physiological measurement process.
4. Be able to undertake physiological measurements.	4.1. Apply the following standard precautions relevant to the procedure and environment: a) infection prevention and control b) health and safety measures.
	4.2. Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement for each of the following: a) blood pressure b) body temperature c) respiratory rate d) pulse
	4.3. Monitor the condition of the individual throughout the measurement.
	4.4. Respond to any significant changes in the individual's condition.
	4.5. Follow the agreed process when unable to obtain or read a physiological measurement.
	4.6. Identify any issues outside own responsibility and refer these to other colleagues.
5. Be able to record and report results of physiological measurements.	5.1. Explain why it is important to accurately and legibly record physiological measurements.
	5.2. Summarise three common conditions which require recording of physiological measurements.
	5.3. Summarise the correct process for reporting measurements that fall outside the normal levels.
	5.4. Record accurate physiological measurements using the correct documentation for each of the following: a) blood pressure b) body temperature c) respiratory rate d) pulse

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Undertaking Urethral Catheterisation Processes
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF044
Unit Reference No	D/618/4831

Unit purpose and aim(s): This unit will enable the learner to understand how to insert urethral catheters, including re-catheterisation, following agreed protocols and procedures, and the importance of regular monitoring and care of the urethral catheter after insertion.

Learning Outcomes	Assessment Criteria
1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation.	1.1. Summarise the key aspects of current legislation, national guidelines, local policies and protocols that promote good working practices. 1.2. Explain the conditions and constraints which informs who undertakes this procedure and why. 1.3. Summarise when good practice highlights when it may be necessary to seek assistance from an appropriate member of staff. 1.4. Compare and contrast the ethical issues surrounding the catheterisation of males and females.
2. Understand urethral catheterisation procedures and how it relates to genito-urinary system.	2.1. Illustrate the anatomy and physiology of the male and female genito-urinary system. 2.2. Summarise the correct procedures relating to urethral catheterisation.
3. Be able to prepare to insert urethral catheters.	3.1. Summarise the types of catheters that may be used. 3.2. Select an appropriate catheter for a given situation. 3.3. Identify local anaesthetic agents available and summarise their use when inserting urethral catheters. 3.4. Verify an individual's identity and obtain valid consent prior to catheterisation.
4. Be able to insert urethral catheters.	4.1. Demonstrate how to effectively ensure the individual's privacy and dignity is maintained at all times. 4.2. Demonstrate how to effectively apply standard precautions for infection control. 4.3. Demonstrate how to effectively apply health and safety measures relevant to the procedure and environment. 4.4. Communicate appropriately with an individual providing reassurance during the procedure. 4.5. Carry out insertion of the catheter safely and correctly, with minimal trauma to an individual including: a) securing the catheter b) adjust it correctly c) attach it correctly to the appropriate drainage system

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5. Be able to monitor and care for the urethral catheter after insertion.	5.1. Monitor the catheterisation equipment and materials to check they are functioning correctly.
	5.2. Empty draining bags.
	5.3. Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan.
	5.4. Maintain cleanliness of the catheter and surrounding area through regular hygiene care.
	5.5. Take appropriate action to remedy any problems which may arise.
	5.6. Identify when extra advice and guidance may be needed.
6. Be able to care for and support an individual during and after procedures.	6.1. Assess an individual's comfort level making adjustments as required during and after the procedure.
	6.2. Identify if an individual is experiencing any adverse effects and the appropriate actions to be taken.
	6.3. Communicate information effectively to an individual on the care of the catheter and attachments.
	6.4. Display sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity.
7. Understand the effects of long-term urethral catheterisation on health and well-being.	7.1. Explain the potential impact of long-term catheterisation on health and well-being including:
	a) risk of infection
	b) body image
	c) sexuality
	d) self-esteem

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Undertaking Stoma Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF045
Unit Reference No	H/618/4832

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals with a bowel/bladder stoma.

Learning Outcomes	Assessment Criteria
1. Understand current legislation national guidelines, policies, protocols and good practice related to stoma care.	1.1. Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care. 1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which inform good practice when carrying out stoma care.
2. Understand the anatomy and physiology in relation to conditions requiring stoma care.	2.1. Summarise three reasons why a stoma may be necessary. 2.2. Illustrate the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy. 2.3. Summarise the potential consequences of contamination of stoma drainage systems. 2.4. Summarise the effects of diet and mobility on stoma function.
3. Be able to prepare individuals for stoma care.	3.1. Verify an individual's identity and gain valid consent prior to stoma care. 3.2. Communicate information in a manner that is accessible and sensitive to the personal beliefs and preferences of an individual. 3.3. Carry out preparatory checks according to an individual's care plan. 3.4. Apply standard precautions for infection prevention and control following organisational policy and national guidelines. 3.5. Apply health and safety measures relevant to the procedure and environment. 3.6. Prepare equipment and materials for stoma care according to an individual's plan of care.
4. Be able to carry out stoma care for individuals.	4.1. Summarise factors which may affect the level of assistance required. 4.2. Negotiate agreement in relation to the level of support required with an individual. 4.3. Carry out stoma care in line with organisational policy and according to an individual's care plan. 4.4. Explain actions to take if the prepared stoma care equipment appears to be inappropriate or unsuitable. 4.5. Demonstrate how to effectively support individuals to select and consume food and drink which may help support effective stoma functioning.

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	4.6. Assist individuals to take any medication prescribed to maintain effective stoma function.
	4.7. Demonstrate how to provide individuals with opportunities to dispose of their own used stoma care equipment and maintain their own personal hygiene.
	4.8. Demonstrate how to provide active support for individuals to manage their own stoma.
	4.9. Dispose of equipment and soiled linen in line with organisational policies.
5. Be able to monitor and check individuals following stoma care.	5.1. Monitor an individual's condition throughout stoma care procedures.
	5.2. Check for any adverse effects and potential complications related to stoma care procedures.
	5.3. Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred.
	5.4. Record accurately the outcomes of stoma care activity and in line with organisational policies.
	5.5. Identify when further support and advice may be needed and how it may be accessed.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Performing Routine Electrocardiograph Procedures
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF046
Unit Reference No	K/618/4833

Unit purpose and aim(s): This unit will enable the learner to understand how to record electrocardiograph (ECG) at rest and undertake ambulatory ECG procedures.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine ECG procedures. 1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines. 1.3. Explain own responsibilities in relation to reporting acts or omissions in care that could be detrimental to the outcome of the procedure.
2. Understand the purpose and functions of ECGs.	2.1. Explain the purpose of ECG procedures. 2.2. Summarise the type, common characteristics and set up requirements of recording devices used in ECG procedures. 2.3. Illustrate the structure and function of the heart. 2.4. Demonstrate how to identify a normal ECG and relate this to the conduction system of the heart. 2.5. Illustrate the correct positioning of electrodes for at rest and ambulatory procedures. 2.6. Explain why it is important to position electrodes correctly. 2.7. Explain what is meant by the term artifact in relation to ECG including potential sources and how they may be identified. 2.8. Summarise three steps that may be taken to reduce the impact of artifacts on an ECG reading.
3. Be able to prepare for routine ECG procedures.	3.1. Apply health and safety measures relevant to routine ECG procedures. 3.2. Apply standard precautions for infection control. 3.3. Verify an individual's identity, reason for referral and obtain valid consent prior to ECG procedure. 3.4. Verify an individual is fit to undergo the procedure. 3.5. Communicate the procedure effectively to an individual in an accessible way. 3.6. Summarise factors or special requirements, which may affect the test or test results.

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		3.7. Seek guidance where alternative arrangements are required to meet special requirements.
		3.8. Demonstrate how to establish the suitability of the equipment for the procedure.
		3.9. Prepare sites and position electrodes taking into account any special requirements that have been identified.
4. Be able to carry out routine ECG procedures.		4.1. Check that an individual's privacy and dignity is maintained at all times.
		4.2. Maintain constant observation of an individual throughout the procedure to ensure safety and well-being.
		4.3. Communicate information in an accessible way that is sensitive to the personal beliefs and preferences of an individual.
		4.4. Demonstrate how to effectively encourage an individual to relax and remain immobile throughout a resting ECG.
		4.5. Summarise three reasons why an ambulatory ECG may need to be stopped.
		4.6. Check an individual understands the need for recording signs and symptoms, throughout an ambulatory ECG.
		4.7. Label documents and tracings accurately and in line with organisational policies.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals to Manage Dysphagia
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF047
Unit Reference No	M/618/4834

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia.

Learning Outcomes	Assessment Criteria
1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with dysphagia. 1.2. Explain why individuals with dysphagia should be encouraged to promote their own health and well-being. 1.3. Summarise the types of skill development activities that may be carried out with individuals to help them develop swallowing skills.
2. Understand how dysphagia affects individuals.	2.1. Summarise the main clinical causes of dysphagia and how they are identified. 2.2. Summarise major risks and secondary difficulties associated with dysphagia. 2.3. Illustrate the anatomy and physiology relevant to maintaining a safe swallow. 2.4. Explain how an individual's ability to swallow is affected by: a) sensory impairment b) loss of bodily function c) loss of cognition 2.5. Explain how to provide a suitable environment for affected individuals.
3. Understand the importance of nutritional intake for individuals with dysphagia.	3.1. Explain the impact of oral intake on nutrition for an individual with dysphagia. 3.2. Summarise safe practices with regard to preparing oral intake. 3.3. Summarise reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia. 3.4. Summarise the terminology to categorise the texture of both food and liquids as set by the International Dysphagia Diet Standardisation Initiative (IDDSI).
4. Be able to support individuals in managing dysphagia through participating in therapy programmes.	4.1. Verify an individual's identity and gain valid consent prior to carrying out therapy programmes. 4.2. Demonstrate how to effectively explain the skill development activities to an individual. 4.3. Support an individual's active participation with skill development activities as specified in the individual's care programme, 4.4. Seek advice from care team if the level of support required by an individual is beyond own scope of practice.

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		4.5.	Provide oral intake in the consistency and appearance outlined in an individual's care programme and following regulation and organisational policies.
		4.6.	Provide individuals with sufficient time to practice newly developed skills.
		4.7.	Provide individuals with information and advice, as instructed by the specialist with regards to self-management.
5.	Be able to provide information to colleagues regarding individuals' treatment.	5.1.	Update records regarding the support provided accurately in line with local policy and protocol.
		5.2.	Provide feedback to the individual's therapist and care team to aid future care planning.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals with Behavioural Difficulties Develop Strategies to Change Their Behaviour
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	38
OCN NI Unit Code	CBF048
Unit Reference No	T/618/4835

Unit purpose and aim(s): This unit will enable the learner to understand how support individuals to change their behavioural responses through the development of appropriate strategies in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour.	1.1. Explain how legislation affects policy and practice when working with individuals to manage their behaviour. 1.2. Summarise methods and approaches available to help an individual change their behaviour.
2. Understand factors relating to individual, environment and others' influence on an individual's behaviour.	2.1. Explain how different factors relating to an individual can affect behaviour. 2.2. Explain the potential effects of the environment and the behaviour of others on an individual's behaviour.
3. Be able to work with individuals to recognise the impact of their behaviour on others.	3.1. Explain why it is important to establish and maintain a professional relationship with an individual and others when working on behaviour management. 3.2. Demonstrate how to effectively work with individuals and others to gather and review information. 3.3. Support an individual and others significant to the individual to recognise their behavioural responses to different situations. 3.4. Demonstrate how to effectively encourage an individual to consider the impact of their behaviour on themselves and others.
4. Be able to enable people to develop strategies for changing behavioural responses.	4.1. Demonstrate how to effectively work with an individual to identify and agree the factors which will motivate them to change their behaviour. 4.2. Demonstrate how to effectively explain to an individual the positive outcomes of changing behaviours. 4.3. Demonstrate how to effectively support an individual to identify situations and circumstances which trigger specific behavioural responses. 4.4. Demonstrate how to effectively explore with an individual, ways of coping with situations and circumstances which trigger behaviours they wish to change. 4.5. Demonstrate how to effectively work with an individual to identify and agree coping strategies they are willing to use. 4.6. Demonstrate how to effectively support an individual to develop and practice the agreed strategies and to sustain their motivation.

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	4.7.	Record the individual's agreement and motivation to change their behaviour accurately and in line with agreed ways of working.
	4.8.	Summarise any potential barriers to progress and ways in which these barriers may be addressed.
	4.9.	Summarise additional advice and support available when an individual does not engage with the process.
5. Be able to evaluate and review strategies for changing behavioural responses.	5.1.	Plan and conduct regular reviews.
	5.2.	Demonstrate how to effectively support the individual and others significant to an individual to evaluate the effectiveness of strategies for changing behavioural responses.
	5.3.	Demonstrate how to use any positive outcomes identified through the review process to motivate the individual.
	5.4.	Give constructive feedback on progress.
	5.5.	Demonstrate how to effectively encourage the individual to find ways in which to sustain their behaviour change.
	5.6.	Record what has and has not been achieved and identify any future work required.
	5.7.	Report the results of the review accurately to all those who have a right and need to receive them while maintaining confidentiality.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals Using Telecommunications Technologies
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBF049
Unit Reference No	R/618/4843

Unit purpose and aim(s): This unit will enable the learner to understand how to interact with individuals using telecommunications.

Learning Outcomes	Assessment Criteria
1. Understand the legal and local requirements and policies relating to the use of telecommunications when supporting individuals.	1.1. Summarise the legal and local requirements and policies that impact on supporting individuals when using telecommunications technologies including rights of the individual.
2. Understand telecommunication technologies and how they are used to interact with individuals.	2.1. Compare and contrast three different types of telecommunication technologies. 2.2. Explain how interactions may differ depending on the type of telecommunication technologies used. 2.3. Demonstrate how to effectively respond using telecommunications technologies to an individual's needs and accordance with organisational policies. 2.4. Record accurately details of interactions in accordance with organisational requirements.

3. Be able to engage with individuals using telecommunications.	3.1. Engage with the individual remotely:
	  a) providing opportunities to sustain the interaction
	  b) providing reassurance of continued interest
	  c) encouraging individuals to share their concerns
	  d) responding to the individual's immediate requirements at each stage during the interaction
	  e) recognising where anonymity may encourage them to respond
	3.2. Provide information to the individual about the remote service and confirm its appropriateness.
	3.3. Demonstrate how to Identify the appropriateness of using telecommunication technologies for a given individual's circumstances.
	3.4. Demonstrate how to effectively encourage an individual to provide additional information about their situation or requirements when using telecommunications technologies.
	3.5. Summarise how to maintain confidentiality of the individual, self, and colleagues according to organisational policies and procedures.
	3.6. Comply with legal and organisational requirements and policies relevant to the functions being carried out.

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4. Be able to identify and evaluate any risks for individuals during the interaction.	4.1. Demonstrate how to identify the types of risks different individuals might face while using telecommunications technologies.
	4.2. Evaluate the implications of any risks facing an individual, including:
	    a) the circumstances in which the interaction is being made
	    b) the types of problems which could occur
	    c) the significance of any signs of increased stress during interactions
	    d) whether there are any constraints on individuals
	4.3. Summarise appropriate action to deal with any risks, dangers or problems during an interaction when using telecommunications technologies.

5. Be able to appropriately conclude and record an interaction.	5.1. Demonstrate how to appropriately conclude interactions:
	    a) identifying when to close the interaction
	    b) providing clear information to the individual on the reasons for ending the interaction
	    c) operating to the guidelines and procedures of the organisation
	    d) explaining what further action may be taken
	5.2. Summarise two situations where it would be dangerous or disadvantageous to the interest of an individual to terminate the interaction.
	5.3. Explain why checking and recording an individual's details might be required before ending or transferring the telecommunications connection.
	5.4. Check and record accurately an individual's demographic details.

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The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Supporting Individuals to Negotiate Different Environments
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	34
OCN NI Unit Code	CBF050
Unit Reference No	D/618/4845

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to negotiate familiar and unfamiliar environments.

Learning Outcomes	Assessment Criteria
1. Understand the factors that impact on an individual being able to negotiate different environments.	1.1. Analyse how different conditions and disabilities may impact on individuals being able to negotiate different environments. 1.2. Summarise potential environmental barriers to individuals negotiating different environments and how they may be addressed.
2. Know how to prepare to support an individual to negotiate environments.	2.1. Explain the scope of own role in supporting an individual to negotiate an environment. 2.2. Summarise the resources that are available to support an individual to negotiate both familiar and unfamiliar environments. 2.3. Explain how to assess the risks associated with an individual negotiating familiar and unfamiliar environments. 2.4. Summarise how to work with others to develop a plan to support an individual to negotiate an environment.
3. Be able to support an individual to negotiate an environment.	3.1. Demonstrate how to identify with an individual activities which require them to negotiate an environment. 3.2. Demonstrate how to effectively work with an individual and others to develop a plan to support the individual to negotiate an environment. 3.3. Demonstrate how to effectively support an individual to negotiate an environment following agreed plan.
4. Be able to evaluate and revise the support provided to an individual to negotiate an environment.	4.1. Observe and record accurately an individual's ability to negotiate an environment. 4.2. Evaluate the success of negotiating an environment with an individual and if required others. 4.3. Use records of observations and feedback from an individual and if appropriate others to review the plan to negotiate an environment. 4.4. Develop and gain agreement on a revised plan with the individual and if required others. 4.5. Evaluate own contribution to supporting an individual to negotiate an environment.

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Assessment Method	**Definition**	**Possible Content**
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals to Stay Safe from Harm or Abuse
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBF051
Unit Reference No	H/618/4846

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to stay safe from harm or abuse.

Learning Outcomes	Assessment Criteria
1. Understand how national and local legislative frameworks and procedures support the safeguarding of individuals.	1.1. Summarise key aspects of legislation and national policies that relate to the safeguarding of individuals. 1.2. Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks.
2. Be able to support individuals understand behaviours and situations that may make them vulnerable to harm or abuse.	2.1. Summarise factors that may make an individual vulnerable to harm or abuse. 2.2. Demonstrate how to effectively work with an individual and key people to identify actions, behaviours and situations that may lead to harm or abuse to the individual. 2.3. Summarise common features of perpetrator behaviour. 2.4. Demonstrate how to effectively support an individual to gain understanding of when the behaviour of others may be unacceptable. 2.5. Demonstrate how to effectively support an individual to gain understanding of the risks associated with the use of electronic communications.
3. Be able to support individuals to understand their rights, responsibilities and enhance their ability to stay safe.	3.1. Demonstrate how to effectively support an individual understand their rights and own responsibilities in regard to staying safe. 3.2. Demonstrate how to effectively work with an individual to identify and balance their rights, responsibilities and risks in their own situation. 3.3. Explain how an individual may be supported to challenge behaviours or actions that may lead to harm or abuse.
4. Be able to work in ways that support individuals to stay safe.	4.1. Engage with an individual in a way that supports trust and rapport and builds a professional relationship. 4.2. Demonstrate how to effectively support an individual to express fears, anxieties or concerns they may have about their safety. 4.3. Explain the actions to take when there is a suspicion that an individual may have been harmed or abused. 4.4. Summarise actions to take in order to address risks that may lead to harm or abuse. 4.5. Demonstrate how to effectively support an individual to understand a worker's responsibility to appropriately share information about potential or actual harm or abuse.

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	4.6. Explain how to avoid actions or statements that may adversely affect the use of evidence in future investigations or in court.
	4.7. Maintain accurate records about any changes, events or occurrences that cause concern that are detailed, timed, dated and signed.
	4.8. Explain actions to be taken if reported concerns are not acted upon.
	4.9. Explain how to access support and guidance in situations that are outside own expertise, experience, role and responsibility.
	4.10. Explain how supervision and other support will assist with addressing the impact on self and others of suspected or disclosed harm or abuse.

Assessment Guidance

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Title	Supporting the Social Inclusion of Individuals
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBF052
Unit Reference No	K/618/4847

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to be part of and participate in their community.

Learning Outcomes	Assessment Criteria
1. Understand how communities and legislation can support social inclusion and the consequences of social exclusion.	1.1. Explain the concepts of: a) social inclusion b) social exclusion c) community d) social capital 1.2. Summarise the benefits of social inclusion for individuals and communities. 1.3. Explain the consequences of social exclusion for individuals and communities: 1.4. Analyse how key legislation can promote social inclusion and reduce social exclusion in the community. 1.5. Evaluate three ways to address barriers to social inclusion that exist in the community.
2. Be able to support the social inclusion of individuals in communities.	2.1. Summarise at least four local community resources, facilities or services. 2.2. Demonstrate how to effectively support an individual to identify relevant local community resources, facilities or services in which they would like to engage. 2.3. Demonstrate how to effectively support an individual to plan first engagement with chosen community resources, facilities or services. 2.4. Explain why it is important to support an individual to develop a positive self-image and sense of identity in the community.
3. Be able to evaluate the participation of individuals in communities.	3.1. Demonstrate how to effectively work with an individual to evaluate their participation in a range of activities within the community identifying opportunities for further development. 3.2. Evaluate own role in supporting an individual to participate in the community.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Promoting Nutrition and Hydration in Health and Social Care Settings
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBF053
Unit Reference No	M/618/4848

Unit purpose and aim(s): This unit will enable the learner to understand how to plan and promote health and well-being through nutrition and hydration in health and social care settings.

Learning Outcomes	Assessment Criteria
1. Understand a balanced diet.	1.1. Summarise the main food groups and sources of essential nutrients including their role in promoting good health and well-being. 1.2. Evaluate the impact of a poor diet on health and well-being.
2. Understand nutritional guidelines.	2.1. Summarise current national nutritional guidelines for a balanced diet. 2.2. Explain how and where to access additional support and information relating to nutrition and hydration.
3. Be able to promote nutrition in health and social care settings.	3.1. Explain the importance of a balanced diet. 3.2. Plan and promote an appropriate balanced diet with an individual within a health and social care setting. 3.3. Evaluate the effectiveness of the balanced diet with an individual and others if required.
4. Be able to promote hydration in health and social care settings.	4.1. Explain the importance of hydration for health and well-being. 4.2. Summarise potential signs of dehydration. 4.3. Demonstrate how to effectively support and promote hydration with an individual and others if required by identifying and agreeing actions. 4.4. Evaluate the effectiveness of the hydration plan with an individual and others if required
5. Understand how to prevent malnutrition in health and social care settings.	5.1. Summarise factors that may affect nutritional intake. 5.2. Explain risk factors that may lead to malnutrition. 5.3. Summarise signs of malnutrition. 5.4. Explain how to ensure foods and drinks have increased nutritional density through fortification within a health and social care setting. 5.5. Explain the appropriate use of nutritional supplements within a health and social care setting.

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6. Be able to carry out, monitor, record and review nutritional screening in health and social care settings.	6.1. Explain the purpose of nutritional screening. 6.2. Carry out appropriate nutritional screening with an individual within a health and social care setting. 6.3. Summarise possible issues with nutrition or hydration identified through nutritional screening including appropriate actions as required. 6.4. Monitor, record and review actions following nutritional screening.
7. Be able to monitor and record nutrition and hydration needs of an individual in health and social care settings.	7.1. Summarise own and others' roles and responsibilities in assessing and managing the nutritional and hydration needs with an individual. 7.2. Explain ways in which nutrition and hydration can be monitored. 7.3. Monitor and record nutrition and hydration of an individual in accordance with their plan of care.
8. Understand factors that affect dietary requirements in health and social care settings.	8.1. Summarise at least four factors that may create barriers to healthy eating for different groups in health and social care settings. 8.2. Explain why individuals in health and social care settings may have special dietary requirements. 8.3. Explain what dietary adaptations may be required for individuals who have: a) Dementia b) Dysphagia c) Coeliac Disease d) Diabetes e) limited motor skills

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Performing Intravenous Cannulation
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	34
OCN NI Unit Code	CBF054
Unit Reference No	T/618/4849

Unit purpose and aim(s): This unit will enable the learner to understand how to insert intravenous cannulae to facilitate access to the blood system for treatment or diagnostic purposes in adults.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice relating to intravenous cannulation.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines in relation to performing intravenous cannulation.
2. Understand the importance of working within own role when performing intravenous cannulation.	2.1. Explain the importance of working within own role when performing intravenous cannulation and when advice should be sought.
3. Understand the purpose and functions of intravenous cannulation.	3.1. Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannulae. 3.2. Summarise indications and reasons for intravenous cannulation. 3.3. Explain factors which influence the choice of cannulae and the site to be used. 3.4. Explain preparation and positioning of an individual for insertion of intravenous cannulae. 3.5. Explain potential risks associated with the insertion of intravenous cannulae. 3.6. Evaluate current evidence-based practice relating to the management of risks associated with the insertion of intravenous cannulae.
4. Be able to prepare to carry out intravenous cannulation.	4.1. Implement health and safety measures relevant to the procedure and environment. 4.2. Apply standard precautions for infection control. 4.3. Verify an individual's identity and gain valid consent. 4.4. Communicate information in a way that is sensitive to the personal beliefs and preferences of an individual and which may alleviate anxiety. 4.5. Perform checks to ensure an individual's privacy and dignity is maintained at all times. 4.6. Prepare equipment for intravenous cannulation in line with organisational policies and protocols. 4.7. Assess potential risks prior to and during the procedure taking appropriate action if required, seeking clinical advice and support if events or risks are beyond own level of competence.

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5. Be able to carry out intravenous cannulation.	5.1. Demonstrate how to identify and prepare an appropriate site for cannulation, using the correct size and type of cannula. 5.2. Position and use a tourniquet to engorge the selected vein with blood in accordance with organisational policies and good practice guidelines. 5.3. Insert the cannula into selected vein using the approved technique and confirm correct siting, positioning and patency of cannula. 5.4. Apply an approved dressing to fix the cannula in position. 5.5. Flush the cannula when in situ according to organisational policies. 5.6. Attach and secure the correct giving set to where infusion is required following approved procedures. 5.7. Dispose of hazardous waste appropriately following organisational policies before leaving the care area.
6. Be able to monitor and report on the intravenous cannulation.	6.1. Observe for any sign, condition or behaviour which may signify adverse reactions to the procedure and report in line with organisational policy and protocol. 6.2. Report and record accurately the cannulation procedure in accordance with agreed ways of working. 6.3. Monitor and maintain the cannulation site at regular intervals to avoid infection and maintain access.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Obtaining and Testing Capillary Blood Samples
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF055
Unit Reference No	K/618/4850

Unit purpose and aim(s): This unit will enable the learner to understand how to obtain capillary blood samples using either manual or automated lancets and testing of the sample where this is required.

Learning Outcomes	Assessment Criteria
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples.	1.1. Summarise current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples.
2. Understand the anatomy and physiology of capillary blood samples and reasons for obtaining and testing.	2.1. Illustrate the structure and purpose of capillary blood vessels. 2.2. Explain three reasons for obtaining and testing capillary blood samples. 2.3. Explain blood clotting processes and the factors that influence blood clotting.
3. Be able to prepare to obtain capillary blood samples.	3.1. Verify an individual's identity and obtain valid consent. 3.2. Check and confirm that an individual has complied with any pre-procedural instruction. 3.3. Select and prepare an appropriate site for obtaining the sample taking into account an individual's preferences and previous experience. 3.4. Provide support and reassurance to address an individual's needs and concerns. 3.5. Communicate accurate information in a way that is sensitive to an individual's personal beliefs and preferences.
4. Be able to obtain capillary blood samples.	4.1. Apply health and safety measures relevant to the procedure and environment. 4.2. Apply standard precautions for infection prevention and control. 4.3. Obtain capillary blood samples of the required volume and quantity ensuring minimal discomfort to an individual. 4.4. Use selected materials, equipment and containers or slides in accordance with agreed procedures. 4.5. Ensure stimulation of blood flow. 4.6. Select alternative sites if necessary. 4.7. Carry out the correct procedure for encouraging closure and blood clotting at the site. 4.8. Respond to any indication of an adverse reaction, complication or problem during the procedure. 4.9. Explain actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.

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5. Be able to test and record the results of blood samples.	5.1. Test a sample, using approved method in line with organisational procedures.
	5.2. Demonstrate how to identify normal or expected results for particular tests.
	5.3. Demonstrate how to recognise and interpret normal, expected and abnormal results.
	5.4. Ensure results are passed to an appropriate staff member for interpretation as required.
	5.5. Record full results accurately and forward to others as required in accordance with organisational requirements.
	5.6. Dispose of hazardous waste appropriately following organisational policy before leaving the care area.
6. Be able to pass on results of blood samples.	6.1. Communicate results of tests and any further action required to an individual.
	6.2. Respond appropriately to questions and concerns from an individual, providing relevant information.
	6.3. Refer issues outside own responsibility or knowledge to an appropriate staff member.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Obtaining and Handling Venous Blood Samples
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF254
Unit Reference No	J/618/6380

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills involved in the use of venepuncture/phlebotomy techniques and procedures to obtain and handle venous blood samples.

Learning Outcomes	Assessment Criteria
1. Understand legislation, policy and good practice related to obtaining venous blood samples.	1.1. Summarise current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples.
2. Understand the anatomy and physiology relating to obtaining venous blood samples.	2.1. Explain the structure of venous blood vessels. 2.2. Explain blood clotting processes and factors that influence blood clotting. 2.3. Illustrate the position of venous blood vessels in relation to arteries, nerves and other structures.
3. Be able to prepare to obtain venous blood samples.	3.1. Demonstrate how to confirm the individual's identity and obtain valid consent. 3.2. Demonstrate effective communication with the individual in a manner which: a) provides relevant information b) provides support and reassurance c) addresses needs, concerns and anxieties d) is respectful of personal beliefs and preferences 3.3. Select and prepare appropriate equipment for obtaining the venous blood sample. 3.4. Select and prepare an appropriate site taking into account the individual's preferences.
4. Be able to obtain venous blood samples.	4.1. Apply health and safety measures relevant to the procedure and environment. 4.2. Apply standard precautions for infection prevention and control. 4.3. Use the selected blood collection equipment correctly, safely and in a manner which will cause minimum discomfort to the individual. 4.4. Use the agreed procedure to obtain the venous blood sample including: a) utilisation of containers b) required volume of blood c) correct sequence when obtaining multiple samples d) application and use of tourniquets at appropriate stages e) stimulation of blood flow or selection of alternative site where necessary f) utilisation of anti-coagulant with sample when necessary 4.5. Respond appropriately to any indication of adverse reaction, complication or problem during the procedure.

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		4.6. Explain the correct procedure to deal with an arterial puncture if it occurs.
		4.7. Terminate the blood collection procedure following guidelines and protocols to include:
		a) removal of blood collection equipment
		b) stopping blood flow
		c) stopping bleeding
		d) application of suitable dressing
		e) personal care advice to the individual
5. Be able to prepare venous blood samples for transportation.		5.1. Explain the importance of the following when labelling, packaging, transporting and the storing of venous blood samples:
		a) accurate, legible and appropriate labelling and documentation
		b) temperature control of storage
		b) immediacy of transportation
		5.2. Label, package and store venous blood samples ready for transportation in line with organisational policy, regulation and agreed ways of working.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals to Manage Direct Payments
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBF056
Unit Reference No	M/618/4851

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to manage direct payments.

Learning Outcomes	Assessment Criteria
1. Understand the role of direct payments.	1.1. Explain the purpose of direct payments and services for which they may be used. 1.2. Explain legislation and policies relating to direct payments for providing care and support. 1.3. Explain the term personalisation in relation to direct payments.

2. Be able to support individuals to manage the use of direct payments.	2.1. Summarise sources of information and advice regarding the use of direct payments.
	2.2. Summarise conditions that need to be met for an individual to be eligible for direct payments.
	2.3. Provide information and advice regarding direct payments in a way that is accessible to an individual and others.
	2.4. Summarise where and how to access specialist guidance regarding using direct payments.
	2.5. Demonstrate how to effectively work with the individual and others to assess:
	  a) whether a direct payment would be beneficial in meeting the individual's needs
	  b) the level and type of support needed to manage the direct payment

3. Be able to provide support in selecting services to be purchased with direct payments.	3.1. Provide accessible information regarding services that should meet an individual's needs. 3.2. Demonstrate how to effectively work with an individual and others to select support that meets their needs within available resources. 3.3. Demonstrate how to effectively support an individual to check and understand documents provided by selected service providers.
4. Be able to provide support for completing paperwork associated with direct payments.	4.1. Support an individual to complete paperwork to apply for direct payments, in a way that promotes active participation. 4.2. Support an individual to make payments for services purchased, in a way that promotes active participation. 4.3. Support an individual to submit claims and monitoring documents for direct payments in a way that promotes active participation.

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5. Understand how to address difficulties and conflicts relating to direct payments.	5.1. Summarise issues that may arise between duty of care and an individual's rights relating to direct payments.
	5.2. Summarise difficulties and conflicts that may arise in relation to direct payments and how they may be addressed.
6. Be able to contribute to reviewing the support provided through direct payments.	6.1. Negotiate agreement with an individual regarding support needs and support to be purchased.
	6.2. Demonstrate how to effectively work with an individual and others to evaluate the support they have purchased.
	6.3. Record accurately any changes needed to the support purchased.
	6.4. Provide appropriate feedback to organisations about the support purchased.
7. Be able to contribute to reviewing the management of direct payments.	7.1. Demonstrate how to effectively work with an individual and others to review the management of the direct payment.
	7.2. Record accurately any changes to the type and level of support needed for managing a direct payment.
	7.3. Provide appropriate feedback to people and organisations about the management of the individual's direct payment.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

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Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Working with Families, Carers and Individuals During Periods of Crisis
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF057
Unit Reference No	A/618/4853

Unit purpose and aim(s): This unit will enable the learner to understand how to work with individuals, their carers and families during periods of crisis.

Learning Outcomes	Assessment Criteria
1. Understand relevant legislation, policy and practice when working with individuals, carers and families during periods of crisis.	1.1. Summarise current legislation relevant to risk assessment and risk management. 1.2. Summarise legislation, policy and practice relating to the recording, storing and sharing of information by a service provider.
2. Understand the support available to individuals, carers and families during periods of crisis.	2.1. Explain the different types of support and intervention available to individuals, carers and families during periods of crisis. 2.2. Explain the factors that influence the kinds of support offered.
3. Be able to develop risk management strategies when working with individuals, carers and families during periods of crisis.	3.1. Demonstrate how to evaluate the risk of crisis situations developing. 3.2. Demonstrate how to effectively encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy. 3.3. Demonstrate how to effectively support individuals, carers and families to contribute to the identification and agreement of a risk management strategy. 3.4. Create a risk management strategy using risk assessments ensuring that activities, roles and responsibilities are agreed, clarified and understood by all parties. 3.5. Complete risk management documentation in line with agreed ways of working.
4. Be able to respond during periods of crisis.	4.1. Evaluate the seriousness and urgency of a request for action. 4.2. Work effectively with families, carers and individuals to agree an appropriate response to a crisis situation. 4.3. Record and communicate accurately the agreed actions to a crisis situation. 4.4. Implement agreed actions promptly in line with agreed ways of working.
5. Be able to review the outcomes of requests for action during periods of crisis.	5.1. Explain how to conduct a valid, reliable and comprehensive review. 5.2. Review outcomes of actions taken, and decisions made. 5.3. Analyse the results of the review to inform future risk management strategies and actions to be taken.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals in the Use of Assistive Technologies
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF058
Unit Reference No	F/618/4854

Unit purpose and aim(s): This unit will enable the learner to understand how to support the use of assistive technology.

Learning Outcomes	Assessment Criteria
1. Understand the range, purpose and effectiveness of current assistive technology available to support individuals.	1.1. Research the range and purpose of current assistive technology available to support individuals in own area of work. 1.2. Evaluate the effectiveness of the three most commonly used current assistive technologies in own area of work and present findings. 1.3. Explain how current assistive technology can have a positive impact on the well-being and quality of life of individuals.
2. Be able to support the selection of assistive technology with an individual.	2.1. Analyse role of self and others in the provision of assistive technology for individuals. 2.2. Support an individual to access specialist information and support regarding assistive technology. 2.3. Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology. 2.4. Support an individual to select assistive technology to meet their needs and preferences.
3. Be able to support the use of assistive technology aids with an individual.	3.1. Prepare the environment to support the use of assistive technology with an individual. 3.2. Support the use of assistive technology following instructions or guidelines within own role. 3.3. Record the use of assistive technology following procedures and agreed ways of working. 3.4. Explain the process of referrals for maintenance or repair.
4. Be able to review the effectiveness of the use of assistive technology to meet identified outcomes.	4.1. Review the effectiveness of assistive technology against identified outcomes with an individual and others if required. 4.2. Provide feedback to others on the use of assistive technology and its effectiveness in meeting the needs of an individual. 4.3. Revise plans to use assistive technology to achieve identified outcomes with an individual and others if required. 4.4. Evaluate own practice in using assistive technology to meet identified outcomes identifying possible areas for improvement.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Supporting Individuals to Access Education, Training or Employment
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	31
OCN NI Unit Code	CBF059
Unit Reference No	J/618/4855

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals to access education, training or employment.

Learning Outcomes	Assessment Criteria
1. Understand the value of engagement in training, education or employment for individuals.	1.1. Analyse why engagement in education, training or employment opportunities may have a positive impact on the well-being and quality of life of individuals.
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment.	2.1. Summarise the legislation, guidance and codes of practice that support an individual to access training, education or employment. 2.2. Explain how the requirement to make reasonable adjustments by learning providers or employers impacts on support an individual to access training, education or employment. 2.3. Summarise assistance that is available to learning providers or employers to support an individual to access education, training or employment opportunities.
3. Understand the support available to an individual to access education, training or employment.	3.1. Compare and contrast three agencies that provide support to an individual to access education, training or employment.
4. Be able to support an individual to identify , select, prepare for and access education, training or employment that meet needs and preferences.	4.1. Work effectively with an individual and others if required to identify, select and access education, training or employment opportunities. 4.2. Support an individual to complete applications to access education, training or employment. 4.3. Support an individual to prepare for interview or selection for education, training or employment.
5. Be able to support individuals to undertake education, training or employment.	5.1. Analyse own and other's roles in providing support to an individual to undertake education, training or employment. 5.2. Work with the individual and others if required to identify assistive technology, resources and support that may be needed to undertake education, training or employment.

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6. Be able to evaluate engagement in education, training or employment.	6.1. Evaluate in collaboration with the individual and others if required the level to which expectations and outcomes have been met.
	6.2. Review with the individual and others if required the continued support needed to undertake education, training or employment.
	6.3. Agree with the individual and others if required adjustments to be made to education, training or employment arrangements in order to meet needs and preferences.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Develop, Maintain and Use Records in Health and Social Care Settings
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF580
Unit Reference No	T/650/0210

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills required to develop, maintain and use records and reports in order to comply with national, regional and organisational regulation and requirements.

Learning Outcomes	Assessment Criteria
1. Understand the legal and organisational requirements for recording information and providing reports within health and social care settings.	1.1. Explain own responsibilities and those of others when recording information and producing reports. 1.2. Summarise the legal requirements and agreed ways of working for the security and confidentiality of information both nationally and within own organisation.
2. Be able to prepare professional records and reports that meet the legal requirements and agreed ways of working within health and social care settings.	2.1. Produce accurate and coherent records and reports that can be understood by those who have a right to see them. 2.2. Maintain accurate, complete, retrievable and up to date records. 2.3. Ensure that records and reports comply with legal and organisational requirements. 2.4. Explain how to balance the requirements of confidentiality and openness in records and reports. 2.5. Use Information Communication Technology (ICT) systems appropriately for the collection and storage of information and exchange within and across disciplines and organisations.
3. Be able to use records and reports to inform judgements and decisions within health and social care settings.	3.1. Determine the accuracy of given records and reports with individuals and others. 3.2. Respond appropriately to feedback from those who receive records and reports. 3.3. Demonstrate the use of facts and evidence- based opinions within records and reports to inform judgements and decisions. 3.4. Evaluate the effectiveness of own records and reports to inform judgements and decisions.
4. Understand the importance of the appropriate and safe storage and sharing of records.	4.1. Summarise how records may be maintained securely in paper and digital formats. 4.2. Analyse at least one piece of legislation which regulates and governs the sharing of confidential information within health and social care.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Understanding How to Support the Use of Medication in Health and Social Care Settings
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBF581
Unit Reference No	A/650/0212

Unit purpose and aim(s): This unit will enable the learner to understand how to prepare for, support the administration of and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed. It includes classifications and forms of medication, as well as safe handling and storage and the importance of accurate recording and reporting.

Learning Outcomes	Assessment Criteria
1. Understand the legislative framework for the use of medication in social care settings.	1.1. Summarise legislation that governs the use of medication in social care settings. 1.2. Explain the legal classification system for medication. 1.3. Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements.
2. Know about common types of medication, How they are used and associated adverse reactions.	2.1. Summarise at least five types of prescribed medication in the United Kingdom (UK) and the conditions for which each medication may be prescribed. 2.2. Summarise changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication.
3. Understand roles and responsibilities in the use of medication in social care settings.	3.1. Summarise the roles and responsibilities of those involved in prescribing, dispensing and supporting the use of medication. 3.2. Explain where responsibilities lie in relation to the use of over the counter remedies and supplements.
4. Understand techniques for administering medication.	4.1. Explain the routes by which medication can be administered. 4.2. Summarise the different forms in which medication may be presented. 4.3. Summarise materials and equipment that can assist in administering medication.
5. Understand how to receive, store and dispose of medication supplies safely.	5.1. Explain how to receive supplies of medication in line with agreed ways of working. 5.2. Describe how to store medication safely. 5.3. Explain how to dispose of unused or unwanted medication safely.
6. Know how to promote the rights of the individual when managing medication.	6.1. Explain the importance of the following principles in the use of medication: a) consent b) self-medication or active participation c) dignity and privacy d) confidentiality 6.2. Explain how risk assessments may be used to promote an individual's independence in managing medication.

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		6.3. Explain how ethical issues that may arise over the use of medication can be addressed
7. Know how to support the use of medication.		7.1. Explain how to appropriately access required information regarding an individual's medication. 7.2. Describe how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation. 7.3. Summarise three common practical difficulties that may arise when medication is used. 7.4. Explain how and when to access further information and support about the use of medication
8. Understand how to record and report on the use of medication.		8.1. Summarise how to accurately record the use of medication and associated changes to the individual. 8.2. Summarise how to report on the use of medication and associated problems.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Understanding Team Management in Health and Social Care
Level	Four
Credit Value	10
Guided Learning Hours (GLH)	68
OCN NI Unit Code	CBF579
Unit Reference No	D/650/0213

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills necessary to support and enable health and social care teams to work effectively and to enable their development.

Learning Outcomes	Assessment Criteria
1. Understand the difference between leadership and management.	1.1. Define what is meant the terms leadership and management. 1.2. Compare and contrast leadership and management roles.
2. Know how to support health and social care team development and manage conflicts.	2.1. Analyse the stages of team development using an appropriate model. 2.2. Summarise challenges experienced by developing and established teams and how they may be overcome. 2.3. Compare and contrast methods of addressing conflict within a team.
3. Understand the management of effective health and social care teams.	3.1. Explain the features of effective team performance. 3.2. Analyse at least four different management styles and how they may influence team performance. 3.3. Analyse methods of developing and maintaining trust and accountability within a team.
4. Be able to manage communications within a health and social care team.	4.1. Demonstrate the explanation of appropriate lines of communication to team members within a given organisation. 4.2. Demonstrate the use of appropriate communication methods within a health and social care environment. 4.3. Agree with team members the process for providing feedback on progress and any issues arising. 4.4. Review the effectiveness of team communications identifying possible area for improvement.
5. Be able to manage the performance of individuals within the workplace.	5.1. Agree with team members Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives that align to organisational objectives. 5.2. Agree individual team members responsibilities and priorities based on their expertise, competence, skills, knowledge, and development needs. 5.3. Summarise motivation techniques that may be used to enhance morale. 5.4. Provide information, resources and on-going mentoring as required to assist individuals meet their targets, objectives and quality standards. 5.5. Monitor individual progress towards objectives in accordance with agreed plans.

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	5.6.	Demonstrate how to appropriately recognise an individual's achievement of targets and quality standards.
6. Understand appraisal and supervision in health and social care.	6.1.	Explain the purpose of appraisal and supervision in health and social care.
	6.2.	Compare and contrast the role of appraisal and supervision in health and social care.
7. Understand the management of underperformance.	7.1.	Summarise the features of common organisational policies and procedures of the following: a) discipline b) grievance c) dealing with underperformance
	7.2.	Summarise how to identify causes of underperformance.
	7.3.	Explain the purpose of making individuals aware of their underperformance clearly but sensitively.
	7.4.	Summarise how to agree a course of action to address an individual's underperformance.
8. Be able to manage individual team members' professional development.	8.1.	Review an individual's learning and development needs at regular intervals.
	8.2.	Support the identification of learning and development opportunities and interventions that are likely to meet individual and organisational needs.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
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Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the External Verification report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

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Administration

Registration

A centre must register learners within 90 working days of commencement of a qualification.

Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

Charges

OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

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Qualification Number: 603/6716/7

Operational start date: 15 October 2020
Operational end date: 30 September 2028
Certification end date: 30 September 2031

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