



Qualification Specification:

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

- **Qualification No: 610/7339/8**



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Northern Ireland Social Care Council approved qualification to replace existing Level 3 Diploma in Health Social Care (NI)	V1.0 - April 2026

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary and Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 3 Diploma in Health and Social Care Practice (Northern Ireland)**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the **OCN NI Level 3 Diploma in Health and Social Care Practice (Northern Ireland)**.

- **Qualification Features:** this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These includes guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering this qualification must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualification.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

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

Qualification Number: 610/7339/8

Operational start date: 01 April 2026

Review date: 31 March 2031

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

1.3 Health and social care

This qualification relates to the following National Occupational Standards:

ASTH327L- [Provide support to customers to reduce the risk of homelessness](#)
SCDCCLD0401- [Maintain effective communication systems and practice](#)
SCDHSC0021- [Support effective communication](#)
SCDHSC0022 - [Support the health and safety of yourself and individuals](#)
SCDHSC0023 - [Develop your own knowledge and practice](#)
SCDHSC0024 – [Support the safeguarding of individuals](#)
SCDHSC0025 - [Contribute to implementation of care or support plan activities](#)
SCDHSC0027 -[Support individuals in their daily living](#)
SCDHSC0031 [Promote effective communication](#)
SCDHSC0032 - [Promote health, safety and security in the work setting](#)
SCDHSC0033 - [Develop your practice through reflection and learning](#)
SCDHSC0035 - [Promote the safeguarding of individuals](#)
SCDHSC0043 [Take responsibility for the continuing professional development of yourself and others](#)
SCDHSC0213 - [Provide food and drink to promote individuals' health and well being](#)
SCDHSC0214 - [Support individuals to eat and drink](#)
SCDHSC0216 - [Help address the physical comfort needs of individuals](#)
SCDHSC0218- [Support individuals with their personal care needs](#)
SCDHSC0223 - [Contribute to moving and positioning individuals](#)
SCDHSC0224 [Monitor the condition of individuals](#)
SCDHSC0226 [Support Individuals who are distressed](#)
SCDHSC0233 - [Develop effective relationships with individuals](#)
SCDHSC0234 – [Uphold the rights of individuals](#)
SCDHSC00243 - [Support the safe use of materials and equipment](#)
SCDHSC0246 - [Maintain a safe and clean environment](#)
SCDHSC0310 [Work with children and young people to prepare them for adulthood, citizenship and independence](#)
SCDHSC0313 [Work with children and young people to promote their own physical and mental health](#)
SCDHSC0319 [Support the families of children and young people in their own homes](#)
SCDHSC0329 -[Support individuals to plan, monitor and review the delivery of services](#)
SCDHSC0331 [Support individuals to develop and maintain social networks and relationships](#)
SCDHSC0336 [Promote positive behaviour](#)
SCDHSC0346 [Support individuals to manage direct payments](#)
SCDHSC0366 [Support individuals to represent their own wishes and needs at decision-making events](#)
SCDHSC0367 [Support individuals to access independent representation and advocacy](#)
SCDHSC0369 [Support individuals with specific communication needs](#)
SCDHSC0372 [Develop programmes to enable individuals to find their way around environments](#)
SCDHSC0382 [Support individuals to manage change in their lives](#)
SCDHSC0385 -[Support individuals at the end of life](#)
SCDHSC0394 [Contribute to the provision of support groups](#)
SCDHSC0395 - [Contribute to addressing situations where there is risk of danger, harm or abuse](#)
SCDHSC0398 [Support individuals with programmes to promote positive behaviour](#)
SCDHSC0429 [Work with groups to promote individual growth, development and independence](#)
SCDHSC3103 [Contribute to raising awareness of health issues](#)
SCDHSC03110 [Promote effective relationships with individuals](#)
SCDHSC3111 [Promote the rights and diversity of individuals](#)
SCDHSC3112- [Support individuals to manage their own health and social well-being](#)
SCDHSC3122 - [Support individuals to use medication in social care settings](#)
SFHAA1 - [Recognise problematic use of alcohol or other substances and refer individuals to services](#)
SFHAB2 - [Support individuals who misuse substances](#)
SFHAI3 - [Use recognised theoretical models to provide therapeutic support to groups of individuals who misuse substances](#)
SFHCHS5 [Undertake agreed pressure area care](#)
SFHCHS6- [Move and position individuals](#)

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

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Updated: 09 April 2026 v1.0

SFHCHS10 [Undertake stoma care](#)

SFHCHS11 [Undertake personal hygiene for individuals who require additional support to care for themselves](#)

SFHCHS17 [Carry out extended feeding techniques to ensure individuals nutritional and fluid intake](#)

SFHCHS19 [Undertake routine clinical measurements](#)

SFHCHS69 - [Support individuals with long term conditions to optimise their physical functions](#)

SFHCHS130 [Perform routine electrocardiograph \(ECG\) procedures](#)

SFHCHS131 [Obtain and Test Capillary Blood Samples](#)

SFHCHS132 [Obtain venous blood samples](#)

SFHCHS239 [Enable individuals to use assistive devices and assistive technology](#)

SFHIPC1 [Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments](#)

SFHIPC6 [Use personal protective equipment to prevent the spread of infection](#)

SFHIPC7- [Safely dispose of healthcare waste, including sharps, to prevent the spread of infection](#)

SFHOP1 [Communicate with older people and their carers](#)

SFHOP12 [Enable older people to cope with changes to their health and well-being](#)

SFHFMH15- [Increase the individual's capacity to manage negative or distressing thoughts and emotional states](#)

SFHGEN21 [Interact with individuals using telecommunications and the internet](#)

SFHGEN134 [Contribute to the prevention and management of abusive, aggressive and challenging behaviour](#)

SFHIPC5 [Minimise the risk of exposure to blood and body fluids while providing care](#)

SFHMH20 -[Use a recovery focused approach in working alongside the person with mental health needs and agree plans to meet their needs](#)

SFHMH27 [Reinforce positive behavioural goals during relationships with individuals](#)

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 3 Diploma in Health and Social Care Practice (Northern Ireland) is to provide the learner with specialist knowledge and skills to enable them to work as a social care practitioner within health and social care services. This is aligned with Health and Social Care Apprenticeship Framework and is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Qualification's Objectives

The objectives of this qualification are to enable learners to gain knowledge and skills in the following areas related to health and social care practice and support career development in health and social care:

- continuing professional development in Health and Social Care
- promoting effective communication and information sharing in Health and Social Care
- promoting and implementing health and safety in Health and Social Care
- understanding safeguarding, protection and duty of care in Health and Social Care
- understand mental capacity and restrictive practices in Health and Social Care
- promoting and implementing Person-Centred Practice, equality, diversity and inclusion in Health and Social Care
- developing skills in specific areas relating to their own practice in health and social care to be able to offer support to individuals experiencing mental and / or physical disabilities and / or health issues. This includes supporting individuals with other areas that impact on their health and well-being e.g. homelessness, relationships as well as others in the individual's support group such as family members.

5.5 Target Learners

This qualification is designed for learners working in health and social care to develop the knowledge, skills and competence required to practice in a range of health and social care settings within Northern Ireland.

5.6 Entry Requirements

The entry requirements for this qualification are that learners must be at least 18 years of age and be employed in relevant health and social care roles.

5.7 Progression

The OCN NI Level 3 Diploma in Health and Social Care Practice (Northern Ireland) qualification will support learners to consolidate their practice; engage in ongoing continuing professional development; and progress to higher level qualifications in health and social care, including the OCN NI Level 4 Diploma in Working in Adult Care (Northern Ireland).

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g. equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification, learners will have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Verifier

*Note: An individual cannot serve as an Internal Verifier for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge of the health and social care sector. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.
- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years of relevant, hands-on experience in the health and social care sector.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience in the health and social care sector.

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Relevant Industry Experience:** A minimum of three years of practical experience in the health and social care sector is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors' Qualifications:** Assessors should hold or be currently undertaking a recognised level 3 assessor's qualification.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their health and social care competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained Internal Verifier who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **IQA Relevant Industry Experience:** A minimum of three years of practical experience in the health and social care sector is a prerequisite. This practical background is essential for IQAs to ensure assessment effectively evaluates a learner's capabilities in real-world contexts.
- **IQA Expertise:** IQA should have direct or related experience in the field of internal assurance and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised level 4 IQA qualification or equivalent.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 3 Diploma in Health and Social Care Practice (Northern Ireland) is designed to equip learners with the knowledge and practical skills to perform competently as a social care practitioner within health and social care services. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency. This qualification will enable learners to acquire knowledge and practical skills in health and social care required for employment in the sector. Learners will gain insight into the core areas of social care practice including standards and values, health and safety requirements, effective communication, safeguarding and protection. In addition to core areas and themes that run through all of health and social care practice, learners also specialise in a range of specific areas. The qualification will also support development of the learner's skills and knowledge in specific areas of practice such as end of life care, support for individuals with learning disabilities. To this end the qualification has a broad range of options linked to breadth of practice undertaken in the health and social care sector.

7.2 Qualification Level

In the context of the OCN NI Level 3 Diploma in Health and Social Care Practice (Northern Ireland) it is essential to understand the significance of qualification levels as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 3 which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 3 Diploma in Health and Social Care Practice (Northern Ireland)	
Total Qualification Time (TQT):	440 hours
Total Credits Required:	44 credits
Minimum Guided Learning Hours (GLH):	317 hours

7.4 How to Achieve the Qualification

To achieve the OCN NI Level 3 Diploma in Health and Social Care Practice (Northern Ireland) learners will be required to achieve a minimum of 44 credits by completing mandatory units – 26 credits and a minimum of 18 credits from the optional groups of units A and B.

A minimum of 3 credits and a maximum of 6 credits must be achieved from Optional Group A Units and the remaining credits taken from Optional Group B Units. A maximum of 6 credits can be taken from the Level 2 Optional Units.

***Note: Barred units (only one of the units below will count towards qualification achievement):**

- *Supporting Individuals to use Medication in Health and Social Care*
- *Administering Medication to Individuals in Health and Social Care*

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is an holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

When demonstrating knowledge, learners can draw from their own organisation or another organisation they are familiar with to provide context.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Verifiers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are level 3.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Additional Assessment Guidance:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

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

Total Qualification Time (TQT) for this qualification: 440 hours

Minimum Guided Learning Hours (GLH) for this qualification: 317 hours

To achieve this qualification learners must successfully complete a minimum of 44 credits - all seven mandatory units (26 credits) plus a minimum of 18 credits in total from optional groups A and B. A minimum of 3 credits and a maximum of 6 credits from optional group A and the remaining credits from optional group B. Also, a maximum of 6 credits can be taken from the Level 2 optional units.

***Note: Barred units (only one of the units below will count towards qualification achievement):**

- *Supporting Individuals to use Medication in Health and Social Care*
- *Administering Medication to Individuals in Health and Social Care*

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory units					
Y/651/9844	CBG924	Continuing Professional Development in Health and Social Care	4	30	Three
A/651/9845	CBG925	Promoting Effective Communication and Information Sharing in Health and Social Care	6	48	Three
D/651/9846	CBG926	Promoting and Implementing Health and Safety in Health and Social Care	4	30	Three
F/651/9847	CBG927	Understand Safeguarding, Protection and Duty of Care in Health and Social Care	4	30	Three
H/651/9848	CBG928	Understand Mental Capacity and Restrictive Practices in Health and Social Care	2	12	Three
J/651/9849	CBG929	Promoting and Implementing Person-Centred Practice	4	30	Three
M/651/9850	CBG930	Promoting Equality, Diversity and Inclusion in Health and Social Care	2	12	Three

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

Qualification no. 610/7339/8

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Optional units – Group A					
R/651/9851	CBG931	Understand the Context of Supporting Individuals with Learning Disabilities	3	24	Three
T/651/9852	CBG932	Understand Autism Spectrum Disorder (ASD)	3	24	Three
Y/651/9853	CBG933	Understand Principles of Supporting Individuals in Relation to Sexuality and Sexual Health	3	24	Three
A/651/9854	CBG934	Understand Mental Health	3	24	Three
D/651/9855	CBG935	Understand Dementia	3	24	Three
F/651/9856	CBG937	Understand the Nature and Impact of Acquired Brain Injury	3	24	Three
H/651/9857	CBG938	Understand Physical Disability	3	24	Three
J/651/9858	CBG939	Understand Person-Centred Approaches to Supporting Older People	3	24	Three
K/651/9859	CBG940	Understand Personalisation through Self-Directed Support	3	24	Three
R/651/9860	CBG941	Understand Sensory Loss	3	24	Three
T/651/9861	CBG942	Understand how to Provide Support in End of Life Care	3	24	Three
Y/651/9862	CBG943	Understand Substance Use and Referring Individuals to Specialists	3	24	Three
A/651/9863	CBG944	Understand Homelessness	3	24	Three
D/651/9864	CBG945	Understand Reablement in Health and Social Care Services	3	24	Three
Optional units – Group B					
F/651/9865	CBG946	Infection Prevention and Control in Health and Social Care	2	12	Two
H/651/9866	CBG947	Supporting Individuals to Participate in Group Activity	4	25	Three

		Provision in Health and Social Care			
J/651/9867	CBG948	Supporting Individuals with Personal Care in Accordance with their Care Plan	3	20	Two
K/651/9868	CBG949	Moving and Positioning Individuals in Accordance with their Care Plan	4	26	Two
L/651/9869	CBG950	Undertaking Agreed Pressure Area Care	4	30	Two
T/651/9870	CBG951	Providing Support to Manage Pain and Discomfort	2	15	Two
Y/651/9871	CBG952	Supporting Individuals who are Distressed	3	21	Two
A/651/9872	CBG953	Supporting Individuals with Multiple Conditions and/or Disabilities	4	30	Three
L/651/9878	CBG954	Supporting Young People with a Disability in Transitioning to Adulthood	5	40	Three
M/651/9879	CBG955	Supporting Parents with Disabilities	6	43	Three
Y/651/9880	CBG956	Supporting Individuals with Specific Communication Needs	4	25	Three
A/651/9881	CBG957	Supporting Individuals Who Are Substance Users	4	25	Three
D/651/9882	CBG958	*Supporting Individuals to use Medication in Health and Social Care	4	30	Three
F/651/9883	CBG959	*Administering Medication to Individuals in Health and Social Care	5	40	Three
H/651/9884	CBG960	Contributing to Awareness Raising of Health Issues	4	26	Three
J/651/9885	CBG961	Supporting Individuals to Maintain and Develop Skills for Everyday Life	4	25	Three
R/651/9905	CBG962	Supporting Individuals to Access and Use Services and Facilities	4	25	Three

T/651/9906	CBG963	Supporting Individuals in Their Relationships	4	27	Three
Y/651/9907	CBG964	Promoting Positive Behaviour	4	25	Three
A/651/9908	CBG965	Preparing for and Carrying Out Extended Feeding Techniques	4	27	Three
D/651/9909	CBG966	Undertaking Physiological Measurements	3	23	Three
J/651/9910	CBG967	Undertaking Stoma Care	4	30	Three
K/651/9911	CBG968	Performing Routine Electrocardiograph Procedures	4	30	Three
L/651/9912	CBG969	Supporting Individuals to Manage Dysphagia	4	30	Three
M/651/9913	CBG970	Supporting Individuals Using Telecommunications Technologies	5	36	Three
R/651/9914	CBG971	Supporting Individuals to Negotiate Different Environments	5	34	Three
T/651/9915	CBG972	Promoting Nutrition and Hydration in Health and Social Care Settings	5	36	Three
Y/651/9916	CBG973	Performing Intravenous Cannulation	4	34	Three
A/651/9917	CBG974	Obtaining and Testing Capillary Blood Samples	4	30	Three
D/651/9918	CBG975	Obtaining and Handling Venous Blood Samples	3	24	Three
F/651/9919	CBG976	Supporting Individuals in the Use of Assistive Technologies	4	32	Three

10. Unit Content

10.1 Continuing Professional Development in Health and Social Care

Title	Continuing Professional Development in Health and Social Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
Unit Code	CBG924
Unit Reference No	Y/651/9844
Learn Direct Code	PA1
Link to NOS	SCDHSC0023 - Develop your own knowledge and practice SCDHSC0033 - Develop your practice through reflection and learning SCDHSC0043 Take responsibility for the continuing professional development of yourself and others
<p>Unit purpose and aim(s): This unit will enable the learner to show their knowledge and understanding of the importance of continuous development within their work role. Understanding and using reflective practice, the learner will demonstrate their commitment to their own development and in accordance with regulatory requirements.</p>	
Learning Outcomes	Assessment Criteria
1. Understand the role of regulation in health and social care.	1.1. Summarise the role and standards associated with regulatory bodies applicable to you and your setting and describe their impact on practice.
2. Be able to meet the competence requirements of your own role.	2.1. Describe duties and responsibilities of your role. 2.2. Summarise the importance of continuing professional development in health and social care. 2.3. Explain the purpose and focus areas of your own supervision 2.4. Provide access to records to demonstrate your active participation in: a) the supervision process b) other forms of CPD in order to meet competence requirements of your own role.
3. Know how to manage your own wellbeing.	3.1. Explain what is meant by: <ul style="list-style-type: none"> • personal wellbeing • resilience 3.2. Describe factors that affect your own wellbeing 3.3. Describe a range of wellbeing supports available and identify ways to access them.

<p>4. Be able to engage in reflective practice in order to improve health and social care practice.</p>	<p>4.1. Explain the importance of reflective practice. 4.2. Reflect on an aspect of recent learning in order to describe its impact on: a) your own development b) individuals or others 4.3. Use examples from your work environment in order to reflect on how your own practice: a) has improved b) may need to improve</p>
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Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 3 and LO 4

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

LO 4 - Alternative assessment methods may include:

- Direct Observation of the learner in their work setting while engaging in reflective practice; review of work products and associated questioning. (E.g. a reflective account / shared learning following an error, incident etc.).

Primary assessment method(s) for LO2

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 1.1 - Regulatory Bodies may include: NISCC, RQIA, NIHE (Supporting People), etc. Impact of a regulatory body on practice will be dependent on its role and may include:

- Registration (of a service or workforce) and renewal;
- Inspection processes against identified Standards;
- Sanctions for non-compliance e.g. Quality Improvement Plan; suspension of services; funding withdrawal; fitness to practice processes etc.

Assessment Criteria 2.3 – Purpose of supervision may include support and development; meeting regulatory requirements; protection for self, supervisor and individuals.

Assessment Criteria 2.4 - Records must include supervision documentation and may include appraisal documentation; competence assessments; training records / certificates; NISCC PRTL records, etc.

Assessment Criteria 3.1 - In this context, wellbeing refers to that of the learner. Wellbeing is a broad concept referring to a person's quality of life, taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.

Assessment Criteria 3.2 - 'Factors' may positively or negatively affect wellbeing.

Assessment Criteria 3.3 - 'Wellbeing supports' may be internal or external to the learner's organisation. Consideration should include those availed of and those currently not availed of.

Assessment Criteria 4.2 - Learning may include mentoring; in-house training; learning from others at team meetings / case discussions; attending formal training or conferences; distance learning; use of NISCC Learning Zone; internet research; own reading and research.

Assessment Criteria 4.3 - Improved Practice may include areas of understanding, skills or values that underpin best practice; and align with sectoral standards 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
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

10.2 Promoting Effective Communication and Information Sharing in Health and Social Care

Title	Promoting Effective Communication and Information Sharing in Health and Social Care
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	48
Unit Code	CBG925
Unit Reference No	A/651/9845
Learn Direct Code	PA1
Link to NOS	SCDHSC0021 Support effective communication SCDHSC0031 Promote effective communication
Unit purpose and aim(s): This unit will enable the learner to understand and demonstrate effective communication and information sharing in accordance with their role and context.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of effective communication in health and social care.	1.1. Explain the importance of effective communication in building and maintaining relationships with individuals and others. 1.2. Describe skills required to be an effective communicator within your own role and context. 1.3. Describe how technologies can be used to promote and enhance effective communication with individuals and others in the context of your role. 1.4. Analyse barriers to effective communication that may be experienced in your own role and context and describe how to overcome these. 1.5. Reflect on your use of effective communication in complex, sensitive or challenging situations and identify communication skills to develop.
2. Understand operational frameworks that support communication and information sharing in health and social care.	2.1. Outline the legislation relevant to information sharing in health and social care. 2.2. Summarise key principles with regard to confidentiality and information sharing, including relevant Regulatory Standards applicable to your job role and context. 2.3. Describe the potential tension between maintaining an individual's confidentiality and sharing information with others. 2.4. Explain what is meant by a 'data breach' in the handling of information.
3. Be able to meet the communication and language needs, wishes and preferences of individuals.	3.1. Demonstrate the use of appropriate communication methods and skills when communicating with individuals, in accordance with their needs, wishes and preferences and agreed ways of working. 3.2. Demonstrate how to respond appropriately to an individual's reactions when communicating with them. 3.3. Demonstrate how to overcome barriers to communicating effectively with an individual.

<p>4. Be able to implement good practice in record keeping and information sharing.</p>	<p>4.1. Demonstrate how to maintain accurate, complete, retrievable and up to date records, in accordance with legal requirements and agreed ways of working.</p> <p>4.2. Demonstrate how to maintain confidentiality in day-to-day communication and record keeping, in line with agreed ways of working.</p> <p>4.3. Demonstrate the appropriate and safe use of digital communication systems.</p>
<p>5. Know how to respond to complaints and feedback from others.</p>	<p>5.1. Summarise the main points of agreed policy and procedure for handling complaints within your own organisation.</p> <p>5.2. Explain why having an accessible complaints procedure can reduce the likelihood of abuse.</p> <p>5.3. Explain how to support an individual or others to make a complaint.</p> <p>5.4. Describe service improvements that resulted from feedback, in your own or other services.</p>

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 5

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 3 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 1.1

- 'Individuals' refers to people in receipt of care / support services
- (usually meaning the person / people supported by the learner).
- 'Others' include carers / family / advocates / colleagues / manager / other professionals / community services etc.

Assessment Criteria 1.2 - Skills may include verbal; non-verbal; active listening and associated skills such as summarising, questioning etc; use of signs, objects of reference; IT skills; negotiation skills; use of silence; touch.

Assessment Criteria 1.4

- 'Personal barriers' may include psychological e.g. lack of confidence or fear; lack of understanding or knowledge; physical or cognitive impairment

- ‘Linguistic barriers’ may include poor literacy skills; use of jargon or unfamiliar words / vocabulary
- ‘Cultural barriers’ may include differences in cultural norms, values, language and non-verbal cues; preconceptions about other cultures
- ‘Environmental barriers’ may include physical barriers e.g. time, place, space, climate, noise; busyness; technological barriers e.g. poor connections; lack of accessible tools e.g. loop system

Assessment Criteria 2.2 - Regulatory Standards may include those relevant to your setting and / or those relevant to workforce.

Assessment Criteria 2.4 - Data breach includes accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal or secure data.

Assessment Criteria 4.3 - ‘Digital communication systems’ may include the use of mobile or other permitted devices for work purposes such as phone calls, emails; access to workplace apps, digital documents, information management systems or collaboration tools e.g. MS Teams / Zoom etc.

Assessment Criteria 5.4 - Sources of feedback may include:

- Complaints (formal / informal)
- Compliments
- RQIA or other Regulatory Reports / Investigations
- Service Monitoring Reports / Shared Learning
- Service Users / Carers Meetings / Forums
- Serious Case Reviews

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

10.3 Promoting and Implementing Health and Safety in Health and Social Care

Title	Promoting and Implementing Health and Safety in Health and Social Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
Unit Code	CBG926
Unit Reference No	D/651/9846
Learn Direct Code	PA1
Link to NOS	SCDHSC0246 - Maintain a safe and clean environment SCDHSC0022 - Support the health and safety of yourself and individuals SCDHSC00243 - Support the safe use of materials and equipment SCDHSC0032 - Promote health, safety and security in the work setting
Unit purpose and aim(s): This unit will enable the learner to understand and demonstrate their knowledge and skills in promoting and implementing health and safety in the workplace.	
Learning Outcomes	Assessment Criteria
1. Understand your own and others' responsibilities relating to health and safety in the work setting.	1.1. Outline current legislation in relation to: a) overarching health and safety b) fire safety c) hazardous substances d) moving and handling equipment or objects e) infection prevention and control 1.2. Explain your role responsibilities in relation to: a) overarching health and safety b) fire safety c) storing and handling hazardous substances d) moving and handling equipment or objects e) infection prevention and control 1.3. Explain procedures to follow in relation to incidents and accidents which could occur in your work setting. 1.4. Explain actions to take in your role in relation to unsafe health and safety practices.
2. Be able to undertake your responsibilities for health and safety in the work setting, in accordance with agreed ways of working.	2.1. Adhere to fire safety requirements in accordance with your role and work setting. 2.2. Explain different types of risk assessments that are applicable to your work setting. 2.3. Adhere to risk assessments in relation to health and safety when undertaking your own job role. 2.4. Work with team members and / or others to monitor potential health and safety risks in your work setting. 2.5. Identify tasks in your work setting that should not be undertaken without specific training. 2.6. Describe types of additional support that you may require in relation to health and safety and how to access this support

3. Be able to implement security measures in the work setting.

3.1. Explain the importance of ensuring that others are aware of your whereabouts.

3.2. Use agreed ways of working to protect your own security and the security of others in the work setting.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2 and LO 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 1.1 - Objects may include shopping, bags, furniture, boxes, supplies, etc.

Assessment Criteria 1.2 - Responsibilities may include those that arise routinely and / or in response to unplanned or emergency situations.

Assessment Criteria 2.5 - Tasks may include use of equipment / medical devices, first aid, medication, health care procedures, food handling and preparation etc.

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

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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10.4 Understand Safeguarding, Protection and Duty of Care in Health and Social Care

Title	Understand Safeguarding, Protection and Duty of Care in Health and Social Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
Unit Code	CBG927
Unit Reference No	F/651/9847
Learn Direct Code	PA1
Link to NOS	SCDHSC0024 – Support the safeguarding of individuals SCDHSC0035 - Promote the safeguarding of individuals SCDHSC0395 - Contribute to addressing situations where there is risk of danger, harm or abuse
<p>Unit purpose and aim(s): This unit covers areas of safeguarding and protection of those at risk of harm from abuse, neglect or exploitation. It identifies different types of abuse and the signs that might indicate abuse occurring. It considers when individuals may be particularly vulnerable to abuse, neglect or exploitation and what a learner must do if abuse is suspected or alleged.</p>	
Learning Outcomes	Assessment Criteria
1. Understand the national and local context of safeguarding and protection of those at risk of harm from abuse, neglect or exploitation.	1.1. Outline current, relevant legislation, policies and local systems that relate to safeguarding and protection of those at risk of harm from abuse, neglect or exploitation. 1.2. Describe the roles of at least three different agencies in safeguarding and protecting individuals' right to live safely and be free from abuse, neglect or exploitation. 1.3. Analyse how reports into failures in upholding individuals' right to live free from abuse, neglect or exploitation have influenced current practice.
2. Know how to recognise signs of harm from abuse, neglect or exploitation.	2.1. Describe factors that may contribute to individuals being at risk of harm from abuse, neglect or exploitation. 2.2. Describe each of the following types of harm and their potential indicators: a) physical abuse b) sexual abuse c) emotional/psychological abuse d) financial abuse e) institutional abuse f) neglect g) domestic abuse h) exploitation i) human trafficking/modern slavery j) discriminatory abuse (hate crime) 2.3. Describe potential risks of harm to individuals using electronic communication devices and systems.

<p>3. Know how to respond to suspected or disclosed abuse.</p>	<p>3.1. Describe actions to take in your role, and in accordance with agreed ways of working if:</p> <ol style="list-style-type: none"> there are suspicions that one or more individuals are being abused one or more individuals disclose that they are being abused there are suspicions about the abuse of another person, other than individuals in direct receipt of your service <p>3.2. Outline ways to ensure that evidence of abuse is preserved.</p> <p>3.3. Explain when and how to seek support in relation to responding to safeguarding concerns.</p>
<p>4. Understand ways to reduce the likelihood of harm from abuse, neglect or exploitation.</p>	<p>4.1. Explain what it means to have a duty of care in your own role and how it contributes to the safeguarding and protection of individuals and others.</p> <p>4.2. Explain at least two strategies to reduce the likelihood of abuse, neglect or exploitation occurring.</p> <p>4.3. Explain what is meant by raising a concern in the public interest (whistleblowing).</p>

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2, LO 3 and LO 4

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

Assessment Criteria 1.2 – Agencies may include social services, police, regulatory bodies, disclosure and barring service etc.

Assessment Criteria 1.3 – Reports may include RQIA or other Regulatory Reports or Investigations; Shared Learning; Serious Case Reviews; Fitness to Practice Outcomes; Public Inquiries, etc.

Assessment Criteria 2.3 – Electronic systems may include internet, social networking sites, online financial transactions, etc.

Assessment Criteria 3.1 – Actions include appropriate sharing of information in line with agreed ways of working.

Assessment Criteria 3.1 (c) - ‘Another person’ may be an adult or child.

Assessment Criteria 4.1 - Duty of care is a legal requirement and means promoting wellbeing and making sure that individuals and others are kept safe from harm, abuse and injury.

Assessment Criteria 4.2 - Strategies may include

- implementing person-centred practice through agreed ways of working
- managing risks
- working in partnership with others
- team culture of transparency and accountability
- using whistleblowing policy and procedure
- focusing on prevention
- Supporting individuals develop awareness of personal safety

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

10.5 Understand Mental Capacity and Restrictive Practices in Health and Social Care

Title	Understand Mental Capacity and Restrictive Practices in Health and Social Care
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CBG928
Unit Reference No	H/651/9848
Learn Direct Code	PA1
Link to NOS	SCDHSC0313 Work with children and young people to promote their own physical and mental health SCDHSC0024 – Support the safeguarding of individuals SCDHSC0035 - Promote the safeguarding of individuals SCDHSC0395 - Contribute to addressing situations where there is risk of danger, harm or abuse
<i>Unit purpose and aim(s):</i> This unit covers areas of legislation and principles in relation to capacity and ways in which these impact on practice in health and social care, including the appropriate use of restrictive practices.	
Learning Outcomes	Assessment Criteria
1. Understand capacity and consent when providing care / support.	1.1. Identify current legislation relating to an individual's capacity. 1.2. Outline the principles that underpin practice, in relation to capacity and consent.
2. Understand restrictive practice.	2.1. Describe what is meant by 'restrictive practice'. 2.2. Analyse the principles that underpin the use of restrictive practices. 2.3. Describe at least two restrictive practices that may be appropriately used in identified circumstances. 2.4. Explain the importance and impact of seeking the least restrictive option for individuals. 2.5. Identify how to raise concerns in your role, when restrictions appear out of proportion with presenting risk.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1 and LO 2

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Assessment Criteria 2.1 - Restrictive Practices are those that limit a person's movement, day to day activity or function.

Assessment Criteria 2.3 - A range of restrictive practices may be considered, as identified in regional and / or organisational policy.

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

10.6 Promoting and Implementing Person-Centred Practice

Title	Promoting and Implementing Person-Centred Practice
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG929
Unit Reference No	J/651/9849
Learn Direct Code	PA1
Link to NOS	SCDHSC0025 - Contribute to implementation of care or support plan activities SCDHSC0233 - Develop effective relationships with individuals SCDHSC0234 – Uphold the rights of individuals
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and demonstrate the knowledge and skills required to promote and implement person-centred practice, underpinned by the values and behaviours expected of their role and context.	
Learning Outcomes	Assessment Criteria
1. Understand the application of person-centred practice in health and social care.	1.1. Outline what is meant by person-centred practice and the values that underpin it. 1.2. Analyse why person-centred values and a strength-based approach must underpin the care / support of individuals. 1.3. Summarise ways in which trauma informed principles can support person-centred practice. 1.4. Explain the nature of partnership working and co-production. 1.5. Describe ways to promote the active participation of individuals and others, in the care / support process. 1.6. Describe how to support an individual to question or challenge decisions when active participation has not been upheld.
2. Understand the role of risk assessments in promoting person-centred practice.	2.1. Explain why supporting positive risk taking should be part of person-centred practice. 2.2. Explain how risk assessments can be used to promote and enable an individual's right to take risks. 2.3. Explain when and why risk assessments should be reviewed and who should be involved in the process.
3. Be able to work in a person-centred way.	3.1. Establish consent when providing care / support. 3.2. Work with an individual and others to establish and understand the individual's history, preferences, wishes, strengths and needs. 3.3. Support an individual to make informed choices and decisions. 3.4. Demonstrate respect for an individual's lifestyle, choices and relationships. 3.5. Discuss why practitioners' views, beliefs, wishes and preferences should not influence an individual's choices.

- 3.6. Support an individual's active participation in their care / support, taking account of their changing needs, strengths and circumstances.
- 3.7. Work with team members and others to support an individual to manage risks, in ways that maintain and promote their right to make choices.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1 and LO 2

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 1.1 - Person-centred values may include but are not limited to individuality, choice, privacy, independence, dignity, respect, partnership, compassion.

Assessment Criteria 1.2 - Strengths based approach focuses on individuals' strengths / resources, building on their abilities to maintain their wellbeing and independence.

Assessment Criteria 1.3 - Trauma informed practice is distinguished from trauma specific services and recognizes a wider understanding of adverse experiences and their impact on a person's wellbeing.

Trauma informed principles include:

- Safety (including psychological safety)
- Trustworthiness
- Choice
- Collaboration
- Empowerment
- Cultural consideration

Assessment Criteria 1.4 - Co-production is a genuine partnership approach which brings people together to find shared solutions. In practice co-production involves partnering with people from the start to the end of any change that affects them . It works best when people are empowered to influence decision making and care delivery processes.

Assessment Criteria 1.5 - Active participation: a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

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

10.7 Promoting Equality, Diversity and Inclusion in Health and Social Care

Title	Promoting Equality, Diversity and Inclusion in Health and Social Care
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CBG930
Unit Reference No	M/651/9850
Learn Direct Code	PA1
Link to NOS	<p>SCDHSC0025 Contribute to implementation of care or support plan activities</p> <p>SCDHSC0233 - Develop effective relationships with individuals</p> <p>SCDHSC3111 Promote the rights and diversity of individuals</p> <p>SCDHSC0234 – Uphold the rights of individuals</p>
<p><i>Unit purpose and aim(s):</i> This unit will enable the learner to show their knowledge and skills in promoting and implementing equality, diversity, inclusion and human rights in their role and work setting.</p>	
Learning Outcomes	Assessment Criteria
1. Understand the importance of equality, diversity and inclusion in health and social care.	<p>1.1. Explain what is meant by:</p> <ul style="list-style-type: none"> a) equality b) diversity c) inclusion <p>1.2. Summarise key pieces of legislation and regulatory standards relevant to equality, diversity and inclusion.</p> <p>1.3. Explain ways in which legislation, professional standards and agreed ways of working relevant to equality, diversity and inclusion underpin your own practice</p> <p>1.4. Explain how unconscious bias may affect your own and others' behaviours.</p> <p>1.5. Describe ways to adapt practice to show awareness of and respect for a diverse population.</p>
2. Be able to work in an inclusive way to promote equality, diversity and inclusion.	<p>2.1. Interact with individuals in ways that respect equality and diversity.</p> <p>2.2. Demonstrate actions that model inclusive practice with:</p> <ul style="list-style-type: none"> a) Individuals b) Colleagues / managers / others <p>2.3. Explain how to report and record any discriminatory or exclusionary behaviour within your own work setting.</p> <p>2.4. Reflect on your own practice in promoting equality, diversity and inclusion and identify ways to develop your own practice.</p>

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 1.2 - At least two key pieces of legislation ought to be included.

Regulatory Standards may include those associated with regulatory bodies such as RQIA, NISCC, NIHE Supporting People, as relevant to a learner's context.

Assessment Criteria 1.4 - Unconscious bias: unknowingly making decisions or judgements on the basis of assumptions, prior experience or personal thought patterns that get in the way of impartial judgement

Assessment Criteria 2.2 - 'Others' include carers / family / advocates / colleagues / manager / other professionals / community services, etc.

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

10.8 Understand the Context of Supporting Individuals with Learning Disabilities

Title	Understand the Context of Supporting Individuals with Learning Disabilities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG931
Unit Reference No	R/651/9851
Learn Direct Code	PA1
Link to NOS	SCDHSC0234 – Uphold the rights of individuals SCDHSC0367 Support individuals to access independent representation and advocacy
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the meaning of the term learning disability and to consider issues linked with learning disability support. The unit considers how attitudes affect individuals with learning disabilities and recognises the importance of advocacy, promoting active participation and empowerment.	
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. Describe at least three causes of learning disabilities. 1.3. Analyse the potential impact on a family of an individual with a learning disability.
2. Understand the historical context of learning disability and its relationship to current services.	2.1. Summarise the types of services that have been provided over time for individuals with learning disabilities. 2.2. Explain how attitudes have changed in relation to individuals with learning disabilities. 2.3. Describe examples of how past ways of working are no longer appropriate in current health and social care services.
3. Understand advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.	3.1. Explain what is meant by the terms: a) social inclusion b) advocacy 3.2. Explain how individuals with learning disabilities may benefit from the services of an independent advocate. 3.3. Describe ways to build empowerment and active participation into everyday support of individuals with learning disabilities and their families. 3.4. Summarise ways to promote positive attitudes towards individuals with learning disabilities. 3.5. Describe the role of two external agencies in promoting the rights of individuals with learning disabilities.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

Assessment Criteria 2.1: Types of services may include institutionalised residential or hospital facilities, prior to the introduction of community-based day and residential facilities.

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

10.9 Understand Autism Spectrum Disorder (ASD)

Title	Understand Autism Spectrum Disorder (ASD)
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG932
Unit Reference No	T/651/9852
Learn Direct Code	PA1
Link to NOS	SCDHSC0234 – Uphold the rights of individuals
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand ASD, the legislative and policy context and supports available for individuals with an ASD.	
Learning Outcomes	Assessment Criteria
1. Understand ASD.	1.1. Explain what is meant by the term ‘Autism Spectrum Disorder’ 1.2. Describe the core characteristics associated with an ASD: a) communication b) behaviours and interests c) sensory processing 1.3. Analyse the potential impact that an ASD may have on the daily life of individuals.
2. Understand the legal and policy frameworks that relate to individuals diagnosed with an ASD.	2.1. Outline key areas of legislation and government policy that relate to an individual diagnosed with an ASD in your own region. 2.2. Summarise the impact of the legislation and government policy identified in AC2.1 on the life of individuals diagnosed with an ASD.
3. Understand effective communication with individuals with an ASD.	3.1. Describe a range of behaviours that may be an expression of emotions for individuals with an ASD. 3.2. Analyse strategies and skills that may be used to promote effective communication with individuals with an ASD, in accordance with their needs and preferences.
4. Understand the support available for individuals with an ASD.	4.1. Describe adaptations that may be made to physical and sensory environments in order to promote the wellbeing and inclusion of individuals with an ASD. 4.2. Explain the importance of informal networks in providing support to individuals with an ASD. 4.3. Describe the role of two external agencies in promoting the rights of individuals with an ASD.
Additional Assessment Guidance	
<p>A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.</p> <p>Primary assessment method(s) for LO 1, LO 2, LO 3 and LO 4</p> <ul style="list-style-type: none"> • Written tasks • Verbal questioning, documented by the assessor. • Professional discussion recorded and summarised by the assessor. 	

Assessment Criteria 1.2 - core characteristics [What is autism](#)

Assessment Criteria 1.3 - potential impact includes challenges and opportunities

Assessment Criteria 2.2 - [Autism Strategy](#)

[2023-28](#) May include:

- Assessment of needs
- Diagnosis – recognition of ASD as a distinct condition requiring lifelong support
- Staff training requirements
- Coordinated services

Assessment Criteria 3.1 and 3.2 - [Behaviour](#), Strategies and skills may include visual supports; social stories; picture exchange communication systems (PECS); use of technology; written information; use of short precise sentences; processing time; awareness of eye contact, touch, physical proximity etc.

Assessment Criteria 4.1 - Adaptations may include those that reduce sensory overload or increase sensory stimulation and may relate to lighting, noise, crowds and queues, temperature, smells, etc.

Assessment Criteria 4.2 - informal networks may include family, friends, peers, social groups etc.

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

10.10 Understand Principles of Supporting Individuals in Relation to Sexuality and Sexual Health

Title	Understand Principles of Supporting Individuals in Relation to Sexuality and Sexual Health
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG933
Unit Reference No	Y/651/9853
Learn Direct Code	PA1
Link to NOS	SCDHSC3112 Support individuals to manage their own health and social well-being SCDHSC0234 – Uphold the rights of individuals
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles of supporting individuals in relation to sexuality and sexual health.	
Learning Outcomes	Assessment Criteria
1. Understand human sexuality and its development.	1.1. Explain what is meant by: a) sexuality b) sexual orientation c) gender identity 1.2. Describe sexual development milestones from adolescence to older adulthood.
2. Understand the legal framework in relation to consent and sexual activity, in own region.	2.1. Outline current, relevant legislation that relates to consent and sexual activity. 2.2. Analyse key principles in relation to consent and sexual activity.
3. Understand sexual health and wellbeing.	3.1. Explain the key features of a healthy relationship and how these relate to an individual's overall wellbeing. 3.2. Describe factors that may lead to high risk or unwanted sexual activity. 3.3. Describe at least three sexually transmitted infections and their possible effects on an individual's health and wellbeing. 3.4. Describe possible effects on an individual's health and wellbeing due to unwanted pregnancy.
4. Know how to provide help and support to individuals in relation to their sexual health and wellbeing.	4.1. Explain how to promote an environment and culture where individuals are empowered to express their sexuality and feel safe to discuss relationships. 4.2. Describe risk assessment processes that may be used in relation to an individual's sexual health and wellbeing and why these should be regularly reviewed. 4.3. Identify barriers to changing behaviour with regard to sexual health and wellbeing and ways in which these can be overcome. 4.4. Summarise the services provided by at least two local organisations relevant to sexual health and wellbeing, and how they may be accessed.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2, LO 3 and LO 4

- Written tasks
- Verbal questioning, documented by the assessor
- Professional discussion recorded and summarised by the assessor

Assessment Criteria 1.1 - <https://sexualhealthni.info/sex-and-wellbeing/talking-about-sex-and-sexuality/>

Learning Outcome 2 -

[Microsoft Word - SBNI Adult App Content - Sex and the Law.docx](#) [Sexual Consent Myths and Facts | PSNI](#)

Consent is giving permission with the capacity and freedom to do so, without being pressured, bullied, manipulated, tricked or scared into saying “yes”.

It is the person seeking consent who is responsible (ethically and legally) for ensuring that consent is given by the other person, and for ensuring that that person has the freedom and capacity to give their consent. If consent is not clear, informed, willing and active, it must be assumed that consent has not been given. If consent is not clearly given, or is given and then subsequently retracted, this decision must always be respected. Since people can change their minds, or consent to one thing but not to something else, the seeker of consent must keep assessing whether consent is clear, informed, willing and active. Consent must be seen as an ongoing process, not a ‘one-off’. If a person is asleep or unconscious, they can’t give consent. If a person is under the influence of alcohol or drugs their ability to give consent is impaired. If someone has a mental health illness they might not be able to make an informed choice. If a person is under 16 years old they legally can’t give consent.

Learning Outcome 3 -

<https://sexualhealthni.info/sex-and-wellbeing/understanding-consent/> Also, the role of social media should be considered.

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	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner’s progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>

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

10.11 Understand Mental Health

Title	Understand Mental Health
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG934
Unit Reference No	A/651/9854
Learn Direct Code	PA1
Link to NOS	SFHMH20 - Use a recovery focused approach in working alongside the person with mental health needs and agree plans to meet their needs NSCDHSC0234 – Uphold the rights of individuals
<i>Unit purpose and aim(s):</i> The aim of this unit is to enable learners to understand what is meant by mental health and wellbeing, factors that can impact and strategies to support individuals' mental health and wellbeing.	
Learning Outcomes	Assessment Criteria
1. Understand different models of mental health.	1.1. Summarise the main types of mental ill health according to the International Classification for Diseases (ICD) and the Diagnostic and Statistical Manual (DSM) classification systems. 1.2. Critically compare at least two models of mental health. 1.3. Explain the differences between clinical recovery and personal recovery.
2. Understand factors that influence mental health and wellbeing across the lifespan.	2.1. Summarise a range of factors that may influence mental health and wellbeing across the life span. 2.2. Distinguish between risk factors and protective factors relating to mental health and wellbeing. 2.3. Explain ways in which individuals may experience stigma and discrimination based on their mental ill-health. 2.4. Explain the effects an individual's mental ill-health may have on others.
3. Understand how mental health and wellbeing may be promoted.	3.1. Distinguish between peer support, self-help and advocacy. 3.2. Analyse ways an individual may promote their own mental health and wellbeing. 3.3. Describe ways a health and social care worker may support an individual to promote their mental health and wellbeing.
Additional Assessment Guidance	
<p>A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.</p> <p>Primary assessment method(s) for LO 1, LO 2 and LO 3</p> <ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. - Professional discussion recorded and summarised by the assessor. <p>Assessment Criteria 2.1 - 'factors' may include biological, social, psychological, emotional, genetic, behavioural, environmental, financial etc.</p>	

Assessment Criteria 2.2–

- ‘risk factors’ may include experiences of inequalities/discrimination; difficult relationships including early life factors, abuse and trauma; financial struggles; substance misuse; major life changes; social media and technology etc.
- ‘Protective factors’ may include a strong support network; good physical health; coping skills, physical safety, etc.

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

10.12 Understand Dementia

Title	Understand Dementia
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG935
Unit Reference No	D/651/9855
Learn Direct Code	PA1
Link to NOS	SFHOP1 Communicate with older people and their carers SCDHSC0234 – Uphold the rights of individuals
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand dementia and how individuals may experience it.	
Learning Outcomes	Assessment Criteria
1. Understand dementia.	1.1. Explain what is meant by the term dementia. 1.2. Summarise at least three types of dementia and their likely signs / symptoms. 1.3. Clarify what is meant by 'young onset' dementia. 1.4. Explain the possible impact of receiving a diagnosis of dementia on: a) an individual b) their family and/or significant others 1.5. Outline the stages of dementia. 1.6. Describe other factors that can cause changes or fluctuations in an individual's condition, that may not be attributable to dementia.
2. Understand the importance of positive interactions and communications with individuals with dementia.	2.1. Summarise ways in which dementia can affect how an individual: a) communicates and uses language b) follows and participates in a conversation 2.2. Analyse the importance of non-verbal communication when supporting an individual with dementia. 2.3. Describe ways to encourage an individual with dementia to communicate. 2.4. Explain ways to use aspects of the physical environment to enable positive interactions for an individual with dementia.
3. Understand the importance of holistic support for individuals with dementia.	3.1. Describe ways to support individuals with dementia to engage in a valued range of meaningful activities in ways that promote independence, dignity and respect 3.2. Analyse the importance of life review work for understanding behaviours of concern. 3.3. Explain the importance of continually reviewing and adapting approaches and support for an individual and their family / significant others, as dementia progresses.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

Assessment Criteria 1.5 – Stages include early middle and late stages of dementia.

Assessment Criteria 1.6 - Other factors may include physical health issues, (e.g. infection, pain, dehydration, medication etc.); delirium; loneliness, unfamiliar surroundings, etc.

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

10.13 Understand the Nature and Impact of Acquired Brain Injury

Title	Understand the Nature and Impact of Acquired Brain Injury
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG937
Unit Reference No	F/651/9856
Learn Direct Code	PA1
Link to NOS	SFHCHS69 - Support individuals with long term conditions to optimise their physical functions
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the nature and impact of 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 1.2. Describe causes of acquired brain injury. 1.3. Explain the difference between a traumatic brain injury and other forms of acquired brain injury.
2. Understand the impact on individuals and others of acquired brain injury.	2.1. Explain the possible initial effects of acquired brain injury on an individual and significant others. 2.2. Summarise a model of loss and grief. 2.3. Explain the potential long-term impact of acquired brain injury on an individual and significant others.
3. Understand the specialist communication needs of an individual with an acquired brain injury.	3.1. Outline each of the following and their effects on communication: a) dysphasia b) dysarthria c) aphasia 3.2. Explain the importance of a person-centred approach to supporting communication for an individual with acquired brain injury. 3.3. Analyse a range of intervention strategies and assistive tools that may support communication for individuals with acquired brain injury.
4. Understand the importance of holistic support for individuals with acquired brain injury.	4.1. Describe ways to support an individual with acquired brain injury to engage in a valued range of meaningful activities in ways that promote independence, dignity and respect. 4.2. Explain the importance of continually reviewing and adapting approaches and support for an individual with acquired brain injury.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2, LO 3 and LO 4

Written tasks

Verbal questioning, documented by the assessor.

Professional discussion recorded and summarised by the assessor.

Assessment Criteria 2.3 – long-term impact may include physical, functional, cognitive, behavioural, emotional, socio- economic, relational, etc.

Assessment Criteria 3.3 – intervention strategies and assistive tools may include speech and language therapy and adapted verbal / non-verbal communication; use of low tech or high-tech systems e.g. writing, pictures, talking mats, alphabet boards, texting with a mobile device or use of computer aided technology

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

10.14 Understand Physical Disability

Title	Understand Physical Disability
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG938
Unit Reference No	H/651/9857
Learn Direct Code	PA1
Link to NOS	SFHCHS69 - Support individuals with long term conditions to optimise their physical functions
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand physical disability, barriers experienced and the potential impact of a physical disability on a person's life.	
Learning Outcomes	Assessment Criteria
1. Understand physical disability.	1.1. Define the term physical disability. 1.2. Explain and provide an example of each term when used in relation to physical disability: a) congenital b) acquired c) neurological d) progressive 1.3. Compare and contrast the impact that a congenital or an acquired physical disability may have on an individual.
2. Understand the impact of living with a physical disability within society.	2.1. Summarise barriers that may limit participation in everyday life for an individual with a physical disability. 2.2. Describe the potential effects of the barriers identified in AC 2.1 on the life choices of an individual with a physical disability. 2.3. Evaluate the extent to which improvements have occurred for individuals with a physical disability as a result of legislative changes.
3. Understand the importance of holistic support.	3.1. Explain the importance of recognising the individual rather than solely treating their disability. 3.2. Describe ways to build empowerment and active participation into everyday support of individuals with a physical disability. 3.3. Compare the differences in outcomes for an individual when focusing on their strengths and aspirations rather than solely on their needs.
Additional Assessment Guidance	
<p>A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.</p> <p>Primary assessment method(s) for LO 1, LO 2 and LO 3</p> <ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. - Professional discussion recorded and summarised by the assessor. 	

Assessment Criteria 2.1 – may include barriers to accessing facilities, services, work/benefits, education, housing, health care. Barriers may be physical, attitudinal, structural (e.g. policy), social etc.

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

10.15 Understand Person-Centred Approaches to Supporting Older People

Title	Understand Person-Centred Approaches to Supporting Older People
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG939
Unit Reference No	J/651/9858
Learn Direct Code	PA1
Link to NOS	SFHOP1 Communicate with older people and their carers SFHOP12 Enable older people to cope with changes to their health and well-being
<i>Unit purpose and aim(s):</i> The aim of this unit is to enable learners to understand the experience of older age, factors that can impact and strategies to support individuals.	
Learning Outcomes	Assessment Criteria
1. Understand the experience of older age in a regional context.	1.1. Summarise demographic changes in relation to society's ageing population in own region. 1.2. Analyse the potential impact on older people of factors associated with ageing, including: a) physical b) emotional c) social d) cognitive e) environmental f) financial / economic 1.3. Explain how societal attitudes and behaviours may impact on older people.
2. Understand how to promote independence, positive sense of identity and inclusion of older people.	2.1. Explain how a positive approach to ageing may contribute to the health and wellbeing of older people. 2.2. Describe strategies that may be used to challenge stereotypes and discriminatory attitudes towards older people. 2.3. Describe using examples, ways to support older people's: a) independence b) positive sense of identity c) inclusion 2.4. Evaluate the role of technology and digital solutions in supporting older people's social inclusion and access to services.
Additional Assessment Guidance	
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.	
Primary assessment method(s) for LO 1 and LO 2 <ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. - Professional discussion recorded and summarised by the assessor. 	

Assessment Criteria 1.1 – demographic changes may include statistical evidence, such as census updates or other NISRA publications.

Assessment Criteria 1.3 – societal attitudes may include stigma and unconscious bias.

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

10.16 Understand Personalisation through Self-Directed Support

Title	Understand Personalisation through Self-Directed Support
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG940
Unit Reference No	K/651/9859
Learn Direct Code	PA1
Link to NOS	SCDHSC0346 Support individuals to manage direct payments CPC 309 Support individuals, families and communities to commission their own services
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand personalisation through self-directed support in the context of social care.	
Learning Outcomes	Assessment Criteria
1. Understand self-directed support within social care.	1.1. Define the term personalisation as it applies within social care. 1.2. Explain the meaning and scope of self-directed support within social care. 1.3. Identify legislation and policy associated with self-directed support. 1.4. Analyse how self-directed support promotes choice, control and independence for individuals.
2. Understand how self-directed support is implemented in your own region.	2.1. Describe the self-directed support process, including assessment, resource allocation, support planning, implementation and review. 2.2. Describe potential barriers to availing of self-directed support and how these may be overcome. 2.3. Explain the impact that self-directed support may have on the process of commissioning social care.
3. Understand challenges that may arise with self-directed support and sources of information and advice.	3.1. Use examples to describe practical difficulties that may arise in relation to the use of self-directed support 3.2. Explain dilemmas that may arise between duty of care and an individual's rights in the context of self-directed support. 3.3. Identify sources of information and advice in relation to self-directed support.
Additional Assessment Guidance	
<p>A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.</p> <p>Primary assessment method(s) for LO 1, LO 2 and LO 3</p> <ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. - Professional discussion recorded and summarised by the assessor. <p>Assessment Criteria 1.2 – self-directed support options include direct payments, managed budget, services arranged by HSCT for the individual, mix of two or more of these options.</p>	

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

10.17 Understand Sensory Loss

Title	Understand Sensory Loss
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG941
Unit Reference No	R/651/9860
Learn Direct Code	PA1
Link to NOS	SFHCHS69 - Support individuals with long term conditions to optimise their physical functions SCDHSC0234 – Uphold the rights of individuals SCDHSC0233 - Develop effective relationships with individuals
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand sensory loss, causes, conditions and impact.	
Learning Outcomes	Assessment Criteria
1. Understand the causes, conditions and indicators of sensory loss.	1.1. Identify causes of sensory loss 1.2. Explain what is meant by: a) congenital sensory loss b) acquired sensory loss 1.3. Summarise the indicators and signs of: a) sight loss b) hearing loss c) deaf blindness 1.4. Explain actions to take if there are concerns about onset of sensory loss or changes in sensory status
2. Understand the impact on individuals with sensory loss.	2.1. Analyse ways in which a range of factors may impact on an individual with sensory loss. 2.2. Summarise a model of loss and grief. 2.3. Describe sources of support for those who may be experiencing onset of sensory loss.
3. Understand specialist communication needs of an individual with sensory loss.	3.1. Explain the importance of a person-centred approach to supporting communication for an individual with sensory loss. 3.2. Analyse a range of intervention strategies and assistive tools that may support communication for individuals with sensory loss.
4. Understand the importance of holistic support for individuals with sensory loss.	4.1. Describe ways to support an individual with sensory loss to engage in a valued range of meaningful activities in ways that promote independence, dignity and respect. 4.2. Explain the importance of continually reviewing and adapting approaches and support for an individual with sensory loss.
Additional Assessment Guidance	
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.	
Primary assessment method(s) for LO 1, LO 2, LO 3 and LO 4 Written tasks Verbal questioning, documented by the assessor.	

Professional discussion recorded and summarised by the assessor.

Assessment Criteria 2.1 – range of factors may include

- Social factors – social isolation, stigma, relationships, housing, cultural attitudes and beliefs.
- Psychological factors – mental health, self-esteem, coping strategies
- Physical factors – mobility, ill-health
- Environmental factors – accessibility, proximity to resources and supports, transport
- Economic factors – employment, costs associated with aspects of care / support

Assessment Criteria 3.2 – intervention strategies and assistive tools may include speech and language therapy and adapted verbal / non-verbal communication; use of low tech or high-tech systems e.g. writing, pictures, talking mats, braille, large print, signing, hearing aids, cochlear implants, amplified devices, texting with a mobile device or use of computer aided technology

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

10.18 Understand how to Provide Support in End of Life Care

Title	Understand how to Provide Support in End of Life Care
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG942
Unit Reference No	T/651/9861
Learn Direct Code	PA1
Link to NOS	SCDHSC0385 Support individuals at the end of life
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the nature of support for individuals and significant others in end of life care.	
Learning Outcomes	Assessment Criteria
1. Understand the legal requirements and current approaches to end of life care.	1.1. Explain what is meant by end of life care 1.2. Summarise the legal requirements to protect the rights of individuals in end of life care in your own region. 1.3. Analyse the impact of national and local drivers on current approaches to end of life care.
2. Understand factors affecting end of life care.	2.1. Summarise a model of loss and grief. 2.2. Analyse the importance of a person-centred approach to end of life care, including the significance of the history, beliefs and culture of individuals and significant others.
3. Understand advance care planning in relation to end of life care.	3.1. Explain the purpose of advance care planning in relation to end of life care. 3.2. Explain the importance of supporting and recording decisions about advance care planning. 3.3. Summarise issues that may arise in relation to advance care planning.
4. Understand how to support individuals and significant others during end of life care.	4.1. Explain the importance of supporting an individual and significant others to explore their thoughts and feelings about death and dying. 4.2. Describe ways to support an individual to feel respected and valued during end of life care. 4.3. Describe, using examples, how an individual's wellbeing can be enhanced by: <ol style="list-style-type: none"> the environment use of equipment and aids a range of therapies 4.4. Explain why it is important to know about an individual's wishes for their after-death care.
Additional Assessment Guidance	
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.	
Primary assessment method(s) for LO 1, LO 2, LO 3 and LO 4	
Written tasks	
Verbal questioning, documented by the assessor.	
Professional discussion recorded and summarised by the assessor.	

Assessment Criteria 1.1 – end of life care may or may not include palliative care.

Assessment Criteria 1.3 – ‘drivers’ may include policy, economic / political interests, beliefs, religion, culture, etc.

Assessment Criteria 2.2 – a person-centred approach includes a holistic perspective, beyond a focus on the terminal diagnosis.

Assessment Criteria 3.3 – ‘issues’ may be legal, ethical, relationship-based.

Assessment Criteria 4.3 – range of therapies may include but is not limited to: alternative therapies, complimentary therapies, talking therapies, etc.

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

10.19 Understand Substance Use and Referring Individuals to Specialists

Title	Understand Substance Use and Referring Individuals to Specialists
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG943
Unit Reference No	Y/651/9862
Learn Direct Code	PA1
Link to NOS	SFHAA1 - Recognise problematic use of alcohol or other substances and refer individuals to services SFHAB2 - Support individuals who misuse substances SFHAI3 Use recognised theoretical models to provide therapeutic support to groups of individuals who misuse substances
<i>Unit purpose and aim(s):</i> This unit enable the learner to understand how to recognise signs which may indicate that someone may be using substances and how to refer individuals with indications of substance use to relevant services.	
Learning Outcomes	Assessment Criteria
1. Understand substances that may be used and the possible indications of misuse.	1.1. Summarise the range of substances which may be used and their effects including: <ol style="list-style-type: none"> illegal drugs prescription drugs over the counter drugs alcohol solvents 1.2. Summarise possible indications of substance use including: <ol style="list-style-type: none"> physical behavioural social emotional 1.3. Analyse factors that increase individuals' likelihood of using substances, including <ol style="list-style-type: none"> age gender economic status emotional wellbeing
2. Understand how to assess and monitor risk.	2.1. Describe risk assessment processes in relation to individuals and others, associated with substance use, in accordance with agreed ways of working. 2.2. Explain why risk assessments associated with substance use, should be regularly reviewed. 2.3. Summarise actions that may be required in response to changes to individuals' situations and levels of risk.
3. Understand how to refer individuals to appropriate services and how to seek specialist assistance.	3.1. Describe the services of two local and two national organisations relevant to substance use and how they may be accessed. 3.2. Explain how to refer individuals to services identified in AC3.1 in line with organisational requirements.

- 3.3. Describe potential tensions between maintaining confidentiality and providing accurate information when making a referral to another service.
- 3.4. Describe examples of and ways to obtain specialist non-substance use assistance when required, as part of the support for individuals.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

Assessment Criteria 1.2 – possible social indications of substance use may include changes in peer groups or deterioration in family relationships; changes in activities and interests or social withdrawal; financial issues; deterioration in work or academic performance; encounters with law enforcement services etc.

Assessment Criteria 3.4 – specialist non-substance use assistance may include health-related clinics and services, including dentistry; jobs and benefits services; housing services; legal services, etc.

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

10.20 Understand Homelessness

Title	Understand Homelessness
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG944
Unit Reference No	A/651/9863
Learn Direct Code	PA1
Link to NOS	ASTH327L Provide support to customers to reduce the risk of homelessness
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand homelessness, including contributory factors, its impact on individuals and support services available.	
Learning Outcomes	Assessment Criteria
1. Understand the nature of homelessness.	1.1. Define what is meant by homelessness including statutory and non-statutory categories as recognised in your own region. 1.2. Summarise key legislation and statutory responsibilities that relate to homelessness in your own region. 1.3. Explain systems and processes within your own organisation to support individuals experiencing, or at risk of, homelessness.
2. Understand factors that can contribute to individuals becoming homeless.	2.1. Describe personal / individual factors that can contribute to an individual becoming homeless. 2.2. Describe societal factors that can contribute to homelessness. 2.3. Analyse reasons why some groups of individuals are more at risk of becoming homeless.
3. Understand the possible impact of becoming homeless.	3.1. Describe the potential effects of homelessness on individuals, including: a) physical health and wellbeing b) emotional health and wellbeing c) mental health and wellbeing 3.2. Outline the social implications of homelessness.
4. Understand accommodation services and preventive measures to support individuals who are homeless or at risk of homelessness.	4.1. Summarise the accommodation services available for people who are homeless or threatened with homelessness in your own region. 4.2. Describe strategies used by organisations to prevent homelessness.
Additional Assessment Guidance	
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.	
Primary assessment method(s) for LO 1, LO 2, LO 3 and LO 4 <ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. - Professional discussion recorded and summarised by the assessor. 	

Assessment Criteria 2.1 – may include addiction issues, unemployment, debt, mental health issues, relationship breakdown, migration.

Assessment Criteria 2.2 – may include economic challenges, housing shortages, systemic qualities and discrimination.

Assessment Criteria 2.3 – groups more at risk may include those leaving care, prison or the armed forces; those escaping a violent or abusive relationship; those with mental health issues.

Assessment Criteria 3.2 – social implications may include stigma, isolation, barriers to employment and education.

Assessment Criteria 4.2 – strategies may include early intervention programmes, family mediation, financial assistance schemes and targeted help; benefits advice; tenancy support services; increased supply of affordable homes.

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

10.21 Understand Reablement in Health and Social Care Services

Title	Understand Reablement in Health and Social Care Services
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG945
Unit Reference No	D/651/9864
Learn Direct Code	PA1
Link to NOS	SCDHSC0025 - Contribute to implementation of care or support plan activities SCDHSC3112 Support individuals to manage their own health and social well-being SCDHSC0027 Support individuals in their daily living
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the nature of reablement and its implementation in service provision.	
Learning Outcomes	Assessment Criteria
1. Understand reablement.	1.1. Explain what is meant by the term reablement. 1.2. Describe the principles of reablement and the potential benefits for individuals and their families / carers. 1.3. Explain how reablement differs from longer-term service provision, in relation to outcomes-focused goals.
2. Understand reablement service provision in health and social care.	2.1. Describe reablement services available for individuals whose physical independence is restricted by their health or wellbeing, in own region. 2.2. Analyse the role of multi-disciplinary team working in supporting reablement provision. 2.3. Outline challenges that may arise when providing reablement services to individuals.
3. Understand resources and techniques to support reablement.	3.1. Outline a range of activities that may be the focus of reablement support for individuals. 3.2. Analyse potential barriers to engaging in reablement activities. 3.3. Describe how equipment and assistive technology can support reablement for individuals 3.4. Outline techniques and skills used to support individuals during reablement 3.5. Explain when and how to seek support from others in relation to reablement support for individuals.
Additional Assessment Guidance	
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.	
Primary assessment method(s) for LO 1, LO 2 and LO 3	
<ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. - Professional discussion recorded and summarised by the assessor. 	
Assessment Criteria 1.2 – principles of reablement may include independence, empowerment, choice and	

control, person-centred.

Assessment Criteria 3.1 – activities may relate to mobility, making food and drinks, medication, personal care, housework, shopping, maintaining contact with others, etc.

Assessment Criteria 3.2 – potential barriers may include fear; loss of confidence; loss of control; embarrassment; lack of insight e.g. not recognising the need for support; jargon used by professionals; passivity; post-hospital institutionalization, etc.

Assessment Criteria 3.4 – techniques and skills may include: observation, practising, pacing, monitoring, effective communication.

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

10.22 Infection Prevention and Control in Health and Social Care

Title	Infection Prevention and Control in Health and Social Care
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CBG946
Unit Reference No	F/651/9865
Learn Direct Code	PA1
Link to NOS	SFHIPC1 Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments SFHIPC6 Use personal protective equipment to prevent the spread of infection
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and demonstrate knowledge and skills in implementing infection prevention and control in health and social care.	
Learning Outcomes	Assessment Criteria
1. Understand your own role in the prevention and control of the spread of infection.	1.1. Describe the main types of infection and ways in which they may be spread within the work setting. 1.2. Describe actions that should be taken to reduce the risks of infection to individuals and others. 1.3. Outline your own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection. 1.4. Describe your own responsibilities for ensuring the appropriate level of cleaning of environments and equipment.
2. Be able to undertake your responsibilities to prevent and control the spread of infection in the work setting.	2.1. Demonstrate appropriate use of Personal Protective Equipment (PPE) in a range of situations and in accordance with agreed ways of working. 2.2. Perform hand hygiene using recommended techniques and appropriate products. 2.3. Demonstrate appropriate level of cleaning of environments and equipment, in accordance with own role responsibilities and agreed ways of working.
Additional Assessment Guidance	
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.	
Primary assessment method(s) for LO 1	
<ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. - Professional discussion recorded and summarised by the assessor. 	
When answering, learners should reflect on own service user group and organisational context.	
Primary assessment method(s) for LO2	
<ul style="list-style-type: none"> - Direct Observation of the learner in their work setting; review of work products and associated questioning. 	

- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

Simulation for LO2 is not permitted.

Assessment Criteria 2.1 - 'Appropriate use of Personal Protective Equipment (PPE)' includes its appropriate sequencing and disposal.

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

10.23 Supporting Individuals to Participate in Group Activity Provision in Health and Social Care

Title	Supporting Individuals to Participate in Group Activity Provision in Health and Social Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBG947
Unit Reference No	H/651/9866
Learn Direct Code	PA1
Link to NOS	SCDHSC0394 Contribute to the provision of support groups SCDHSC0429 Work with groups to promote individual growth, development and independence
<i>Unit purpose and aim(s):</i> This unit will enable the learner to prepare, implement and review group activity provision in agreement with individuals in health and social care.	
Learning Outcomes	Assessment Criteria
1. Understand the role of group activity provision in health and social care.	1.1. Describe the range and purposes of group activities offered to individuals in your work context. 1.2. Analyse the benefits of group activity provision for individuals in your work context. 1.3. Outline resource considerations and their implications when providing group activities in your work context.
2. Be able to prepare for a group activity in health and social care.	2.1. Agree the purpose of a group activity with individuals and others, in accordance with individuals' needs and preferences. 2.2. Carry out preparatory checks using risk assessments associated with the individuals and the activity. 2.3. Prepare the environment and resources ensuring: <ol style="list-style-type: none"> adequate space risks are minimised inclusion and cultural sensitivity have been considered
3. Be able to implement a group activity in health and social care.	3.1. Carry out the planned group activity in accordance with your own role and agreed ways of working. 3.2. Ensure that resources and materials are used safely and appropriately. 3.3. Support individuals during the group activity to engage at their chosen level of participation. 3.4. Give direction, praise and reassurance to individuals during the group activity, ensuring an inclusive and person-centred approach. 3.5. Demonstrate how to bring the group activity to a safe and timely end.
4. Be able to monitor and record the group activity and the support provided to individuals when engaging in the group activity in health and social care.	4.1. Monitor individuals throughout the group activity and make adjustments as required. 4.2. Seek feedback from individuals at the end of the group activity

- 4.3. Record individuals' engagement in the group activity and the support provided, in accordance with agreed ways of working.
- 4.4. Reflect on your own role and the support provided to individuals when planning and implementing a group activity and identify possible areas for improvement.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2, LO 3 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 1.1 - range and purposes may include physical, social, therapeutic, skills development etc.

Assessment Criteria 1.3 - resources may include staffing, space / venue, costs, materials etc.

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

10.24 Supporting Individuals with Personal Care in Accordance with their Care Plan

Title	Supporting Individuals with Personal Care in Accordance with their Care Plan
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
Unit Code	CBG948
Unit Reference No	J/651/9867
Learn Direct Code	PA1
Link to NOS	SFHCHS11 Undertake personal hygiene for individuals who require additional support to care for themselves SCDHSC0218- Support individuals with their personal care needs SFHIPC7 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection
Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals with personal care in accordance with their care plan and care values.	
Learning Outcomes	Assessment Criteria
1. Be able to minimise risk before supporting an individual with personal care.	1.1. Carry out preparatory checks using the individual's: a) care plan b) risk assessment 1.2. Demonstrate how to identify any immediate risks to the individual. 1.3. Describe the actions to take in relation to risks identified in AC1.2. 1.4. Describe the actions to take if the individual's wishes conflict with their care plan. 1.5. Prepare the environment and resources ensuring: a) adequate space b) potential hazards are removed 1.6. Apply standard precautions for infection control.
2. Be able to provide support for personal care safely.	2.1. Demonstrate the use of appropriate communication methods and skills during the activity. 2.2. Support the individual in accordance with their care plan and agreed ways of working. 2.3. Support an individual in ways that maintain their comfort, respect their dignity and promote their active participation. 2.4. Demonstrate how to ensure safe disposal of waste materials.
3. Be able to monitor and record support for personal care.	3.1. Monitor the individual throughout the activity. 3.2. Explain ways to ensure that an individual can summon help, if required. 3.3. Record personal care functions as required by the individual's care plan. 3.4. Record an individual's personal care, in accordance with agreed ways of working.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 3.3 - personal care functions may include those associated with toileting, skin integrity, hair and nail care, oral hygiene, shaving, etc.

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

10.25 Moving and Positioning Individuals in Accordance with their Care Plan

Title	Moving and Positioning Individuals in Accordance with their Care Plan
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBG949
Unit Reference No	K/651/9868
Learn Direct Code	PA1
Link to NOS	SCDHSC0223 - Contribute to moving and positioning individuals SFHCHS6 Move and position individuals
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to move and position individuals; and in accordance with their care plan, move and position them safely, while promoting active participation in the process.	
Learning Outcomes	Assessment Criteria
1. Understand own responsibilities and accountability in relation to moving and positioning individuals.	1.1. Identify policies, procedures, and guidelines in relation to moving and assisting individuals. 1.2. Describe health and safety considerations in relation to moving and positioning individuals. 1.3. Identify sources of information and support in relation to moving and positioning individuals. 1.4. Describe ways to maintain dignity when moving and positioning individuals. 1.5. Identify specific health conditions and ways in which they may impact on the moving and positioning of individuals.
2. Be able to minimise risk before moving and positioning individuals.	2.1. Carry out preparatory checks using the individual's: a) care plan b) risk assessment 2.2. Identify the aids and equipment that may be used for moving and positioning. 2.3. Demonstrate how to identify any immediate risks to the individual. 2.4. Describe the actions to take in relation to risks identified in AC2.3. 2.5. Describe the actions to take if the individual's wishes conflict with their care plan. 2.6. Prepare the environment ensuring: a) adequate space for the move b) potential hazards are removed 2.7. Apply standard precautions for infection control.
3. Be able to move and position an individual.	3.1. Demonstrate the use of appropriate communication methods and skills during the activity. 3.2. Position the individual in accordance with their care plan. 3.3. Demonstrate how to effectively encourage the individual's active participation in the activity. 3.4. Monitor and observe the individual throughout the activity.
4. Know how to recognise and report unsafe practices.	4.1. Describe unsafe practices in moving and positioning that may affect the well-being of individuals.

		4.2. Explain actions to take in your role, in relation to unsafe practices in moving and positioning individuals.
Additional Assessment Guidance		
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.		
Primary assessment method(s) for LO 1 and LO 4		
<ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. - Professional discussion recorded and summarised by the assessor. 		
When answering, learners should reflect on own service user group and organisational context.		
Primary assessment method(s) for LO 2 and LO 3		
<ul style="list-style-type: none"> - Direct Observation of the learner in their work setting; review of work products and associated questioning. - Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers. - Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA 		
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

10.26 Undertaking Agreed Pressure Area Care

Title	Undertaking Agreed Pressure Area Care
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG950
Unit Reference No	L/651/9869
Learn Direct Code	PA1
Link to NOS	SFHCHS5 Undertake agreed pressure area care
<i>Unit purpose and aim(s):</i> 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 ulcers. 1.2. Illustrate where the pressure sites of the body are located. 1.3. Outline each of the stages of pressure ulcers. 1.4. Summarise factors which might put an individual at risk of skin breakdown and pressure ulcers. 1.5. Describe how incorrect handling and moving techniques can damage the skin. 1.6. Describe a range of interventions that can reduce the risk of skin breakdown and pressure ulcers. 1.7. 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. Describe concerns that may arise prior to undertaking the pressure area care as documented in the care plan and in accordance with own role and responsibilities. 3.4. Summarise actions to take, in accordance with own role and responsibilities, when concerns arise prior to undertaking the pressure area care as documented in the care plan. 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.
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:

	<ul style="list-style-type: none"> a) materials b) equipment c) resources
5. Be able to prepare to undertake pressure area care.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 6.1. Carry out pressure area care procedures in a way that: <ul style="list-style-type: none"> 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.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 4

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 3, LO 5 and LO 6

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

Assessment Criteria 3.3 - concerns may include changes in skin integrity – colour (purple, blue, red), temperature, firmness, moisture; or the size and extend of an existing pressure sore; blisters over bony areas. Changes in mobility, discomfort or pain.

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

10.27 Providing Support to Manage Pain and Discomfort

Title	Providing Support to Manage Pain and Discomfort
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	15
OCN NI Unit Code	CBG951
Unit Reference No	T/651/9870
Learn Direct Code	PA1
Link to NOS	SCDHSC0216 - Help address the physical comfort needs of individuals SCDHSC0224 Monitor the condition of individuals
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and provide support to individuals to manage pain and discomfort in accordance with agreed ways of working.	
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. Describe 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. Demonstrate how to encourage an individual to express their pain or discomfort. 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 an individual is in pain or discomfort. 2.5. Demonstrate how to carry out measures to alleviate pain and discomfort, in accordance with an individual's care plan, agreed ways of working and own job role and responsibilities. 2.6. Demonstrate how to effectively assist an individual to be positioned safely and comfortably.
3. Be able to monitor and record the support provided to an individual to manage pain and discomfort.	3.1. Demonstrate how to monitor an individual while supporting them to manage pain and discomfort. 3.2. Record an individual's use of agreed measures to alleviate pain and discomfort and the support provided, in accordance with agreed ways of working.
Additional Assessment Guidance	
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.	
Primary assessment method(s) for LO 1	
<ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. - Professional discussion recorded and summarised by the assessor. 	
When answering, learners should reflect on own service user group and organisational context.	

Primary assessment method(s) for LO 2 and LO 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.28 Supporting Individuals who are Distressed

Title	Supporting Individuals who are Distressed
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG952
Unit Reference No	Y/651/9871
Learn Direct Code	PA1
Link to NOS	SCDHSC0226 Support Individuals who are distressed SFHFMH15- Increase the individual's capacity to manage negative or distressing thoughts and emotional states
<i>Unit purpose and aim(s):</i> 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.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2, LO 3, LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.29 Supporting Individuals with Multiple Conditions and/or Disabilities

Title	Supporting Individuals with Multiple Conditions and/or Disabilities
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG953
Unit Reference No	A/651/9872
Learn Direct Code	PA1
Link to NOS	SCDHSC0224 Monitor the condition of individuals
<i>Unit purpose and aim(s):</i> This unit will enable the learner to support individuals with multiple conditions and/or disabilities to 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, in your work context. 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 your 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 the scope of your 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. Summarise resources available to support the additional needs of individuals with multiple conditions and/or disabilities. 3.3. Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities.
4. Be able to assist an individual with multiple conditions and/or disabilities to engage in activities.	4.1. Demonstrate how to appropriately support an individual to identify their needs and preferences. 4.2. Identify resources that may be required to support an individual to engage in activities. 4.3. Demonstrate how to appropriately support an individual to engage in activities that meet their needs and preferences. 4.4. Demonstrate the use of appropriate communication methods and skills during the activities.
5. Be able to monitor and record the activities and support provided to an individual when engaging in activities.	5.1. Monitor an individual throughout the activities. 5.2. Record an individual's engagement in the activities and the support provided, in accordance with agreed ways of working. 5.3. Reflect on the support provided to an individual to engage in activities identifying possible areas for improvement.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 3.2 and 4.2 - Resources may include equipment, assistive technologies, specialist services, etc.

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

10.30 Supporting Young People with a Disability in Transitioning to Adulthood

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	CBG954
Unit Reference No	L/651/9878
Learn Direct Code	PA1
Link to NOS	SCDHSC0366 Support individuals to represent their own wishes and needs at decision-making events SCDHSC0310 Work with children and young people to prepare them for adulthood, citizenship and independence SCDHSC0382 Support individuals to manage change in their lives
<i>Unit purpose and aim(s):</i> This 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.

<p>4. Be able to support a young person with a disability through transition into adulthood.</p>	<p>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.</p> <p>4.2. Demonstrate how to effectively support a young person to explore options for their future.</p> <p>4.3. Use a person-centred approach and planning to support a young person with a disability to identify their needs and aspirations.</p> <p>4.4. Use a person-centred approach to develop with the young person a plan to support them through transition.</p> <p>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.</p> <p>4.6. Summarise ways to access resources to meet needs of a young person with a disability.</p> <p>4.7. Explain the role of key agencies and professionals likely to be involved in the transition process.</p> <p>4.8. Summarise possible areas of tension and conflict that may arise during the transition into adulthood.</p>
<p>5. Be able to support a young person to reflect on their transition.</p>	<p>5.1. Use person-centred approaches with a young person with disabilities to review their transition plan to ensure the plan reflects their needs.</p> <p>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.</p>

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.31 Supporting Parents with Disabilities

Title	Supporting Parents with Disabilities
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	43
OCN NI Unit Code	CBG955
Unit Reference No	M/651/9879
Learn Direct Code	PA1
Link to NOS	SCDHSC0319 Support the families of children and young people in their own homes
<i>Unit purpose and aim(s):</i> This 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 of 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: <ol style="list-style-type: none"> learning communication

	c) sensory disabilities
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.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 7

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 3, LO 4, LO 5 and LO 6

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 4.1: Barriers refers to external factors and may include: prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information.

Assessment Criteria 4.2:

Positives implications may include:

- Appropriate identification of needs – their own and their child

- Support services provided
- Psychological support
- Improved outcomes for the child
- Child Safeguarding

Negatives implications may include:

- Increased scrutiny
- Risk of discrimination
- Emotional or psychological impact
- Impact on the parent-child relationship
- Potential/ actual legal measures being implemented eg child removal

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

10.32 Supporting Individuals with Specific Communication Needs

Title	Supporting Individuals with Specific Communication Needs
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBG956
Unit Reference No	Y/651/9880
Learn Direct Code	PA1
Link to NOS	SCDHSC0031 Promote effective communication SCDCCLD0401- Maintain effective communication systems and practice SCDHSC0369 Support individuals with specific communication needs
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop their knowledge and skills to interact and use special methods or aids to promote communication with individuals with specific communication needs.	
Learning Outcomes	Assessment Criteria
1. Be able to contribute to identifying the nature of specific communication needs of individuals and ways to address them, in accordance with their care plan.	1.1. Work in partnership with an individual and others to identify an individual's specific communication needs. 1.2. Identify the communication methods or aids that best suit the needs of an individual, in accordance with their care plan. 1.3. Explain how and when to access sources of support for addressing specific communication needs.
2. Be able to communicate with individuals with specific communication needs using their preferred form of communication.	2.1. Prepare the environment to facilitate communication. 2.2. Use agreed methods or aids for communicating with an individual with specific communication needs. 2.3. Observe an individual's responses during the interaction.
3. Know how to promote communication between individuals with specific communication needs and others.	3.1. Summarise opportunities for an individual with specific communication needs to communicate with others. 3.2. Explain how to support an individual to use communication methods or aids that will help them to understand others and be understood. 3.3. Explain how to support others to understand and be understood when communicating with an individual with specific communication needs.
4. Be able to monitor and record an individual's communication needs and the methods or aids used to address these.	4.1. Monitor the effectiveness of agreed methods or aids for communicating when providing support. 4.2. Record information about an individual's specific communication. 4.3. Reflect on the effectiveness of your communication with an individual with specific communication needs, identifying possible areas for practice improvement.
Additional Assessment Guidance	
Primary assessment method(s) for LO 3 <ul style="list-style-type: none"> - Written tasks - Verbal questioning, documented by the assessor. 	

- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 1, LO 2 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA

Assessment Criteria 2.2 - methods and aids may include the individual's preferred spoken language, digital technology, signing, tactile signing or other non-verbal forms of communication; Makaton, pictures, signage, writing, human aids (e.g. Interpreter, finger speller, translator etc.), objects of reference, etc.

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

10.33 Supporting Individuals Who Are Substance Users

Title	Supporting Individuals Who Are Substance Users
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBG957
Unit Reference No	A/651/9881
Learn Direct Code	PA1
Link to NOS	SFHAA1 - Recognise problematic use of alcohol or other substances and refer individuals to services SFHAB2 - Support individuals who misuse substances SFHAI3 - Use recognised theoretical models to provide therapeutic support to groups of individuals who misuse substances
<i>Unit purpose and aim(s):</i> This unit will enable the learner to consider ways of supporting individuals who are substance users, include enabling them to adopt safe practices and supporting individuals' efforts to reduce or cease substance use.	
Learning Outcomes	Assessment Criteria
1. Understand the use of different substances.	1.1. Outline a range of substances, including: a) street names by which they are known in own region b) ways in which they are used by individuals c) short term effects d) long term effects 1.2. Summarise key aspects of legislation, policies and guidelines on the use and storage of substances.
2. Be able to support individuals to adopt safe practices associated with substance use.	2.1. Explain three reasons why an individual may wish to adopt safe practices associated with substance use. 2.2. Demonstrate the use of appropriate communication methods and skills with an individual in relation to their substance use, in accordance with their needs, rights and agreed ways of working. 2.3. Demonstrate how to advise an individual on harm reduction strategies, in accordance with their needs, rights and agreed ways of working. 2.4. Demonstrate how to advise an individual on safe ways to dispose of hazardous materials and equipment associated with their substance use, in accordance with agreed ways of working.
3. Be able to support individuals who want to reduce or cease their substance use.	3.1. Explain reasons why an individual may wish to reduce or cease substance use. 3.2. Demonstrate how to appropriately support an individual to recognise possible effects and challenges that may arise when attempting to reduce or cease substance use. 3.3. Demonstrate how to support an individual to manage the effects of attempting to reduce or cease substance use, in accordance with their needs, rights and agreed ways of working. 3.4. Describe a range of local services to support an individual to reduce or cease substance use, including protocols for accessing services.

<p>4. Be able to monitor and record the support provided to an individual who is a substance user.</p>	<p>4.1. Demonstrate how to monitor the individual while providing support.</p> <p>4.2. Record an individual’s engagement with the support provided, in accordance with agreed ways of working.</p> <p>4.3. Reflect on the support provided to an individual, identifying possible areas for improvement.</p>
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Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2, LO 3 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual’s situation; this will need to be agreed by the EQA

Assessment Criteria 1.1 - effects may include withdrawal, hangover, anxiety, depression, paranoia, Rapid heart rate, dependence, infection, mental illness, infertility, kidney failure, liver damage, death etc.

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

10.34 Supporting Individuals to use Medication in Health and Social Care

Title	Supporting Individuals to use Medication in Health and Social Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG958
Unit Reference No	D/651/9882
Learn Direct Code	PA1
Link to NOS	SCDHSC3122 - Support individuals to use medication in social care settings
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to prepare for and provide support to individuals to use medication; to monitor and record in accordance with agreed ways of working.	
Learning Outcomes	Assessment Criteria
1. Understand the legislative framework and agreed ways of working for the use of medication in health and social care.	1.1. Summarise legislation and agreed ways of working that govern the use of medication in your work context. 1.2. Explain the legal classification system for medication.
2. Know about common types of medication, their use and possible adverse reactions.	2.1. Describe common types of prescribed medication used in social care settings, including for each: a) its purpose and conditions for which it may be prescribed. b) changes to an individual's physical or mental well-being that may indicate an adverse reaction to the medication
3. Understand the forms, routes and equipment associated with the use of medication.	3.1. Explain the forms in which medication may be presented. 3.2. Explain the routes of medication administration. 3.3. Describe a range of aids / equipment that may be used to assist with medication.
4. Be able to receive, store and dispose of medication supplies safely.	4.1. Explain how to receive supplies of medication in line with your own role and agreed ways of working. 4.2. Demonstrate how to store medication safely, in line with your own role and agreed ways of working. 4.3. Explain how to dispose of unused or unwanted medication safely, in line with your own role and agreed ways of working.
5. Be able to support an individual to use medication.	5.1. Demonstrate how to appropriately access required information regarding an individual's medication. 5.2. Demonstrate how to support an individual to use medication in accordance with their care plan and in ways that promote hygiene, safety, dignity and active participation.
6. Be able to monitor and record the support provided to an individual to use medication.	6.1. Demonstrate how to monitor an individual while supporting them to use medication. 6.2. Explain actions to take if an individual displays an adverse reaction after their use of medication.

	<p>6.3. Demonstrate how to seek feedback from an individual after supporting them to use medication.</p> <p>6.4. Record an individual's use of medication and the support provided, in accordance with agreed ways of working.</p> <p>6.5. Explain actions to take in the event of making or becoming aware of a medication error, in accordance with agreed ways of working.</p> <p>6.6. Reflect on your own role in supporting an individual to use medication and identify possible areas for improvement.</p>
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Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 4, LO 5 and LO 6

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.35 Administering Medication to Individuals in Health and Social Care

Title	Administering Medication to Individuals in Health and Social Care
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBG959
Unit Reference No	F/651/9883
Learn Direct Code	PA1
Link to NOS	SCDHSC3122 - Support individuals to use medication in social care settings
<i>Unit purpose and aim(s):</i> This unit will enable the learner to prepare for and administer medication to individuals; to monitor and record in accordance with agreed ways of working.	
Learning Outcomes	Assessment Criteria
1. Understand the legislative framework and agreed ways of working for the use of medication in health and social care.	1.1. Summarise legislation and agreed ways of working that govern the use of medication in your work context. 1.2. Explain the legal classification system for medication.
2. Know about common types of medication, their use and possible adverse reactions.	2.1. Describe common types of prescribed medication used in social care settings, including for each: a) its purpose and conditions for which it may be prescribed. b) changes to an individual's physical or mental well-being that may indicate an adverse reaction to the medication
3. Understand the forms, routes and equipment associated with the use of medication.	3.1. Explain the forms in which medication may be presented. 3.2. Explain the routes of medication administration. 3.3. Describe a range of aids / equipment that may be used to assist with medication.
4. Be able to receive, store and dispose of medication supplies safely.	4.1. Explain how to receive supplies of medication in line with your own role and agreed ways of working. 4.2. Demonstrate how to store medication safely, in line with your own role and agreed ways of working. 4.3. Explain how to dispose of unused or unwanted medication safely, in line with your own role and agreed ways of working.
5. Be able to prepare to administer medication.	5.1. Demonstrate how to appropriately access required information regarding an individual's medication. 5.2. Apply standard precautions for infection control when preparing to administer medication. 5.3. Verify the identity of an individual, obtain their consent and confirm their readiness for the administration of medication 5.4. Select, check and prepare medication in accordance with medication records and agreed ways of working. 5.5. Explain ways to ensure the appropriate timing of administration of medication.

<p>6. Be able to administer medication safely.</p>	<p>6.1. Demonstrate how to follow instruction requirements for administering the medication.</p> <p>6.2. Explain how to report any immediate issues with the administration of medication</p> <p>6.3. Demonstrate how to safely administer the medication in accordance with medication records and agreed ways of working.</p> <p>6.4. Demonstrate how to support and reassure an individual during the administration of medication, in accordance with their care plan and in ways that:</p> <ul style="list-style-type: none"> a) minimise distress b) safeguard dignity c) promote active participation <p>6.5. Demonstrate how to effectively monitor the individual during the administration of medication</p> <p>6.6. Confirm that the individual has taken the medication.</p> <p>6.7. Explain actions to take if an individual has an adverse reaction following the administration of medication.</p>
<p>7. Be able to record the administration of medication in accordance with legal requirements and agreed ways of working.</p>	<p>7.1. Demonstrate how to maintain the security of medication and related records throughout the process.</p> <p>7.2. Complete required records following the administration of medication.</p> <p>7.3. Demonstrate how to return medication and related records to the correct place for storage.</p> <p>7.4. Explain actions to take in the event making or becoming aware of an error in the administration of medication, in accordance with agreed ways of working.</p> <p>7.5. Reflect on your own role in the administration of medication and identify possible areas for improvement.</p>

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 4, LO 5, LO 6 and LO 7

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.36 Contributing to Awareness Raising of Health Issues

Title	Contributing to Awareness Raising of Health Issues
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBG960
Unit Reference No	H/651/9884
Learn Direct Code	PA1
Link to NOS	SCDHSC3103 Contribute to raising awareness of health issues
<i>Unit purpose and aim(s):</i> 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.

Additional Assessment Guidance

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2, LO 3, LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.37 Supporting Individuals to Maintain and Develop Skills for Everyday Life

Title	Supporting Individuals to Maintain and Develop Skills for Everyday Life
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBG961
Unit Reference No	J/651/9885
Learn Direct Code	PA1
Link to NOS	SCDHSC0027 - Support individuals in their daily living
<i>Unit purpose and aim(s):</i> This unit will enable the learner to work with individuals to retain, regain or develop skills for everyday life.	
Learning Outcomes	Assessment Criteria
1. Understand the context of supporting skills for everyday life.	1.1. Summarise reasons why individuals may need support to retain, regain or develop skills for everyday life. 1.2. Explain how retaining, regaining or developing skills for everyday life can benefit individuals. 1.3. Describe a range of methods for retaining, regaining or developing skills for everyday life.
2. Be able to support individuals to plan for retaining, regaining or developing skills for everyday life.	2.1. Demonstrate how to effectively identify with an individual and others the support needed to retain, regain or develop skills for everyday life. 2.2. Demonstrate how to effectively gain agreement with an individual on a plan for retaining, regaining or developing skills for everyday life identified in AC2.1. 2.3. Discuss possible challenges that may arise when planning and identify ways 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 with activities to retain, regain or develop skills for everyday life.	3.1. Demonstrate how to effectively provide agreed support identified in AC2.1 to retain, regain or develop skills for everyday life, in a way that promotes active participation by the individual. 3.2. Demonstrate how to effectively provide encouragement and 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 monitor and record the support provided to individuals when engaging in activities to retain, regain or develop skills for everyday life.	4.1. Monitor an individual throughout the activities and make adjustments as required. 4.2. Seek feedback from an individual at the end of the skills activities. 4.3. Record an individual's engagement in the activities and the support provided, in accordance with agreed ways of working. 4.4. Reflect on your own role and the support provided to an individual when planning and implementing support for retaining, regaining or developing skills for everyday life and identify possible areas for improvement.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2, LO 3 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.38 Supporting Individuals to Access and Use Services and Facilities

Title	Supporting Individuals to Access and Use Services and Facilities
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBG962
Unit Reference No	R/651/9905
Learn Direct Code	PA1
Link to NOS	SCDHSC0329 - Support individuals to plan, monitor and review the delivery of services
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals to select, use and review services and facilities in a 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 an individual to identify appropriate services and facilities to meet their assessed needs and preferences. 2.2. Demonstrate how to effectively support an individual to select services and 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 an individual to identify the resources and assistance required to access and use selected services and facilities. 3.2. Demonstrate how to support an individual to access and use services and facilities, in accordance with your own job role and responsibilities. 3.3. Explain how to ensure an individual's rights and preferences are promoted when accessing and using services and facilities.
4. Be able to monitor and record the support provided to individuals when accessing and using services and facilities.	4.1. Seek feedback from an individual after accessing and using services and facilities. 4.2. Record an individual's engagement while accessing and using services and facilities and the support provided, in accordance with agreed ways of working. 4.3. Reflect on your own role and the support provided to an individual when accessing and using services and facilities and identify possible areas for improvement.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

-Written tasks

- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2, LO 3 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

Assessment Criteria 1.3 - Information to be challenged may include information that is: misleading, inaccurate, discriminatory, inaccessible, etc.

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

10.39 Supporting Individuals in Their Relationships

Title	Supporting Individuals in Their Relationships
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBG963
Unit Reference No	T/651/9906
Learn Direct Code	PA1
Link to NOS	SCDHSC0331 Support individuals to develop and maintain social networks and relationships SCDHSC03110 Promote effective relationships with individuals
<i>Unit purpose and aim(s):</i> 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: <ol style="list-style-type: none"> establishing type and level of support required providing agreed support and information 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.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2, LO 3, LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.40 Promoting Positive Behaviour

Title	Promoting Positive Behaviour
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBG964
Unit Reference No	Y/651/9907
Learn Direct Code	PA1
Link to NOS	SCDHSC0336 Promote positive behaviour SCDHSC0398 Support individuals with programmes to promote positive behaviour SFHMH27 Reinforce positive behavioural goals during relationships with individuals SFHGEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour
<i>Unit purpose and aim(s):</i> This unit will enable the learner to work with individuals to promote positive behaviour and respond appropriately to behaviours of concern.	
Learning Outcomes	Assessment Criteria
1. Understand behaviour as a means of expression.	1.1. Explain a range of factors that may impact on an individual's behaviour including: a) environmental factors b) personal factors c) others 1.2. Explain what is meant by behaviour as a means of expression. 1.3. Analyse how behaviour may be perceived by others and the potential impact on an individual. 1.4. Explain the role of functional assessment in understanding an individual's behaviour.
2. Be able to promote positive behaviour.	2.1. Explain the importance of maintaining a person-centred approach when promoting positive behaviour for an individual. 2.2. Summarise own role and responsibilities in relation to positive behaviour support for an individual. 2.3. Demonstrate the use of agreed ways of working to minimise the likelihood of behaviours of concern. 2.4. Reinforce positive behaviour with an individual.
3. Be able to respond appropriately to behaviours of concern.	3.1. Summarise a range of behaviours of concern that may arise in your own work context. 3.2. Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident where the individual has displayed behaviour of concern. 3.3. Respond to incidents in accordance with support plans and agreed ways of working, when an individual has displayed behaviour of concern.
4. Be able to provide support after an individual displayed behaviour of concern.	5.1. Demonstrate support provided to an individual after they displayed behaviour of concern. 5.2. Demonstrate accurate and factual recording in accordance with agreed ways of working, after an individual displayed behaviour of concern 5.3. Demonstrate participation in post-incident support processes after an individual displayed behaviour of concern.

5.4. Reflect on your own role and the support provided to an individual in relation to their behaviours and identify possible areas for improvement.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational

context. Primary assessment method(s) for LO 2, LO 3 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

Assessment Criteria 1.1 - 'Others' may include carers / family / peers / advocates / colleagues / other professionals / community services / general public etc. and the impact of 'learned behaviour'.

Assessment Criteria 1.4 - Functional assessment may include ABC records, patterns of behaviours, identified triggers, PBS Plan, etc.

Assessment Criteria 2.4 - Reinforcement may include praise, encouragement, highlighting the positive behaviour, rewards, consistency, etc.

Assessment Criteria 4.3 - Post-incident support processes may include debriefing, shared learning, investigation, personal reflection, supervision, therapeutic supports.

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

10.41 Preparing for and Carrying Out Extended Feeding Techniques

Title	Preparing for and Carrying Out Extended Feeding Techniques
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBG965
Unit Reference No	A/651/9908
Learn Direct Code	PA1
Link to NOS	SFHCHS17 Carry out extended feeding techniques to ensure individuals nutritional and fluid intake
<i>Unit purpose and aim(s):</i> 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 gastrointestinal 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.
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.

<p>6. Be able to manage risks relating to extended feeding.</p>	<p>6.1. Summarise potential risks associated with extended feeding.</p> <p>6.2. Explain potential sources and consequences of contamination related to extended feeding.</p> <p>6.3. Explain why it is important to:</p> <ol style="list-style-type: none"> maintain the correct level of cleanliness pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area <p>6.4. Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure.</p> <p>6.5. Dispose of the following in accordance with legislation and agreed ways of working:</p> <ol style="list-style-type: none"> used equipment, materials and feeds body fluids including those aspirated prior to feeding
<p>7. Be able to maintain records and report on extended feeding.</p>	<p>7.1. Maintain accurate records.</p> <p>7.2. Consult with others who may be involved in reviewing the nutritional and fluid intake of an individual.</p> <p>7.3. Report any findings regarding the extended feeding process which may have an impact on the individual's care plan.</p>

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational

context. Primary assessment method(s) for LO 4, LO 5, LO 6 and LO 7

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

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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10.42 Undertaking Physiological Measurements

Title	Undertaking Physiological Measurements
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBG966
Unit Reference No	D/651/9909
Learn Direct Code	PA1
Link to NOS	SFHCHS19 Undertake routine clinical measurements
<i>Unit purpose and aim(s):</i> 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: <ol style="list-style-type: none"> blood pressure maintenance differentiation between systolic and diastolic blood pressure normal limits conditions of high or low blood pressure 2.2. Explain the characteristics of body temperature including: <ol style="list-style-type: none"> temperature maintenance normal body temperature pyrexia, hyper-pyrexia and hypothermia 2.3. Explain the characteristics of respiratory rates including: <ol style="list-style-type: none"> normal respiratory rates factors affecting respiratory rates in ill and well individuals 2.4. Explain the characteristics of pulse rates including: <ol style="list-style-type: none"> normal pulse rates limits factors affecting pulse rates – raising or lowering pulse sites on the body the requirement for pulse oximetry measurements 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.
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.

	<p>3.3. Demonstrate how to effectively answer questions and deal with concerns during the physiological measurement process.</p> <p>3.4. Explain the assistance individuals may require prior to the physiological measurement process.</p> <p>3.5. Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements.</p> <p>3.6. Demonstrate how to effectively and appropriately prepare all materials and equipment to be used.</p> <p>3.7. Confirm an individual's identity and obtain valid consent prior to the physiological measurement process.</p>
<p>4. Be able to undertake physiological measurements.</p>	<p>4.1. Apply the following standard precautions relevant to the procedure and environment:</p> <ol style="list-style-type: none"> infection prevention and control health and safety measures <p>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:</p> <ol style="list-style-type: none"> blood pressure body temperature respiratory rate pulse <p>4.3. Monitor the condition of the individual throughout the measurement.</p> <p>4.4. Respond to any significant changes in the individual's condition.</p> <p>4.5. Follow the agreed process when unable to obtain or read a physiological measurement.</p> <p>4.6. Identify any issues outside own responsibility and refer these to other colleagues.</p>
<p>5. Be able to record and report results of physiological measurements.</p>	<p>5.1. Explain why it is important to accurately and legibly record physiological measurements.</p> <p>5.2. Summarise three common conditions which require recording of physiological measurements.</p> <p>5.3. Summarise the correct process for reporting measurements that fall outside the normal levels.</p> <p>5.4. Record accurate physiological measurements using the correct documentation for each of the following:</p> <ol style="list-style-type: none"> blood pressure body temperature respiratory rate pulse

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1 and LO 2

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 3, LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.43 Undertaking Stoma Care

Title	Undertaking Stoma Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG967
Unit Reference No	J/651/9910
Learn Direct Code	PA1
Link to NOS	SFHIPC7- Safely dispose of healthcare waste, including sharps, to prevent the spread of infection SFHCHS10 Undertake stoma care
<i>Unit purpose and aim(s):</i> 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.
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.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1 and LO 2

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational

context. Primary assessment method(s) for LO 3, LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.44 Performing Routine Electrocardiograph Procedures

Title	Performing Routine Electrocardiograph Procedures
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG968
Unit Reference No	K/651/9911
Learn Direct Code	PA1
Link to NOS	SFHCHS130 Perform routine electrocardiograph (ECG) procedures
<i>Unit purpose and aim(s):</i> 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. 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.
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Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1 and LO 2

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context. Primary

assessment method(s) for LO 3 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.45 Supporting Individuals to Manage Dysphagia

Title	Supporting Individuals to Manage Dysphagia
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG969
Unit Reference No	L/651/9912
Learn Direct Code	PA1
Lin to NOS	SCDHSC0214 - Support individuals to eat and drink SCDHSC0213 - Provide food and drink to promote individuals' health and well being
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop their knowledge and skills when supporting individuals to manage dysphagia, especially in relation to nutritional and fluid intake.	
Learning Outcomes	Assessment Criteria
1. Understand dysphagia and its associated risks.	1.1. Define what is meant by dysphagia. 1.2. Identify signs that could indicate <ol style="list-style-type: none"> a swallowing difficulty a change in a pre-existing swallowing difficulty 1.3. Identify risks associated with dysphagia. 1.4. Outline health conditions often associated with dysphagia.
2. Understand how to support individuals to manage dysphagia in line with local and national guidelines and good practice.	2.1. Outline the key aspects of each level of the International Dysphagia Diet Standardisation Initiative (IDDSI) Framework. 2.2. Describe safe swallowing procedures at mealtimes including: <ol style="list-style-type: none"> Positioning Alertness Textures Help 2.3. Describe reporting and recording responsibilities associated with own job role, in relation to dysphagia related incidents. 2.4. Describe assessment documents for individuals that should be followed if an individual has swallowing difficulties.
3. Be able to follow the care plan in relation to an individual's dysphagia.	3.1. Carry out preparatory checks using: <ol style="list-style-type: none"> care plan agreed ways of working 3.2. Apply appropriate standard precautions for infection prevention and control. 3.3. Prepare equipment and environment in accordance with health and safety and the individual's care plan.
4. Be able to support an individual in managing their dysphagia.	4.1. Verify an individual's identity and gain valid consent for the activity. 4.2. Demonstrate how to effectively assist an individual to be positioned safely and comfortably. 4.3. Ensure that oral intake is in the consistency and appearance outlined in an individual's care plan and following regulatory and agreed ways of working. 4.4. Support an individual's active participation as specified in the individual's care plan.

	4.5. Demonstrate how to communicate effectively with the individual throughout the activity.
5. Be able to monitor and record the management of an individual's dysphagia.	5.1. Carry out required monitoring relating to the management of an individual's dysphagia during and after oral intake. 5.2. Update records regarding the support provided in accordance with agreed ways of working.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1 and LO 2

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context. Primary

Assessment method(s) for LO 3, LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

Assessment Criteria 3.1 – care plan includes Dysphagia assessment and recommendations for eating, drinking and swallowing (REDS) made by Speech and Language Therapist.

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

10.46 Supporting Individuals Using Telecommunications Technologies

Title	Supporting Individuals Using Telecommunications Technologies
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBG970
Unit Reference No	M/651/9913
Learn Direct Code	PA1
Link to NOS	SFHGEN21 Interact with individuals using telecommunications and the internet
<i>Unit purpose and aim(s):</i> 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 in 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.
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.

	<p>4.2. Evaluate the implications of any risks facing an individual, including:</p> <ol style="list-style-type: none"> the circumstances in which the interaction is being made the types of problems which could occur the significance of any signs of increased stress during interactions whether there are any constraints on individuals <p>4.3. Summarise appropriate action to deal with any risks, dangers or problems during an interaction when using telecommunications technologies.</p>
<p>5. Be able to appropriately conclude and record an interaction.</p>	<p>5.1. Demonstrate how to appropriately conclude interactions:</p> <ol style="list-style-type: none"> identifying when to close the interaction providing clear information to the individual on the reasons for ending the interaction operating to the guidelines and procedures of the organisation explaining what further action may be taken <p>5.2. Summarise two situations where it would be dangerous or disadvantageous to the interest of an individual to terminate the interaction.</p> <p>5.3. Explain why checking and recording an individual's details might be required before ending or transferring the telecommunications connection.</p> <p>5.4. Check and record accurately an individual's demographic details.</p>

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1 and LO 2

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational

context. Primary assessment method(s) for LO 3, LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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	Learner notes/written work Learner log/diary Peer notes Record of observation

	OR A collection of documents containing work that shows the learner's progression through the course	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

10.47 Supporting Individuals to Negotiate Different Environments

Title	Supporting Individuals to Negotiate Different Environments
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	34
OCN NI Unit Code	CBG971
Unit Reference No	R/651/9914
Learn Direct Code	PA1
Link to NOS	SCDHSC0372 Develop programmes to enable individuals to find their way around environments
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals to negotiate different environments (familiar and / or unfamiliar to the individuals).	
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 barriers for individuals negotiating different environments and how they may be addressed.
2. Be able to prepare to support an individual to negotiate different environments.	2.1. Demonstrate how to identify with an individual one or more activities which require them to negotiate different environments. 2.2. Explain how to assess the risks associated with supporting an individual to negotiate different environments for one or more activities identified in AC2.1.
3. Be able to support an individual to negotiate different environments.	3.1. Demonstrate how to effectively support an individual to negotiate different environments for one or more activities following an agreed plan. 3.2. Demonstrate how to effectively provide encouragement and feedback to the individual while negotiating different environments for one or more activities. 3.3. Summarise actions to take if an individual becomes distressed or is unable to continue to negotiate different environments for one or more activities.
4. Be able to monitor and record the support provided to an individual when negotiating different environments for one or more activities.	4.1. Monitor an individual while negotiating different environments for one or more activities and make adjustments as required. 4.2. Seek feedback from an individual at the end of negotiating different environments for one or more activities. 4.3. Record an individual's engagement in negotiating different environments for one or more activities and the support provided, in accordance with agreed ways of working. 4.4. Reflect on your own role and the support provided to an individual when supporting them to negotiate different environments and identify possible areas for improvement.

Additional Assessment Guidance

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 2, LO 3 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.48 Promoting Nutrition and Hydration in Health and Social Care Settings

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	CBG972
Unit Reference No	T/651/9915
Learn Direct Code	PA1
Link to NOS	SCDHSC0214 - Support individuals to eat and drink SCDHSC0213 - Provide food and drink to promote individuals' health and well being
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of good nutrition and hydration and to provide support for individuals to in relation to their nutrition and hydration.	
Learning Outcomes	Assessment Criteria
1. Understand a balanced diet in health and social care.	1.1. Summarise current national nutritional guidelines for a balanced diet. 1.2. Explain the importance of a balanced diet and the potential impact of a poor diet on individuals' health and wellbeing. 1.3. Analyse how a balanced diet should take account of individuals' health needs; preferences; beliefs; culture.
2. Understand the importance of good nutrition and hydration in health and social care.	2.1. Explain the importance of hydration. 2.2. Describe risk factors that may lead to: a) malnutrition b) dehydration 2.3. Describe possible signs of: a) malnutrition b) dehydration 2.4. Outline ways to promote good nutrition and hydration with an individual and / or others involved in their care / support.
3. Understand how to prevent malnutrition and dehydration in health and social care settings.	3.1. Explain how to ensure foods and drinks have increased nutritional density through fortification within a health and social care setting. 3.2. Explain the appropriate use of nutritional supplements within a health and social care setting. 3.3. Explain ways in which nutrition and hydration can be monitored.
4. Be able to provide support for an individual in relation to nutrition and hydration.	4.1. Carry out preparatory checks using an individual's: a) care plan b) risk assessment 4.2. Prepare the environment and resources, ensuring: a) appropriate utensils are available for use b) potential hazards are addressed 4.3. Apply standard precautions for infection control before, during and after providing support for an individual in relation to nutrition and hydration. 4.4. Demonstrate the use of appropriate communication methods and skills when providing support for an individual in relation to nutrition and hydration.

	4.5. Support an individual in ways that respect their dignity, promote their active participation and at a pace appropriate for them.
5. Be able to monitor and record support for an individual in relation to nutrition and hydration in health and social care.	5.1. Monitor and respond to an individual's feedback or observed reactions while providing support in relation to nutrition and hydration. 5.2. Record information and support provided in relation to nutrition and hydration of an individual in accordance with agreed ways of working. 5.3. Reflect on your own role and the support provided to an individual in relation to nutrition and hydration and identify possible areas for improvement.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational

context. Primary assessment method(s) for LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.49 Performing Intravenous Cannulation

Title	Performing Intravenous Cannulation
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	34
OCN NI Unit Code	CBG973
Unit Reference No	Y/651/9916
Learn Direct Code	PA1
Link to NOS	SFHIPC5 Minimise the risk of exposure to blood and body fluids while providing care
<i>Unit purpose and aim(s):</i> 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.
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.

	<p>5.3. Insert the cannula into selected vein using the approved technique and confirm correct siting, positioning and patency of cannula.</p> <p>5.4. Apply an approved dressing to fix the cannula in position.</p> <p>5.5. Flush the cannula when in situ according to organisational policies.</p> <p>5.6. Attach and secure the correct giving set to where infusion is required following approved procedures.</p> <p>5.7. Dispose of hazardous waste appropriately following organisational policies before leaving the care area.</p>
6. Be able to monitor and report on the intravenous cannulation.	<p>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.</p> <p>6.2. Report and record accurately the cannulation procedure in accordance with agreed ways of working.</p> <p>6.3. Monitor and maintain the cannulation site at regular intervals to avoid infection and maintain access.</p>

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1, LO 2 and LO 3

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 4, LO 5 and LO 6

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

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

10.50 Obtaining and Testing Capillary Blood Samples

Title	Obtaining and Testing Capillary Blood Samples
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG974
Unit Reference No	A/651/9917
Learn Direct Code	PA1
Link to NOS	SFHCHS131 Obtain and Test Capillary Blood Samples
<i>Unit purpose and aim(s):</i> 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.
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.

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

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1 and LO 2

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 3, LO 4, LO 5 and LO 6

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.51 Obtaining and Handling Venous Blood Samples

Title	Obtaining and Handling Venous Blood Samples
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG975
Unit Reference No	D/651/9918
Learn Direct Code	PA1
Link to NOS	SFHCHS132 Obtain venous blood samples
<i>Unit purpose and aim(s):</i> 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) provide 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 3.5. 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.

	<p>4.6. Explain the correct procedure to deal with an arterial puncture if it occurs.</p> <p>4.7. Terminate the blood collection procedure following guidelines and protocols to include:</p> <ol style="list-style-type: none"> removal of blood collection equipment stopping blood flow stopping bleeding application of suitable dressing personal care advice to the individual
5. Be able to prepare venous blood samples for transportation.	<p>5.1. Explain the importance of the following when labelling, packaging, transporting and the storing of venous blood samples:</p> <ol style="list-style-type: none"> accurate, legible and appropriate labelling and documentation temperature control of storage immediacy of transportation <p>5.2. Label, package and store venous blood samples ready for transportation in line with organisational policy, regulation and agreed ways of working.</p>

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1 and LO 2

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context.

Primary assessment method(s) for LO 3, LO 4 and LO 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

10.52 Supporting Individuals in the Use of Assistive Technologies

Title	Supporting Individuals in the Use of Assistive Technologies
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBG976
Unit Reference No	F/651/9919
Learn Direct Code	PA1
Link to NOS	SFHCHS239 Enable individuals to use assistive devices and assistive technology
<i>Unit purpose and aim(s):</i> 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.

Additional Assessment Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method(s) for LO 1

- Written tasks
- Verbal questioning, documented by the assessor.
- Professional discussion recorded and summarised by the assessor.

When answering, learners should reflect on own service user group and organisational context. Primary

Assessment method(s) for LO 2, LO 3 and LO 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care / support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

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

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Verifier to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Verifier prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and internal verification team needs to keep effective records.

- The programme must have an assessment and internal verification plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks

- the date by which the assignment needs to be internally verified
- sampling strategies
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, 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 Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 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 this qualification must carry out internal standardisation activities prior to the claim for certification.

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.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 90 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

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.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 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.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 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.

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

Qualification Number: 610/7339/8

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