



# Level 2

## Diploma in Care

(610/2566/5)



Approved by



Specification Pack

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## ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

## QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

## QUALIFICATION INFORMATION

The NQual Level 2 Diploma in Care is regulated by Ofqual.

Qualification Number: 610/2566/5

### Overview

This qualification is designed to provide learners with knowledge and skills relating to care practices. It will provide individuals with the chance to develop knowledge and gain skills to seek employment or progression onto higher level qualifications.

The purpose of this qualification is to prepare individuals for employment and progression in the care sector. The units specified within this document cover a variety of areas and topics relevant to the sector.

NQual have produced more optional units to allow Learners to tailor their qualification to best fit their expected outcomes and career ambitions.

This qualification is supported by Skills for Care and developed using the Development Assessment Principles. This qualification is approved by Skills for Care.

### Entry Requirements

- Minimum age: 16

There are no further entry requirements for this qualification.

### Progression Opportunities

- Level 3 Diploma in Care

## Unit Guidance

Learners must achieve all mandatory units and a minimum of 20 credits of optional units. The total credit value for this qualification is 44.

### Mandatory Units

Learners must achieve all mandatory units totalling 24 credits.

Unit Reference	Title	Level	GLH	Credit Value
J/650/6914	Communication in Care Settings	2	20	3
K/650/6915	Handle Information in Care Settings	2	10	1
L/650/6916	Personal Development in Care Settings	2	23	3
M/650/6917	Implement Person-Centred Approaches in Care Settings	2	39	5
R/650/6918	Equality and Inclusion in Care Settings	2	17	2
T/650/6919	Health, Safety and Well-being in Care Settings	2	33	4
D/650/6920	Responsibilities of a Care Worker	2	16	2
F/650/6921	Duty of Care	2	8	1
H/650/6922	Safeguarding and Protection in Care Settings	2	26	3

### Optional Units

Optional units are designed to ensure flexibility in different care pathways for individuals who want to undergo the qualification. Learners must achieve at least 20 credits of optional units.

Unit Reference	Title	Level	GLH	Credit Value
J/650/6923	Mental Health Awareness	2	32	4
K/650/6924	Promoting Independence in Daily Living Tasks	2	32	4
L/650/6925	Awareness of Dementia	2	32	4
M/650/6926	Supporting Elderly Individuals	2	32	4
R/650/6927	Supporting Individuals to Use Assistive Technology	2	32	4
T/650/6928	Effective Team Working in the Care Setting	2	16	2
Y/650/6929	Effective Lone Working in the Care Setting	2	16	2

F/650/6930	Awareness of Diabetes	2	32	4
H/650/6931	Food Safety Requirements	2	16	2
J/650/6932	Supporting Individuals to Eat and Drink	2	32	4
K/650/6933	Awareness of Parkinson's Disease	2	32	4
L/650/6934	Stroke Awareness	2	32	4
M/650/6935	Supporting Positive Risk-Taking For Individuals	2	32	4
R/650/6936	Awareness of Autistic Spectrum Disorder	2	32	4
T/650/6937	Supporting Individuals with Learning Disabilities	2	32	4
Y/650/6938	Supporting Individuals to be Part of a Community	2	32	4
A/650/6939	Promote the Health and Well-Being of the Individuals They Support	2	16	2
H/650/6940	Monitor and Report Changes in Health and Well-Being of Individuals	2	32	4
J/650/6941	Support Individuals on End of Life Care	2	32	4
K/650/6942	Administer Medication	2	32	4
L/650/6943	Support Individuals to Live in Their Own Home	2	32	4
M/650/6944	Introduction to Employment	2	16	2

### Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 352.

### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing the independent study.

The Total Qualification Time for this qualification is 440.

## Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

## Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of:

- an internally assessed Portfolio of Evidence and externally quality assured by NQual.

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- Appraisals
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts
- Story Boards

Please note this is not an exhaustive list. Competence-based units **must** include direct observation in the workplace as a primary source of evidence.

## Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQuals procedures for registering learners.

## Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

## Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

## Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

## Responsibilities

### Tutor/Trainer

Tutors/Trainers who deliver NQual qualifications must possess a teaching qualification appropriate for the level they are delivering. Examples of these can include:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training
- Qualification or extensive experience at the same level or above, the qualification you are delivering

### Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process
- Qualification or extensive experience at the same level or above, the qualification you are quality assuring



## MANDATORY UNITS

### Unit Breakdown: Level 2 Diploma in Care

Learners must complete all mandatory units for this qualification.

### Unit: Communication in Care Settings

Unit Code: J/650/6914

RQF Level: 2

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

### Guidance Notes

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

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

**Preferences** may be based on:

- beliefs
- values
- culture

**Communication methods** may include:

a) non-verbal communication

- eye contact
- touch
- physical gestures
- body language
- behaviour

b) verbal communication

- vocabulary
- linguistic tone
- pitch

c) technological aids

**Services** may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

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

## Unit: Handle Information in Care Settings

Unit Code: K/650/6915

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the need for secure handling of information in care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in care settings  1.2 Explain why it is important to have secure systems for recording and storing information in a care setting
2. Know how to access support for handling information	2.1 Describe how to access guidance, information and advice about handling information  2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information
3. Be able to handle information in accordance with agreed ways of working	3.1 Keep records that are up-to-date, complete, accurate and legible  3.2 Follow agreed ways of working for: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information</li> </ul>

### Guidance Notes

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

## Unit: Personal Development in Care Settings

Unit Code: L/650/6916

RQF Level: 2

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

### Guidance Notes

**Standards** may include:

- codes of practice
- regulations
- minimum standards
- national occupational standards

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

**Sources of support** may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

**Who should be involved** may include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- team members
- other professionals

**Continuing Professional Development (CPD)** Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

**Others** may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

## Unit: Implement Person-Centred Approaches in Care Settings

Unit Code: M/650/6917

RQF Level: 2

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

	<p>6.4 Demonstrate ways to contribute to an environment that promotes well-being</p> <p>6.5 Recognise and respond to changes in physical and mental health</p> <p>6.6 Explain the importance of good nutrition and hydration</p>
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### Guidance Notes

**PreFerences** may be based on:

- beliefs
- values
- culture

**Person-centred values** include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

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

A **care plan** may be known by other names e.g. support plan, or individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

**Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity').

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

**Well-being** may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

## Unit: Equality and Inclusion in Care Settings

Unit Code: R/650/6918

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the importance of equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination</li> </ul> 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting 1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2. Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences 2.3 Describe how to challenge discrimination in a way that encourages change
3. Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion 3.2 Describe how to access information, advice and support about diversity, equality and inclusion 3.3 Identify when to access information, advice and support about diversity, equality and inclusion

### Guidance Notes

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

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



## Unit: Health, Safety and Well-Being in Care Settings

Unit Code: T/650/6919

RQF Level: 2

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting</p>	<p>1.1 Identify legislation relating to general health and safety in a care work setting</p> <p>1.2 Outline the main points of the health and safety policies and procedures agreed with the employer</p> <p>1.3 Outline the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• others in the work setting</li> </ul> <p>1.4 Identify tasks relating to health and safety that should not be carried out without special training</p> <p>1.5 Explain how to access additional support and information relating to health and safety</p>
<p>2. Understand the use of risk assessments in relation to health and safety</p>	<p>2.1 Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities</p> <p>2.2 Explain how and when to report potential health and safety risks that have been identified</p> <p>2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns</p>
<p>3. Understand procedures for responding to accidents and sudden illness</p>	<p>3.1 Describe different types of accidents and sudden illnesses that may occur in own work setting</p> <p>3.2 Outline the procedures to be followed if an accident or sudden illness should occur</p>
<p>4. Be able to reduce the spread of infection</p>	<p>4.1 Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection</p> <p>4.2 Explain the causes and spread of infection in care settings</p> <p>4.3 Demonstrate the recommended method for hand-washing settings</p> <p>4.4 Demonstrate the use of Personal Protective Equipment (PPE) and when to use it</p> <p>4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work</p>
<p>5. Be able to move and handle equipment and objects safely</p>	<p>5.1 Identify legislation that relates to moving and handling</p> <p>5.2 Explain principles for moving and handling equipment and other objects safely</p>

	5.3 Demonstrate how to move and handle equipment and objects safely
6. Know how to handle hazardous substances and materials	6.1 Describe hazardous substances and materials that may be found in the work setting 6.2 Explain safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials</li> </ul>
7. Understand how to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading</li> </ul> 7.2 Describe emergency procedures to be followed in the event of a fire in the work setting 7.3 Explain the importance of maintaining clear evacuation routes at all times
8. Be able to implement security measures in the work setting	8.1 Use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• premises</li> <li>• information</li> </ul> 8.2 Implement measures to protect own security and the security of others in the work setting 8.3 Explain the importance of ensuring that others are aware of own whereabouts
9. Know how to manage own stress	9.1 Identify common signs and indicators of stress in self and others 9.2 Identify circumstances and factors that tend to trigger stress in self and others 9.3 Describe ways to manage stress and how to access sources of support

### Guidance Notes

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

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

**Others** may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

**Tasks** that the learner should not carry out without special training may include those relating to:

- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation

#### Appropriate use of Personal, Protective Equipment (PPE)

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

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

**Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress. Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

## Unit: Responsibilities of a Care Worker

Unit Code: D/650/6920

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand working relationships in care settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in care settings
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Access full and up-to-date details of agreed ways of working 2.3 Work in line with agreed ways of working 2.4 Contribute to quality assurance processes to promote positive experiences for individuals receiving care
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others 3.2 Demonstrate ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts 3.4 Demonstrate how and when to support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>

### Guidance Notes

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

**Others** may include:

- team members
- other colleagues
- those who use, or commission their own, care and support services
- families, carers and advocates

## Unit: Duty of Care

Unit Code: F/650/6921

RQF Level: 2

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

### Guidance Notes

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

**Unit: Safeguarding and Protection in Care Settings**

Unit Code: H/650/6922

RQF Level: 2

<b>Learning Outcomes</b> To achieve this unit a learner must be able to:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:
1. Understand the principles of safeguarding adults	1.1 Explain the term safeguarding 1.2 Explain own role and responsibilities in safeguarding individuals 1.3 Define the following terms: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul> 1.4 Describe harm 1.5 Describe restrictive practices
2. Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul> 2.2 Describe factors that may contribute to an individual being more vulnerable to abuse
3. Know how to respond to suspected or alleged abuse	3.1 Explain the actions to take if there are suspicions that an individual is being abused 3.2 Explain the actions to take if an individual alleges that they are being abused 3.3 Identify ways to ensure that evidence of abuse is preserved
4. Understand the national and local context of safeguarding and protection from abuse	4.1 Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse

	<p>4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse</p> <p>4.3 Identify factors which have featured in reports into serious cases of abuse and neglect</p> <p>4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing</p> <p>4.5 Identify when to seek support in situations beyond your experience and expertise</p>
<p>5. Understand ways to reduce the likelihood of abuse</p>	<p>5.1 Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> <li>• working with person-centred values</li> <li>• encouraging active participation</li> <li>• promoting choice and rights</li> <li>• supporting individuals with awareness of personal safety</li> </ul> <p>5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</p> <p>5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention</p>
<p>6. Know how to recognise and report unsafe practices</p>	<p>6.1 Describe unsafe practices that may affect the well-being of individuals</p> <p>6.2 Explain the actions to take if unsafe practices have been identified</p> <p>6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</p>
<p>7. Understand principles for online safety</p>	<p>7.1 Describe the potential risks presented by:</p> <ul style="list-style-type: none"> <li>• the use of electronic communication devices</li> <li>• the use of the internet</li> <li>• the use of social networking sites</li> <li>• carrying out financial transactions online</li> </ul> <p>7.2 Explain ways of reducing the risks presented by each of these types of activity</p> <p>7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices</p>

### Guidance Notes

**Domestic abuse** should include acts of control and coercion.

**Factors** may include:

- a setting or situation
- the individual

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

The **actions to take** constitute the learner's responsibility in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others Local systems may include:
  - employer/organisational policies and procedures
  - multi-agency adult protection arrangements for a locality

**Person-centred values** include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

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

**Unsafe practices** may include:

- poor working practices
- resource difficulties
- operational difficulties



## OPTIONAL UNITS

Learners must achieve at least 20 credits of optional units.

### Unit: Mental Health Awareness

Unit Code: J/650/6923

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the meaning of mental health	1.1 Define the meaning of mental health 1.2 Describe the impacts of stress on mental health 1.3 Describe the components of mental well-being
2. Understand the risk factors of mental health	2.1 Define 'risk factor' 2.2 Explain the life and environmental factors that can affect individuals mental health 2.3 Outline the different types of mental health diagnoses and the risk factors that can cause these problems
3. Understand how to support individuals who may have mental health problems	3.1 Describe how to support individuals who may have mental health problems 3.2 Outline the different referral routes for individuals who may have mental health problems
4. Be able to support individuals with mental health problems	4.1 Support individuals with mental health problems in daily tasks 4.2 Communicate effectively with individuals with mental health problems 4.3 Document changes in individuals with Mental Health problems

## Unit: Promoting Independence in Daily Living Tasks

Unit Code: K/650/6924

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the meaning of promoting independence	1.1 Define the term 'independence' 1.2 Explain how to support active participation in daily tasks 1.3 Describe the meaning of 'positive risk-taking' 1.4 Describe how to find suitable opportunities or options for individuals to participate in daily tasks
2. Understand the importance of promoting independence in daily living	2.1 Provide examples of how independence in daily living tasks can be promoted 2.2 Explain the importance of promoting independence in daily living tasks 2.3 Describe the importance of respecting an individual's culture and preferences
3. Be able to promote independence in a range of daily living tasks	3.1 Demonstrate promoting independence for those supported in the care setting 3.2 Clarify with individuals, and where necessary their family members, the requirements for supporting independence 3.3 Record changes in individual's circumstances that may affect their independence in daily tasks 3.4 Adapt support where necessary to address changes or increased/ decreased independence

## Unit: Awareness of Dementia

Unit Code: L/650/6925

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand what Dementia is	1.1 Define the term 'dementia' 1.2 Identify the key functions of the brain that are affected by dementia 1.3 Explain the key symptoms displayed by someone who has dementia 1.4 Explain the meaning of Alzheimer's
2. Understand factors involved with supporting others with Dementia	2.1 Describe the common causes of dementia 2.2 Explain the risk factors for the most common causes of dementia 2.3 Describe 5 key ways to support those with dementia, with examples
3. Be able to support individuals with Dementia	3.1 Demonstrate effective communication when caring for individuals with dementia 3.2 Show consideration for the risk factors for those who have dementia 3.3 Support individuals with dementia in the care setting

## Unit: Supporting Elderly Individuals

Unit Code: M/650/6926

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to support elderly individuals	1.1 Explain the importance of communication in elderly care settings 1.2 Describe the importance of communicating with family members when caring for elderly 1.3 Identify common health issues in elderly care 1.4 Describe how to deal with health issues in elderly care
2. Understand how to maintain the health and well-being of elderly individuals	2.1 Explain the importance of independence 2.2 Explain the importance of social and leisure activities in elderly care settings 2.3 Explain the importance of dignity in elderly care settings
3. Be able to support the elderly in their chosen setting	3.1 Communicate effectively with elderly individuals, showing respect and inclusion 3.2 Support elderly individuals with common health issues 3.3 Communicate with family members in an appropriate way 3.4 Provide dignity and independence for elderly individuals in the care setting 3.5 Support elderly individuals with social and leisure activities

## Unit: Supporting Individuals to Use Assistive Technology

Unit Code: R/650/6927

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles of assistive technology	1.1 Define the term 'assistive technology' 1.2 Provide examples of 'assistive technology' 1.3 Explain how assistive technologies can impact the experiences of individuals
2. Understand the safety risks associated with using assistive technology	2.1 Describe how to prepare the environment to support the use of assistive technology 2.2 Identify how to complete safety checks on assistive technology
3. Understand the different individuals who use assistive technology and their needs	3.1 Describe a range of individual needs that may be supported by assistive technology 3.2 Explain why assistive technologies may be introduced to individuals
4. Be able to support individuals using assistive technology	4.1 Prepare the environment to support the use of assistive technology 4.2 Follow procedures for using assistive technology 4.3 Follow procedures for maintenance and repair of assistive technology 4.4 Support an individual with an enquiry about assistive technology

## Unit: Effective Team Working in the Care Setting

Unit Code: T/650/6928

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles that underpin effective team working	1.1 Describe the meaning of 'effective teamworking' 1.2 Describe how teams can show mutual respect 1.3 Explain the benefits of supporting team members 1.4 Explain the benefits of working as a team in the care setting
2. Be able to work as part of a team	2.1 Demonstrate mutual respect with others 2.2 Demonstrate effective team working in various instances 2.3 Offer support to another team member 2.4 Fulfil own responsibilities within the team

## Unit: Effective Lone Working in the Care Setting

Unit Code: Y/650/6929

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles of working alone	1.1 Define the term 'lone-working' 1.2 Identify the risks associated with working alone 1.3 Provide examples of support available when working alone 1.4 Describe the safety precautions you would take if working alone
2. Be able to work alone safely	2.1 Plan and prepare for working alone 2.2 Apply safety measures when working alone 2.3 Effectively work alone in the care setting

## Unit: Awareness of Diabetes

Unit Code: F/650/6930

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand diabetes and the initial care of diabetes	1.1 Define diabetes 1.2 Describe the possible long-term complications to health for individuals with diabetes 1.3 Identify how individuals with diabetes may need to be supported 1.4 Explain key features of Type 1 diabetes 1.5 Explain key features of Type 2 diabetes 1.6 Identify the common signs and symptoms of diabetes
2. Understand the treatment and management of diabetes	2.1 Describe the nutritional needs of individuals with diabetes 2.2 Explain the importance of monitoring blood pressure and blood glucose 2.3 Identify the normal parameters for blood pressure and blood glucose
3. Be able to support individuals with diabetes	3.1 Safely support individuals monitor blood pressure and blood glucose 3.2 Promote healthy nutritional choices for individuals with diabetes 3.3 Identify key symptoms of those with diabetes and ensure the correct support is given



## Unit: Food Safety Requirements

Unit Code: H/650/6931

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles of Food safety when preparing Food and drink for individuals	1.1 Describe why personal protective clothing should be worn when handling Food and drink 1.2 Identify the food safety controls in place when providing Food and drink 1.3 Explain the importance of keeping surfaces, utensils and equipment must be clean 1.4 Describe the importance of clearing and disposing of Food waste correctly 1.5 Identify when hands must be washed to maintain Food hygiene
2. Meet Food safety requirements when providing Food and drink for individuals	2.1 Keep Food and drink preparation areas clean 2.2 Wear the correct PPE for preparing and handling Food and drink 2.3 Ensure all utensils and equipment are clean 2.4 Ensure high levels of hand hygiene 2.5 Dispose of Food and drink correctly and safely

## Unit: Supporting Individuals to Eat and Drink

Unit Code: J/650/6932

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to support individuals to eat and drink	1.1 Describe the benefits of providing choice when offering food and drink 1.2 Describe ways in which you can identify the level of support needed when supporting with food and drink 1.3 Describe the importance of encouraging individuals to make suitable and healthy choices
2. Be able to support individuals to make choices about food and drink	2.1 Confirm with an individual the food and drink they want to consume 2.2 Encourage individuals to make healthy choices that are suitable for them 2.3 Ensure individuals have a choice at mealtimes
3. Support individuals to eat and drink ensuring good hygiene	3.1 Demonstrate high levels of hygiene when supporting individuals to eat and drink 3.2 Ensure eating and drinking surfaces are clean 3.3 Ensure eating and drinking equipment is clean 3.4 Clean utensils and equipment effectively after use 3.5 Identify the appropriate level of support individuals need when eating and drinking

## Unit: Awareness of Parkinson’s Disease

Unit Code: K/650/6933

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the signs and symptoms of Parkinson’s	1.1 Define ‘Parkinson’s’ 1.2 Explain what causes Parkinson’s to develop 1.3 Explain the key symptoms of Parkinson’s 1.4 Identify the difference between motor and non-motor symptoms 1.5 Describe the typical progression of Parkinson’s
2. Understand the impact of Parkinson’s on individuals and others	2.1 Describe the impact on quality of life for someone with Parkinson’s 2.2 Explain the impact of Parkinson’s on relationships 2.3 Identify support in place for families, friends and carers of those with Parkinson’s 2.4 Identify the treatment and therapy available for those with Parkinson’s 2.5 Describe the possible side effects of treatments
3. Be able to effectively support individuals with Parkinson’s	3.1 Support those with Parkinson’s with daily living tasks 3.2 Support with the administration of medication 3.3 Support those with Parkinson’s to be involved in social activities 3.4 Support family and friends of those who have Parkinson’s

**Unit: Stroke Awareness**

Unit Code: L/650/6934

RQF Level: 2

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand what a stroke is and how to recognise a stroke</p>	<p>1.1 Describe the changes to the brain associated with a stroke                      1.2 Identify other conditions that may be mistaken for a stroke                      1.3 Identify the signs and symptoms of a stroke                      1.4 Identify the assessment tests that can be completed to identify a stroke                      1.5 Explain the key stages of a stroke</p>
<p>2. Understand the risk factors of a stroke</p>	<p>2.1 Describe the common risk factors for a stroke                      2.2 Identify the steps that can be taken to reduce the risk of stroke                      2.3 Describe why a stroke is a medical emergency</p>
<p>3. Be able to support individuals who have had a stroke</p>	<p>3.1 Be able to assess the support needed after an individual has had a stroke                      3.2 Make referrals to further support or other agencies for individuals who have had a stroke</p>

## Unit: Supporting Positive Risk-Taking for Individuals

Unit Code: M/650/6935

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the meaning of positive risk-taking for individuals and its benefits	1.1 Explain the meaning of 'positive risk-taking' 1.2 Outline the benefits of positive risk-taking for individuals
2. Understand how to support positive risk taking	2.1 Describe how to support positive risk taking 2.2 Describe how you recognise unsafe practices for those you support 2.3 Explain how to respond to dilemmas you may face between a person's rights and their safety.
3. Be able to use risk assessment to support individuals	3.1 Explain the use of risk assessments in supporting individuals 3.2 Support the individual to understand their own risk assessments and make contributions 3.3 Outline the benefits of risk assessments 3.4 Keep up-to-date risk assessments which are reviewed regularly

## Unit: Awareness of Autistic Spectrum Disorder

Unit Code: R/650/6936

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understanding Autism Spectrum Conditions	1.1 Describe the meaning of 'Autism Spectrum Disorder' 1.2 Describe the meaning of 'Asperger's Syndrome' 1.3 Describe why understanding Autism and Asperger's is important 1.4 Explain the common misconceptions of individuals on the autism spectrum 1.5 Explain areas of strength for individuals of those with autism spectrum disorders including communication and language
2. Understand how to support individuals with Autism Spectrum Disorder	2.1 Describe how to provide an individualised approach to support 2.2 Outline the various forms of specialist input that can be used to support individuals with autism spectrum disorder
3. Be able to support individuals with Autism Spectrum Disorder	3.1 Describe the importance of involving individuals, Families, Friends and carers in the person-centred approach to the support of individuals 3.2 Outline the different support networks available to support individuals 3.3 Describe the importance of routines and structure for individuals with autism spectrum disorder
4. Be able to communicate with individuals with Autism Spectrum Disorder	4.1 Outline the environmental barriers that can affect communication with an individual 4.2 Describe how to reduce environmental barriers to communication when supporting an individual with autism spectrum disorder 4.3 Use various forms of communication aids suitable for the individuals needed 4.4 Identify when to seek advice about communication with an individual with autism spectrum disorder

## Unit: Supporting Individuals with Learning Disabilities

Unit Code: T/650/6937

RQF Level: 2

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand how to care for individuals with physical disabilities</p>	<p>1.1 Describe the importance of understanding the care needs of individuals with physical disabilities</p> <p>1.2 Identify where to find information on how to care for individuals with physical disabilities</p> <p>1.3 Describe the responsibilities in moving and handling individuals with physical disabilities, including legislation</p> <p>1.4 Outline how to ensure the needs of individuals with physical disabilities are met</p>
<p>2. Understand how to care for individuals with sensory loss</p>	<p>2.1 Explain the importance of understanding the care needs of individuals with sensory loss</p> <p>2.2 Identify where to find information on how to care for individuals with sensory loss</p> <p>2.3 Outline how to ensure the needs of individuals with sensory loss are met</p> <p>2.4 Describe different environmental barriers, and how to reduce these</p>
<p>3. Understand how to care for individuals with cognitive impairments, including dementia awareness</p>	<p>3.1 Describe the importance of understanding the care needs of individuals with cognitive impairments</p> <p>3.2 Identify where to find information on how to care for individuals with cognitive impairments</p> <p>3.3 Explain the common effects of dementia on an individual</p> <p>3.4 Explain how to best maintain quality of life for an individual with dementia</p>

## Unit: Supporting Individuals to Be Part of a Community

Unit Code: Y/650/6938

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the importance of social inclusion for individuals	1.1 Define the terms: <ul style="list-style-type: none"> <li>• Community participation</li> <li>• Community presence</li> <li>• Social inclusion</li> </ul> 1.2 Explain the benefits of social inclusion for individuals and communities 1.3 Explain the effects of social exclusion on individuals and communities
2. Understand how to address exclusion for individuals in their communities	2.1 Identify groups of people who are more likely to be vulnerable to social exclusion 2.2 Explain different approaches to address exclusion for individuals within their communities 2.3 Provide examples of ways to support individuals to have a positive role within the community
3. Be able to support individuals in the community	3.1 Explain the requirements of risk assessment when planning activities in the community 3.2 Identify the different activities in which individuals can be involved in within the community



## Unit: Promote the Health and Well-Being of the Individuals they Support

Unit Code: A/650/6939

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the factors that may influence the health and well-being of an individual	1.1 Outline, with examples, a range of factors that can influence health and well-being including: <ul style="list-style-type: none"> <li>• Social</li> <li>• Psychological</li> <li>• Emotional</li> <li>• Biological</li> </ul> 1.2 Explain how these factors can influence individuals' behaviours 1.3 Explain the difference between health and well-being
2. Understand how to implement and promote strategies for improving mental health and well-being	2.1 Explain steps individuals can take to promote their health 2.2 Explain steps individuals can take to promote their well-being 2.3 Outline how to support individuals to promote their own health and well-being 2.4 Outline the local and national strategies which support individuals to promote their health and well-being

## Unit: Monitor and Report Changes in the Health and Well-Being of Individuals

Unit Code: H/650/6940

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to monitor the health and well-being of individuals	1.1 Describe the documentation used for monitoring changes in individuals' health and well-being 1.2 Outline the different ways to monitor health and well-being 1.3 Identify the different healthcare professionals that can be involved in monitoring health and well-being, and explain how they do this
2. Understand how to report changes in the health and well-being of individuals	2.1 Describe the activities that can be completed to assess changes to individuals' health and well-being 2.2 Explain the responsibility if escalation is required in reporting changes in health and well-being
3. Understand the responsibilities of record keeping	3.1 Outline the legal requirements of record keeping 3.2 Explain the importance of accurate records in the care setting 3.3 Explain the effects of incorrect records in the care setting

## Unit: Support Individuals with End of Life Care

Unit Code: J/650/6941

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the features of support during the last days of life	1.1 Outline common signs of an individual approaching death 1.2 Describe the health care support required during the end of life 1.3 Outline the key signs when life-prolonging treatment or medication can be stopped 1.4 Outline the signs that death has occurred
2. Understand the impact of end of life on the individual, families, friends and carers	2.1 Describe the impact of end of life on the individual and others 2.2 Explain the importance of communication when dealing with family, friends and carers in end of life 2.3 Outline how to comfort distressed or emotional family members, friends or carers in end of life
3. Be able to support individuals and others in end-of-life	3.1 Outline ways in which you can make individuals more comfortable during the end of life 3.2 Work in partnership with other healthcare professionals during end of life care 3.3 Describe the importance of correct record-keeping during the end-of-life stages 3.4 Be able to explain the next stages to family members, friends and carers where necessary
4. Know the responsibilities following an individual's death	4.1 Outline the local and national guidelines and policies for care after death 4.2 Identify bereavement support for family members, friends and carers

**Unit: Administer Medication**

Unit Code: K/650/6942

RQF Level: 2

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand common medication and their uses</p>	<p>1.1 Identify common medications and explain their uses and possible side effects 1.2 Describe the importance of expiry dates on medication and the possible effects of administering expired medication 1.3 Outline how side effects of medication are identified and the procedures in place for dealing with this 1.4 Identify the different ways in which medication can be administered</p>
<p>2. Understand techniques for administering medication</p>	<p>2.1 Identify different materials and equipment used for the administration of medication 2.2 Describe how to gain consent from different individuals when administering medication 2.3 Identify the procedures for checking prescriptions 2.4 Identify how to use the medication administration record sheet correctly</p>
<p>3. Understand legislation, policy and procedures regarding the administration of medication</p>	<p>3.1 Explain the legislation used regarding the administration of medication 3.2 Describe the policies and procedures followed regarding the administration of medication</p>
<p>4. Be able to prepare and administer medication safely</p>	<p>4.1 Follow procedures for infection control 4.2 Describe the requirements for the type of medication to be administered including timings and amounts 4.3 Describe how to prepare equipment or materials used for the administration of medication 4.4 Gain individual's consent to administer medication 4.5 Record the administration of medication clearly and correctly</p>
<p>5. Be able to monitor the administration of medication</p>	<p>5.1 Identify procedures for how to monitor the administration of medication 5.2 Outline how to dispose of unsafe medication 5.3 Identify how to confirm medication was taken by the individual and explain circumstances in which this may need to happen</p>

## Unit: Support Individuals to Live at Home

Unit Code: L/650/6943

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the Fundamentals of supporting individuals in their own home	1.1 Describe the advantages and disadvantages of an individual living at home 1.2 Explain the importance of supporting Families, Friends and carers of those individuals living at home 1.3 Outline how risk assessments contribute to those being supported to live at home 1.4 Identify the reasons some individuals may choose to be supported in their own home
2. Understand how to monitor and risk assess individuals living in their own home	2.1 Describe how to work with the individual and others to agree on support needs and expectations 2.2 Describe the need to regularly review support needs and expectations of not only the individual, but Families, Friends and carers when supporting an individual living at home 2.3 Outline how to indicate adjustments needed to support and care at home
3. Be able to work in partnership with other health care professionals involved in supporting an individual living at home	3.1 Describe different health care professionals that can be involved in supporting a person living at home, and explain their role in support 3.2 Be able to communicate professionally and clearly with other healthcare professionals 3.3 Describe the importance of record keeping when working with other healthcare professionals

## Unit: Introduction to Employment

Unit Code: M/650/6944

RQF Level: 2

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the Fundamentals of employment	1.1 Describe the meaning of 'tax', identify why this is paid and what services it funds 1.2 Describe the meaning of 'national insurance', identify why this is paid and what services it funds 1.3 Explain the importance of a pension and how employer and employee contributions work 1.4 Identify the main aspects of a pay slip 1.5 Describe the basic holiday and break requirements when working
2. Be prepared to apply for jobs and attend an interview	2.1 Be able to complete a job search effectively 2.2 Create a suitable CV and cover letter 2.3 Send a professional email in response to a job advert 2.4 Prepare for a job interview 2.5 Complete a job interview with confidence 2.6 Take interview feedback on board

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