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Qualification Specification for:

OCN NI Level 2 Diploma in Health and Social Care (Northern Ireland)

➤ Qualification No: 603/7209/6

Qualification Regulation Information

OCN NI Level 2 Diploma in Health and Social Care (Northern Ireland)

Qualification Number: 603/7209/6

Operational start date: 01 March 2021

Operational end date: 28 February 2026

Certification end date: 28 February 2028

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

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

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Foreword

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

→ **OCN NI Level 2 Diploma in Health and Social Care (Northern Ireland)**

This specification sets out:

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

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

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

Contents

About Regulation	5
OCN NI.....	5
Qualification Features.....	6
Sector Subject Area	6
Qualification Aim	6
Grading	6
Qualification Target Group	6
Progression Opportunities.....	6
Entry Requirements.....	7
Qualification Support.....	7
Delivery Languages.....	7
Centre Requirements for Delivering the Qualification	8
Centre Recognition and Qualification Approval	8
Centre Staffing	8
Tutors	8
Assessors.....	8
Internal Verification.....	9
Structure and Content	10
Unit Details.....	14
Quality Assurance of Centre Performance	117
External Verification	117
Standardisation	117
Administration	118
Registration	118
Certification	118
Charges.....	118
Equality, Fairness and Inclusion.....	118
Retention of Evidence	118

About Regulation

OCN NI

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

The Regulated Qualifications Framework: an overview

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

Qualification Level

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

Qualification Size

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

For further information about the RQF see:

<https://www.ocnni.org.uk/blog/regulated-qualifications-framework-rqf/>

Qualification Features

Sector Subject Area

1.3 Health and social care

This qualification relates to the following National Occupational Standards:

[National Occupational Standards - Skills for Care](#)

Qualification Aim

The aim of the OCN NI Level 2 Diploma in Health and Social Care (Northern Ireland) is to provide learners within health and social care, training aligned to the Health and Social Care Apprenticeship Framework and is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Qualification Objectives

The objectives of the OCN NI Level 2 Diploma in Health and Social Care (Northern Ireland) are to provide learners with a wide range of options to enable entry to/or develop their existing career in a range of health and social care related functions and job roles.

Grading

Grading for this qualification is pass/fail.

Qualification Target Group

The OCN NI Level 2 Diploma in Health and Social Care (Northern Ireland) will be targeted at learners who currently work or plan to work in a wide range of settings and roles in the Health and Social care sector.

Progression Opportunities

The OCN NI Level 2 Diploma in Health and Social Care (Northern Ireland) will enable learners to progress to the OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland) and other higher level qualifications in health and social care specialist and related areas.

Entry Requirements

Learners must be at least 16 years of age and currently work or wish to work in health and social care.

Learners must be able to evidence competencies in a real work environment.

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

Qualification Support

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

Delivery Languages

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

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:

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

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

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

Tutors

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

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

Assessors

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

Assessors must:

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

Internal Verification

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

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

Internal Verifiers must:

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

Internal verifiers are required to:

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

Structure and Content

OCN NI Level 2 Diploma in Health and Social Care

To achieve the OCN NI Level 2 Diploma in Health and Social Care (Northern Ireland) learners must successfully complete 46 credits with 30 credits from the four mandatory units and the remaining 16 credits from any of the optional units.

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

- Supporting Use of Medication in Social Care Settings
- Administering Medication to Individuals and Monitoring Effects
- Understanding How to Support the Use of Medication in Health and Social Care Settings

Total Qualification Time (TQT) for this qualification: 460 hours
 Minimum Guided Learning Hours (GLH) for this qualification: 347 hours
 Maximum Guided Learning Hours (GLH) for this qualification: 378 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
Mandatory units						
K/618/6517	CBF298	Communication and Information Sharing	4	40	33	Two
T/618/6519	CBF299	Health and Well-being	8	80	61	Two
K/618/6520	CBF300	Principles and Values	13	130	108	Two
M/618/6521	CBF301	Continuing Professional Development in the Context of Health and Social Care	5	50	39	Two
Optional units						
M/618/4736	CBE987	Stroke Awareness	3	30	28	Two
T/618/4737	CBE988	Move and Position Individuals in Accordance with their Care Plan	4	40	26	Two
A/618/4738	CBE989	Undertake Agreed Pressure Area Care	4	40	30	Two
T/618/4740	CBE990	Provide Support to Manage Pain and Discomfort	2	20	15	Two

A/618/4741	CBE991	Prepare Environments and Resources for Use During Healthcare Activities	3	30	20	Two
F/618/4742	CBE993	Support Individuals to Manage Continence	3	30	19	Two
J/618/4743	CBE994	Provide Support for Journeys	2	20	17	Two
L/618/4744	CBE995	Supporting Individuals who are Distressed	3	30	21	Two
F/618/6524	CBF302	Dementia Awareness	2	20	17	Two
Y/618/4763	CBF013	Promoting Personalisation within Social Care	3	30	22	Three
J/618/6525	CBF303	Supporting an Individual's Mobility	2	20	15	Two
L/618/6526	CBF304	Supporting an Individual's Independence in the Undertaking of Daily Living Tasks	5	50	33	Two
D/618/6529	CBF305	Supporting Participation in Learning and Development Activities	3	30	23	Two
Y/618/6531	CBF306	Supporting Individuals to Access and Use Information About Services and Facilities	3	30	21	Two
D/618/6532	CBF307	Contributing to the Support of Group Care Activities	3	30	23	Two
H/618/6533	CBF308	Providing Individuals with Food and Drink In Line with Food Safety Requirements	4	40	28	Two
K/618/6534	CBF309	Providing Active Support	3	30	23	Two
M/618/6535	CBF310	Supporting Individuals to Address Their Personal Care Needs	3	30	23	Two
T/618/6536	CBF311	Understanding How to Work with Individuals with Autistic Spectrum Conditions	3	30	22	Two

F/618/6538	CBF312	Obtaining and Testing Specimens from Individuals	3	30	22	Two
F/618/6541	CBF313	Understanding Working in End of Life Care	3	30	24	Two
J/618/6542	CBF314	Personal Protective Equipment for Working in Health and Social Care Settings	2	20	15	Two
R/618/6544	CBF315	Principles of Infection Prevention and Control	3	30	24	Two
H/618/6547	CBF316	Causes and Spread of Infection	2	20	15	Two
H/618/6550	CBF317	Supporting Individuals to Negotiate Environments	3	30	28	Two
T/618/6553	CBF318	Supporting Individuals with Eating and Drinking	3	30	21	Two
K/618/4749	CBF000	Understanding Mental Health	3	30	21	Three
D/618/4764	CBF014	Understanding Sensory Loss	3	30	21	Three
M/618/4784	CBF025	*Supporting Use of Medication in Social Care Settings	5	50	40	Three
A/618/4786	CBF026	*Administering Medication to Individuals and Monitoring Effects	5	50	35	Three
A/618/4822	CBF035	Supporting Individuals with Home Living	4	40	29	Three
A/618/4755	CBF006	Understand the Impact of Acquired Brain Injury	4	40	30	Three
F/618/4756	CBF007	Understand Physical Disability	4	40	28	Three
D/618/4747	CBE998	Support Individuals with Learning Disabilities to Access Healthcare	3	30	25	Three
F/618/4854	CBF058	Supporting Individuals in the Use of Assistive Technologies	4	40	32	Three

H/618/4829	CBF042	Preparing for and Carrying Out Extended Feeding Techniques	4	40	27	Three
J/618/4757	CBF008	Understand Models of Disability	3	30	25	Three
L/618/4761	CBF012	Person-Centred Approaches to Supporting Older People	3	30	21	Three
D/618/4828	CBF041	Managing Challenging Behaviour and Promoting Positive Behaviour	6	60	44	Three
A/650/0212	CBF581	*Understanding How to Support the Use of Medication in Health and Social Care Settings	5	50	40	Three
R/618/4745	CBE996	Understand the Context of Supporting Individuals with Learning Disabilities	3	30	28	Three
F/650/4473	CBG063	Providing Support for Individuals to Undertake Leisure Activities	3	30	21	Three
H/650/4474	CBG064	Providing Sleep Support for an Individual	2	20	14	Three
J/650/4475	CBG065	Supporting Care Plan Activities	2	20	14	Three

Unit Details

Title	Communication and Information Sharing
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	33
OCN NI Unit Code	CBF298
Unit Reference No	K/618/6517
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to communicate successfully, ensure records and reports are maintained in line with the organisations policies and procedures.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of communication.	1.1. Identify the different reasons people communicate. 1.2. Identify different methods of communication. 1.3. Explain the importance of effective communication in the workplace. 1.4. Explain how effective communication affects all aspects of your work.
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Identify an individual's communication and language needs, wishes and preferences. 2.2. Demonstrate communication methods which meet an individual's communication needs, wishes and preferences. 2.3. Explain why it is important to observe an individual's reaction when communicating with them.
3. Be able to reduce barriers to communication.	3.1 Identify barriers to communication. 3.2 Demonstrate how to reduce barriers to communication. 3.3 Demonstrate ways to check that communication has been understood. 3.4 Identify when to seek advice and how to source information and services to enable more effective communication.
4. Be able to apply principles and practices relating to handling information.	4.1. Explain how legislation, policy and procedures relate to the recording, storing and sharing of information in health and social care settings. 4.2. Explain the term confidentiality. 4.3. Describe situations where information normally considered to be confidential might be shared. 4.4. Demonstrate confidentiality in day to day communication and record keeping. 4.5. Explain how and when to seek advice about confidentiality and record keeping. 4.6. Explain what actions to take when there are concerns over confidentiality and record keeping.

<p>5. Know how to respond to complaints.</p>	<p>5.1. Explain the difference between formal and informal complaints.</p> <p>5.2. Identify the policies and procedures for handling complaints.</p> <p>5.3. Describe how to support service users and others who have a concern or complaint:</p> <ul style="list-style-type: none"> • informally and • formally
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Assessment Guidance

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

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

Title	Health and Well-being
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	61
OCN NI Unit Code	CBF299
Unit Reference No	T/618/6519
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to recognise their own responsibilities in line with relevant legislation, guidelines and organisational policies and procedures that support individuals safety, health and well-being.	
Learning Outcomes	Assessment Criteria
1. Understand own responsibilities and the responsibilities of others relating to health and safety in the work setting.	1.1. Identify legislation relating to general health and safety in the work setting. 1.2. Describe the main health and safety responsibilities: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting 1.3. Identify tasks relating to health and safety that should not be carried out without specific training. 1.4. Explain how to access additional support and information relating to health and safety. 1.5. Describe different types of accidents and sudden illness that may occur in own work setting and procedures to be followed. 1.6. Explain fire safety procedures in the work setting. 1.7. Describe practices that prevent fires from: <ul style="list-style-type: none"> • starting • spreading 1.8. Describe agreed ways of working for dealing with emergencies or security breaches in the workplace. 1.9. Implement measures to protect own security and the security of others when accessing or exiting premises and when travelling, ensuring own whereabouts are clearly communicated.
2. Understand the use of risk assessments in relation to health and safety.	2.1. Define what a risk assessment is. 2.2. Explain why it is important to assess health and safety hazards in relation to the following: <ul style="list-style-type: none"> • work setting • particular activities • health and hygiene 2.3. Explain how and when to report potential health and safety risks that have been identified. 2.4. Explain how a risk assessment can help address dilemmas between rights and health and safety concerns. 2.5. Explain why it is important to monitor and review risk assessments.
3. Be able to reduce the spread of infection.	3.1. Explain organisational and legislative requirements policies, procedures and systems relevant to the prevention and control of infection.

	<p>3.2. Demonstrate the recommended method for hand washing.</p> <p>3.3. Demonstrate best practice to reduce the spread of infection.</p> <p>3.4. Identify poor practices that may lead to the spread of infection.</p> <p>3.5. Explain the ways an infective agent might enter the body.</p> <p>3.6. Explain the potential impact of an outbreak of infection on both the individual and the organisation.</p>
4. Be able to move and handle equipment and other objects safely.	<p>4.1. Identify legislation that relates to moving and handling.</p> <p>4.2. Explain the main principles for moving and handling equipment and other objects safely.</p> <p>4.3. Demonstrate how to move and handle equipment or other objects safely.</p>
5. Know how to store, use and dispose of hazardous substances and material.	<p>5.1. Identify hazardous substances and materials that may be found in the work setting.</p> <p>5.2. Describe safe practices to:</p> <ul style="list-style-type: none"> • store hazardous substances • use hazardous substances • dispose of hazardous substances and materials
6. Know the principles of a balanced diet.	<p>6.1. Outline current government nutritional guidelines for a balanced diet.</p> <p>6.2. Explain the importance of a balanced diet.</p> <p>6.3. List the main food groups.</p> <p>6.4. Identify sources of the three essential macronutrients and of four micronutrients.</p> <p>6.5. Explain the potential impact of a poor diet on health and well-being.</p>
7. Understand how to plan and promote a balanced diet in health and social care settings.	<p>7.1. Outline the factors that may affect nutritional intake in individuals.</p> <p>7.2. Describe how a healthy diet can be adapted for different groups.</p> <p>7.3. Explain how to plan and promote an appropriate balanced diet with an individual.</p> <p>7.4. Outline ways that others can be supported to understand a healthy diet for individuals.</p>
8. Understand the principles of hydration.	<p>8.1. Explain the importance of hydration.</p> <p>8.2. List the possible signs of dehydration.</p> <p>8.3. Explain the impact of dehydration on health and well-being.</p> <p>8.4. Describe possible ways to promote hydration.</p>
9. Know how to prevent malnutrition,	<p>9.1. List the possible signs of malnutrition.</p> <p>9.2. Describe potential risk factors that may lead to malnutrition.</p> <p>9.3. Outline ways of increasing nutritional density of foods and drinks through fortification.</p> <p>9.4. Outline appropriate use of nutritional supplements.</p>

<p>10. Understand own role in screening and monitoring nutrition and hydration</p>	<p>10.1. Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual. 10.2. Explain the importance of accurate and up to date records for the screening and monitoring of nutrition and hydration in line with agreed ways of working. 10.3. Explain actions to take when there are concerns about the nutrition and hydration of individuals.</p>
<p>11. Know the importance of special dietary requirements in health and social care settings.</p>	<p>11.1. Identify instances where individuals may have special dietary requirements. 11.2. Outline four special diets. 11.3. Explain the potential risks of an individual not following a prescribed special diet.</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 OR A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work Learner log</p>
Coursework	<p>Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p>	<p>Record of observation Learner notes/written work Tutor notes/record Learner log/diary</p>
E-assessment	<p>The use of information technology to assess learners' work</p>	<p>Electronic portfolio E-tests</p>

Title	Principles and Values
Level	Two
Credit Value	13
Guided Learning Hours (GLH)	108
OCN NI Unit Code	CBF300
Unit Reference No	K/618/6520
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to work to the values and principles in health and social care. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way.	
Learning Outcomes	Assessment Criteria
1. Be able to establish informed consent when providing care or support.	1.1. Identify legislation, policies and procedures relating to capacity. 1.2. Define the term 'informed consent'. 1.3. Explain the importance of establishing informed consent when providing care or support. 1.4. Demonstrate how to obtain consent for an activity or action. 1.5. Explain what steps to take if consent cannot be readily established.
2. Be able to work in a person-centred way.	2.1. Define the values and person-centred approaches that underpin social care practice. 2.2. Outline why using a person-centred approach is important in promoting an individual's sense of identity and self-esteem. 2.3. Demonstrate an appropriate mode of communication to identify history, preferences, beliefs, culture, values, language, mode of communication, wishes and needs of an individual. 2.4. Demonstrate person-centred values when implementing an individual's care or support plan. 2.5. Contribute to the ongoing monitoring and review of the care or support plan.
3. Understand the implications of duty of care.	3.1. Define the term 'duty of care'. 3.2. Describe how the duty of care affects own work role. 3.3. Describe dilemmas that may arise between the duty of care and an individual's rights. 3.4. Describe what process to follow if an individual decides to take an unplanned risk including the following: <ul style="list-style-type: none"> • actions to take • where to access support/advice • what to do if risk is likely to cause immediate or imminent danger 3.5. Describe how a duty of care can be maintained while supporting individuals to take risks.
4. Demonstrate how to contribute to the support of positive risk taking for individuals.	4.1. Identify aspects of everyday life in which risk plays a part. 4.2. Explain why supporting positive risk-taking should be part of a person-centred approach.

	<p>4.3. Outline the potential consequences for individuals of being prevented or discouraged from taking risks.</p> <p>4.4. Explain how to support individuals to make informed choices about risks enabling them to:</p> <ul style="list-style-type: none"> • consider the positive and negative consequences of their choices • gain in self-confidence • develop skills • take an active part in their community <p>4.5. Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking.</p> <p>4.6. Explain the importance of working within the limits of own role and responsibilities when supporting individuals to take positive risks.</p>
<p>5. Be able to encourage active participation, collaboration and well-being.</p>	<p>5.1. Define what is meant by the following terms:</p> <ul style="list-style-type: none"> • active participation • collaboration • well-being <p>5.2. Describe how active participation and collaborative working with service users and others might promote independence in daily living.</p> <p>5.3. Demonstrate ways to contribute to an environment that promotes well-being.</p> <p>5.4. Demonstrate ways to reduce barriers and encourage active participation and collaborative working in own setting.</p> <p>5.5. Explain how to support individuals to develop and maintain social networks and relationships.</p> <p>5.6. Support individuals to manage daily living.</p> <p>5.7. Reflect on how active participation and collaborative working has impacted the individual.</p>
<p>6. Be able to support the individual's right to make choices.</p>	<p>6.1. Support an individual to make informed choices.</p> <p>6.2. Use agreed risk assessment processes to support the right to make choices.</p> <p>6.3. Explain why a practitioner's views, beliefs, wishes and preferences should not influence an individual's choices.</p> <p>6.4. Reflect on how an individual's informed choices have impacted their well-being.</p>
<p>7. Know how to recognise signs of abuse.</p>	<p>7.1. Define the following types of abuse:</p> <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others <p>7.2. Identify the signs and symptoms associated with each of the above types of abuse.</p> <p>7.3. Describe factors that may contribute to an individual being more vulnerable to abuse.</p>

<p>8. Know how to respond to suspected or alleged abuse.</p>	<p>8.1. Explain the actions to take if there are suspicions that an individual is being abused.</p> <p>8.2. Explain the actions to take if an individual alleges that they are being or have been abused.</p> <p>8.3. Identify ways to ensure that evidence of abuse is preserved.</p>
<p>9. Understand the national and local context of safeguarding and protection from abuse.</p>	<p>9.1. Identify national policies and local systems that relate to safeguarding and protection from abuse.</p> <p>9.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.</p> <p>9.3. Identify reports into serious failures to protect individuals from abuse.</p> <p>9.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.</p>
<p>10. Understand ways to reduce the likelihood of abuse.</p>	<p>10.1. Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> • working with person-centred values • encouraging active participation • promoting choices and rights <p>10.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.</p>
<p>11. Know how to recognise and report unsafe practices.</p>	<p>11.1. Describe unsafe practices that may affect the well-being of individuals.</p> <p>11.2. Explain the actions to take if unsafe practices have been identified.</p> <p>11.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.</p>
<p>12. Understand the importance of equality and inclusion.</p>	<p>12.1. Explain what is meant by the following:</p> <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination <p>12.2. Describe ways in which discrimination may deliberately or inadvertently occur in the work setting.</p> <p>12.3. Explain how practices that support equality and inclusion reduce the likelihood of discrimination.</p>
<p>13. Be able to work in an inclusive way.</p>	<p>13.1. Identify legislation and codes of practice relating to equality, diversity and discrimination apply to your own role.</p> <p>13.2. Demonstrate interaction with individuals that respects their beliefs, culture, values and preferences.</p> <p>13.3. Describe how to challenge discrimination in a way that encourages change.</p>

14. Know how to access information, advice and support about diversity, equality and inclusion.	14.1. Describe how and when to access information, advice and support about diversity, equality and inclusion. 14.2. Identify a range of sources of information, advice and support about diversity, equality and inclusion.
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Assessment Guidance

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

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

Title	Continuing Professional Development in the Context of Health and Social Care
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	39
OCN NI Unit Code	CBF301
Unit Reference No	M/618/6521
<p><i>Unit purpose and aim(s):</i> This unit enables learners to understand the knowledge and skills required to become competent workers and to be accountable for the quality of their work and their professional development. It provides understanding of the role of regulation and the importance of working in partnership.</p>	
Learning Outcomes	Assessment Criteria
1. Understand what is required for competence in own work role.	<p>1.1. Describe the duties and responsibilities of own role.</p> <p>1.2. Explain how a working relationship is different from a personal relationship.</p> <p>1.3. Describe different working relationships in social care settings.</p>
2. Be able to work in ways that are agreed with the employer.	<p>2.1. Explain why it is important to adhere to the agreed scope of own job role.</p> <p>2.2. Access full and up-to-date details of agreed ways of working.</p> <p>2.3. Implement agreed ways of working.</p>
3. Be able to work in partnership with others.	<p>3.1. Explain why it is important to work in partnership with others.</p> <p>3.2. Outline ways of working that can help improve partnership working.</p> <p>3.3. Identify skills and approaches which may help to resolve conflicts.</p> <p>3.4. Explain how and when to access support and advice about:</p> <ul style="list-style-type: none"> • partnership working • resolving conflicts
4. Understand personal development.	<p>4.1. Explain what is meant by the term 'personal development'.</p> <p>4.2. Explain the importance of personal development in the health social care role.</p> <p>4.3. Identify sources of support for own personal development.</p> <p>4.4. Describe the process for agreeing a personal development plan and who should be involved.</p> <p>4.5. Identify potential barriers to personal development and how they might be overcome.</p> <p>4.6. Provide records of Continuing Professional Development (CPD) of your personal development in line with standards.</p>
5. Understand the role of regulation.	<p>5.1. Identify the regulatory bodies applicable to own setting.</p> <p>5.2. Explain the impact that these regulatory bodies have on practice.</p> <p>5.3. Identify the standards which apply to health and social care settings.</p>
6. Be able to participate in personal development.	<p>6.1. Identify and reflect on a time when feedback from others has been used to develop practice.</p>

	6.2. Demonstrate the ability to prepare for and participate in own performance related meetings.
7. Know how to manage own stress.	7.1. Identify common signs and indicators of stress. 7.2. Identify circumstances that can trigger own stress. 7.3. Describe ways to manage own stress.

Assessment Guidance

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

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

Title	Stroke Awareness
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE987
Unit Reference No	M/618/4736
<i>Unit purpose and aim(s):</i> The unit will enable the learner to gain an understanding of the different types of stroke, signs and symptoms and effects on individuals. It will also help learners to gain knowledge of the response needed in the event of an emergency stroke incident, managing stroke and the support available following stroke.	
Learning Outcomes	Assessment Criteria
1. Know what a stroke is.	1.1. Describe the changes in the brain associated with stroke. 1.2. Describe other conditions that may be mistaken for stroke. 1.3. Describe the differences between stroke and Transient Ischaemic Attack (TIA).
2. Know how to recognise stroke.	2.1. Identify the signs and symptoms of stroke. 2.2. Illustrate the key stages of stroke. 2.3. Summarise the assessment tests that are available to enable listing of the signs and symptoms. 2.4. Describe the potential changes that an individual may experience as a result of stroke.
3. Understand the management of risk factors for stroke.	3.1. Identify the number of people who have a stroke each year in the UK. 3.2. Summarise the common risk factors for stroke. 3.3. Describe how the living environment can affect the risk factors of an individual experiencing a stroke. 3.4. Illustrate the steps that can be taken to reduce the risk of stroke and subsequent stroke.
4. Understand the importance of emergency response and treatment for stroke.	4.1. Describe why a stroke is a medical emergency. 4.2. Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working. 4.3. Describe the impact on the individual of the key stages of stroke. 4.4. Illustrate the correct early positioning for airway management. 4.5. Summarise the information that needs to be included in reporting relevant and accurate history of the incident.
5. Understand the management of stroke.	5.1. Describe why effective stroke care is important to the management of stroke. 5.2. Describe the support available to individuals and others affected by stroke. 5.3. Identify two other agencies or resources to signpost individual or others for additional support and guidance.

Assessment Guidance

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

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

Title	Move and Position Individuals in Accordance with their Care Plan
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBE988
Unit Reference No	T/618/4737
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to move and position individuals as part of their plan of care according to their specific needs and in various settings.	
Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals.	1.1. Summarise current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals. 1.2. Describe own responsibilities and accountability in relation to moving and positioning individuals. 1.3. Describe health and safety factors in relation to moving and positioning of individuals.
2. Understand anatomy and physiology in relation to moving and positioning individuals.	2.1. Illustrate the anatomy and physiology of the human body in relation to moving and positioning individuals to include: a) the spinal column b) bones and joints c) muscles and tendons 2.2. Describe three specific conditions which may impact on the moving and positioning of an individual.
3. Be able to minimise risk before moving and positioning individuals.	3.1. Carry out preparatory checks using: a) the individual's care plan b) the moving and handling risk assessment 3.2. Demonstrate how to identify any immediate risks to the individual. 3.3. Describe the actions to take in relation to risks identified in AC3.2. 3.4. Describe the actions to take if the individual's wishes conflict with their care plan. 3.5. Prepare the environment ensuring: a) adequate space for the move b) potential hazards are removed 3.6. Apply standard precautions for infection control.
4. Be able to move and position an individual.	4.1. Verify the individual's identity and obtain valid consent. 4.2. Communicate with the individual in a manner which: a) provides relevant information b) addresses the needs and concerns of the individual c) provides support and reassurance d) is respectful of personal beliefs and preferences 4.3. Position the individual in accordance with their care plan. 4.4. Communicate effectively with others involved in the manoeuvre.

	<p>4.5. Identify the aids and equipment that may be used for moving and positioning.</p> <p>4.6. Use equipment to maintain the individual in the appropriate position.</p> <p>4.7. Demonstrate how to effectively encourage the individual's active participation in the manoeuvre.</p> <p>4.8. Monitor and observe the individual throughout the activity.</p>
5. Know when to seek either or both advice or assistance from others when moving and positioning an individual.	<p>5.1. Describe when either or both advice or assistance should be sought in relation to moving or positioning an individual.</p> <p>5.2. Identify sources of information available in relation to moving and positioning individual.</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>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio</p> <p>E-tests</p>

Title	Undertake Agreed Pressure Area Care
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBE989
Unit Reference No	A/618/4738
<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 sores. 1.2. Illustrate where the pressure sites of the body are located. 1.3. Summarise factors which might put an individual at risk of skin breakdown and pressure sores. 1.4. Describe how incorrect handling and moving techniques can damage the skin. 1.5. Describe a range of interventions that can reduce the risk of skin breakdown and pressure sores. 1.6. Describe changes to an individual's skin condition that should be reported.
2. Understand good practice in relation to own role when undertaking pressure area care.	2.1. Summarise legislation and national guidelines affecting pressure area care. 2.2. Describe agreed ways of working relating to pressure area care. 2.3. Describe why team working and effective communication are important in relation to providing pressure area care.
3. Be able to follow the agreed care plan.	3.1. Describe why it is important to follow the agreed care plan. 3.2. Verify the agreed care plan has been checked prior to undertaking the pressure area care. 3.3. Summarise any concerns with the agreed care plan prior to undertaking the pressure area care. 3.4. Summarise actions to take where any concerns with the agreed care plan are noted. 3.5. Identify the pressure area risk assessment tools which are used in own work area. 3.6. Describe why it is important to use appropriate and agreed risk assessment tools.

<p>4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care.</p>	<p>4.1. Identify the aids and equipment used to relieve pressure. 4.2. Describe safe use of aids and equipment. 4.3. Describe where current information and support can be obtained in relation to: a) materials b) equipment c) resources</p>
<p>5. Be able to prepare to undertake pressure area care.</p>	<p>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.</p>
<p>6. Be able to undertake pressure area care.</p>	<p>6.1. Carry out pressure area care procedures in a way that: a) respects the individual's dignity and privacy b) maintains the safety of both the individual and carers c) ensures the individual's comfort d) promotes active participation e) promotes partnership working 6.2. Apply standard precautions for infection prevention and control. 6.3. Carry out the pressure area care procedures without obstruction from bedding and clothing. 6.4. Move an individual using approved techniques and in accordance with the agreed care plan. 6.5. Use pressure relieving aids in accordance with the care plan and any safety instructions. 6.6. Communicate effectively with the individual throughout the intervention. 6.7. Complete all records and documentation accurately and legibly.</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 OR A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work Learner log</p>

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

Title	Provide Support to Manage Pain and Discomfort
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	15
OCN NI Unit Code	CBE990
Unit Reference No	T/618/4740
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to provide support to individuals to minimise and manage pain and discomfort in a range of settings.	
Learning Outcomes	Assessment Criteria
1. Understand approaches to managing pain and discomfort.	1.1. Describe the importance of a holistic approach to managing pain and discomfort. 1.2. Compare at least three different approaches to alleviate pain and minimise discomfort. 1.3. Summarise agreed ways of working that relate to managing pain and discomfort.
2. Be able to assist in minimising individuals' pain or discomfort.	2.1. Describe how pain and discomfort may affect an individual's holistic well-being and communication. 2.2. Use an appropriate strategy to support an individual to express the level of pain or discomfort they are experiencing. 2.3. Describe how to recognise that an individual is in pain when they are not able to verbally communicate this. 2.4. Demonstrate how to effectively support others to recognise when individuals are in pain or discomfort. 2.5. Describe how to evaluate pain level using assessment tools in own area of work. 2.6. Compare the following methods of pain control a) self-help b) alternative c) self-help and alternative 2.7. Use an appropriate strategy to support the individual and others to use one of the methods of pain control identified in AC2.6 appropriate to their needs. 2.8. Demonstrate how to effectively assist an individual to be positioned safely and comfortably.
3. Be able to monitor, record and report on the management of individuals' pain or discomfort.	3.1. Carry out required monitoring activities relating to management of an individual's pain or discomfort. 3.2. Complete records and report findings and concerns in agreed ways of working and as required.

Assessment Guidance

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

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

Title	Prepare Environments and Resources for Use During Healthcare Activities
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBE991
Unit Reference No	A/618/4741
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to prepare for individual's health care intervention, treatment or therapy, ensuring that the environment is cleaned, cleared and left ready for the next intended use.	
Learning Outcomes	Assessment Criteria
1. Understand how to prepare and manage environments and resources for use during healthcare activities.	1.1. Describe how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity. 1.2. Summarise the roles and responsibilities of team members in the preparation and management of the environment and resources. 1.3. Describe how to investigate, make the necessary adjustments to and report problems with the environment. 1.4. Describe the impact of environmental changes on resources including their storage and use.
2. Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities.	2.1. Apply health and safety measures relevant to the healthcare activity and environment. 2.2. Apply standard precautions for infection prevention and control. 2.3. Verify conditions within the immediate environment are set at levels which maintain individual comfort. 2.4. Verify that all essential resources are available and functional in advance of planned healthcare activities. 2.5. Verify all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out. 2.6. Report any problems with medical equipment, devices and resources as required. 2.7. Select relevant equipment and medical devices and verify they are prepared and functioning within the agreed parameters prior to use. 2.8. Prepare resources for the activity in line with clinical governance.
3. Be able to ensure that environments and resources are ready for their next intended use.	3.1. Describe the importance of ensuring that environments are ready for their next use. 3.2. Summarise the factors that influence the readiness of environments for use in health care activities. 3.3. Clean and make safe reusable items prior to storage in accordance with agreed policies. 3.4. Dispose of used, damaged or out of date items safely. 3.5. Return unopened, unused and surplus resources to the correct location for storage.

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

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

Title	Support Individuals to Manage Continence
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	19
OCN NI Unit Code	CBE993
Unit Reference No	F/618/4742
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals in the management of their own continence.	
Learning Outcomes	Assessment Criteria
1. Understand factors that affect the management of continence.	1.1. State the estimated number of people in the UK who have: a) bladder issues b) bowel issues 1.2. Describe how difficulties with continence can affect an individual's self-esteem, health and their day to day activities. 1.3. Summarise three common causes of problems with continence. 1.4. Describe how an individual's personal beliefs and values may affect the management of continence. 1.5. Describe ways to protect an individual's privacy whilst managing continence.
2. Be able to support individuals to manage their own continence.	2.1. Use an appropriate strategy to support an individual to express preferences and concerns about continence needs. 2.2. Demonstrate how to effectively support an individual to understand the effects of lifestyle on continence. 2.3. Describe how and when to access additional guidance about support for continence.
3. Be able to support the use of equipment to manage continence.	3.1. Access relevant information regarding continence equipment recommended for the individual. 3.2. Confirm agreement with the individual regarding their preferred times, places and support required for using continence equipment. 3.3. Demonstrate how to effectively support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation.

<p>4. Be able to support the safe management of continence.</p>	<p>4.1. Describe one common risk that may arise while supporting continence for each of the following: a) the individual b) carer c) others</p> <p>4.2. Demonstrate how to effectively support an individual to maintain personal hygiene whilst managing continence.</p> <p>4.3. Dispose of used equipment and soiled materials safely following agreed ways of working and organisational policy.</p> <p>4.4. Verify the environment is clean, tidy and accessible before and after use.</p> <p>4.5. Use appropriate protective equipment, clothing and hygiene techniques to minimise risks.</p>
<p>5. Be able to monitor and report on support for managing continence.</p>	<p>5.1. Use agreed processes to monitor continence and the support provided for managing continence.</p> <p>5.2. Record and report on support for managing continence in agreed ways.</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 Learner log/diary Peer notes Record of observation 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 Learner notes/written work Learner log</p>
Coursework	<p>Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p>	<p>Record of observation Learner notes/written work Tutor notes/record Learner log/diary</p>
E-assessment	<p>The use of information technology to assess learners' work</p>	<p>Electronic portfolio E-tests</p>

Title	Provide Support for Journeys	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	17	
OCN NI Unit Code	CBE994	
Unit Reference No	J/618/4743	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to provide support for individuals to make journeys in a range of settings.		
Learning Outcomes	Assessment Criteria	
1. Understand factors to consider when planning support for journeys.	1.1. Summarise at least three factors to consider when planning a journey. 1.2. Describe three risks that may arise when undertaking a journey and identify ways to minimise these. 1.3. Describe two types of communication and assistive technologies that can support planning and making journeys safely.	
2. Be able to support individuals to plan journeys.	2.1. Demonstrate how to effectively obtain agreement with the individual on the level and type of support needed for planning and making a journey. 2.2. Demonstrate how to effectively support the individual to research their chosen journey identifying any problems that may occur. 2.3. Demonstrate how to effectively support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working.	
3. Be able to support individuals undertaking journeys.	3.1. Demonstrate how to effectively support the individual when undertaking a journey in line with the journey plan including problems that may occur.	
4. Be able to review the support provided for individuals when making journeys.	4.1. Describe at least three factors which should be considered when reviewing support for the journey. 4.2. Seek feedback from the individual on the support provided for the journey. 4.3. Assess support provided for the journey. 4.4. Revise the journey plan taking into account evaluation of journey in line with agreed ways of working in agreement with the individual.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Title	Supporting Individuals who are Distressed
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBE995
Unit Reference No	L/618/4744
<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: <ol style="list-style-type: none"> an individual to express their thoughts and feelings about troubling aspects of their life an individual and others to identify triggers for distress an individual and others to reduce triggers or alleviate causes of distress 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.

Assessment Guidance

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

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

Title	Dementia Awareness	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	17	
OCN NI Unit Code	CBF302	
Unit Reference No	F/618/6524	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what dementia is, the different forms of dementia and the impact of others on the individual with dementia.		
Learning Outcomes	Assessment Criteria	
1. Understand dementia.	1.1. Describe what is meant by the term dementia. 1.2. Describe the key functions of the brain that are affected by dementia. 1.3. Describe why depression, delirium and age-related memory impairment may be mistaken for dementia.	
2. Understand models of dementia.	2.1. Describe the medical and social models of dementia. 2.2. Describe why dementia should be viewed as a disability.	
3. Know common types of dementia their causes, symptoms and rates of prevalence.	3.1. Identify the most common causes of dementia. 3.2. Describe the likely signs and symptoms of the most common causes of dementia. 3.3. Identify the risk factors associated with the most common causes of dementia. 3.4. Identify prevalence rates for different types of dementia.	
4. Understand factors relating to an individual's experience of dementia.	4.1. Describe how different individuals may experience living with dementia depending on the following factors: a) age b) type of dementia c) level of ability and disability 4.2. Describe the impact that the attitudes and behaviours of others may have on an individual with dementia.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Title	Promoting Personalisation within Social Care
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF013
Unit Reference No	Y/618/4763
<i>Unit purpose and aim(s):</i> This unit introduces an understanding of how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.	
Learning Outcomes	Assessment Criteria
1. Understand the meaning of personalisation in social care.	1.1. Define the term personalisation as it applies within social care. 1.2. Explain how personalisation can benefit individuals. 1.3. Explain the relationship between rights, choice and personalisation. 1.4. Summarise legislation and other national policy documents that promote personalisation.
2. Understand systems that support personalisation.	2.1. Summarise local and national systems that are designed to support personalisation. 2.2. Explain the impact that personalisation has on the process of commissioning social care. 2.3. Explain how direct payments and individual budgets support personalisation.
3. Understand how personalisation affects the way support is provided.	3.1. Explain how person-centred thinking, person-centred planning and person-centred approaches support personalisation. 3.2. Evaluate how personalisation affects the balance of power between individuals and those providing support. 3.3. Explain using at least four examples how personalisation may affect the way an individual is supported from day to day.
4. Understand how to implement personalisation.	4.1. Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to promote personalisation in the delivery of services. 4.2. Summarise potential barriers to personalisation in delivery of services and how these may be overcome. 4.3. Compare and contrast two types of support that individuals or their families might need in order to maximise the benefits of a personalised service

Assessment Guidance

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

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

Title	Supporting an Individual's Mobility
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	15
OCN NI Unit Code	CBF303
Unit Reference No	J/618/6525
<i>Unit purpose and aim(s):</i> The unit will enable the learner to understand how to support mobility activities, through appropriate preparation, support and observation.	
Learning Outcomes	Assessment Criteria
1. Understand mobility and its impact.	1.1. Define the term mobility. 1.2. Describe how different health conditions may affect and be affected by mobility. 1.3. Describe the effects that reduced mobility may have on an individual's well-being. 1.4. Describe the benefits of maintaining and improving mobility.
2. Be able to prepare for mobility activities.	2.1. Demonstrate how to gain agreement with the individual and others on mobility activities. 2.2. Remove or minimise hazards in the environment before beginning a mobility activity. 2.3. Check the suitability of an individual's clothing and footwear for safety and mobility. 2.4. Check the safety and cleanliness of mobility equipment and appliances.
3. Be able to support individuals to keep mobile.	3.1. Demonstrate how to effectively promote the active participation of the individual during a mobility activity 3.2. Assist an individual to use mobility appliances correctly and safely 3.3. Demonstrate how to provide positive feedback and encouragement to the individual during mobility activities.
4. Be able to observe, record and report on activities to support mobility.	4.1. Observe an individual to monitor and record changes and responses during a mobility activity. 4.2. Report on progress and/or problems relating to the mobility activity including: a) choice of activities b) equipment appliances c) the support provided

Assessment Guidance

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

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

Title	Supporting an Individual's Independence in the Undertaking of Daily Living Tasks
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	33
OCN NI Unit Code	CBF304
Unit Reference No	L/618/6526
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals with undertaking daily living tasks while promoting their independence.	
Learning Outcomes	Assessment Criteria
1. Understand principles for supporting an individual's independence in undertaking daily living tasks.	1.1. Describe how individuals can benefit from being as independent as possible in the undertaking of daily living tasks. 1.2. Describe how active participation promotes independence in the undertaking of daily living tasks. 1.3. Describe how daily living tasks may be affected by an individual's culture or background. 1.4. Describe the importance of providing support that respects the individual's culture, preferences and wishes. 1.5. Describe how to identify suitable opportunities for an individual to learn or practice skills for daily living. 1.6. Describe why it is important to establish roles and responsibilities for providing support.
2. Be able to establish the support required by an individual for daily living tasks.	2.1. Demonstrate how to access information about support for daily living tasks, using an individual's care plan and agreed ways of working. 2.2. Demonstrate how to establish with the individual and others the requirements for supporting the individual's independence in the undertaking of daily living tasks. 2.3. Describe how and when to access additional guidance to resolve any difficulties or concerns about support for undertaking of daily living tasks.
3. Be able to provide support to an individual in the planning and preparing meals.	3.1. Demonstrate how to effectively support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture, preferences and wishes. 3.2. Demonstrate how to effectively support the individual to store food safely and prepare food in a way that promotes active participation and safety.
4. Be able to provide support to an individual to buy and use household and personal items.	4.1. Identify different ways of buying household and personal items. 4.2. Demonstrate how to effectively work with the individual to identify household and personal items that are needed. 4.3. Demonstrate how to effectively support the individual to buy items in their preferred way and store and use them safely .

<p>5. Be able to provide support to an individual to keep their home clean and secure.</p>	<p>5.1. Demonstrate how to effectively support an individual to keep their home clean, in a way that promotes active participation and safety.</p> <p>5.2. Describe different risks to home security that may need to be addressed.</p> <p>5.3. Demonstrate how to effectively support the individual to use agreed security measures.</p>
<p>6. Be able to identify and respond to changes needed in an individual's support for undertaking of daily living tasks.</p>	<p>6.1. Demonstrate how to effectively support the individual to express their views regarding the support provided to undertake daily living tasks.</p> <p>6.2. Record changes in the individual's circumstances that may affect the type or level of support required.</p> <p>6.3. Demonstrate how to adapt support in agreed ways to address concerns, changes or increased independence.</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>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio</p> <p>E-tests</p>

Title	Supporting Participation in Learning and Development Activities
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF305
Unit Reference No	D/618/6529
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals to take part in learning or development activities.	
Learning Outcomes	Assessment Criteria
1. Understand factors impacting on the support of individuals to take part in activities for learning and development.	1.1. Summarise four different reasons why individuals may want to take part in activities for learning or development. 1.2. Describe the benefits for individuals in undertaking learning or development activities. 1.3. Describe barriers which may impede individuals engaging in learning or development activities including environment. 1.4. Describe why active participation is important when supporting individuals in learning or development activities.
2. Be able to support individuals to prepare for taking part in learning and development activities.	2.1. Demonstrate how to effectively support an individual to make informed decisions about their participation in a learning or development activity 2.2. Demonstrate how to agree with the individual and others the roles and responsibilities for supporting a learning or development activity. 2.3. Demonstrate how to effectively support an individual before undertaking a learning or development activity to minimise potential barriers to their participation.
3. Be able to contribute to preparing environment and resources for learning and development activities.	3.1. Assess risks or difficulties that may be associated with environment, equipment or materials used in a learning or development activity. 3.2. Demonstrate how to effectively contribute to preparing the environment, equipment and materials in order to minimise potential risks and maximise an individual's engagement with the activity.
4. Be able to support individuals to take part in learning and development activities.	4.1. Identify different ways of supporting an individual to take part in learning or development activities. 4.2. Demonstrate how to effectively provide the agreed type and level of support to enable an individual to engage with an activity. 4.3. Demonstrate how to adapt support to reflect changing needs, wishes, achievements or levels of participation of an individual. 4.4. Describe actions to be taken if an individual becomes distressed or feels unable to continue with learning or development activities.

	<p>4.5. Demonstrate how to effectively provide encouragement, reassurance and constructive feedback to an individual to support participation in a learning or development activity.</p> <p>4.6. Complete required records accurately regarding the learning or development activity.</p>
5. Be able to contribute to the evaluation of learning or development activities.	<p>5.1. Describe factors that should be considered when evaluating whether a learning or development activity has been successful for an individual.</p> <p>5.2. Demonstrate how to effectively support an individual to provide feedback on the learning or development activity and support provided.</p> <p>5.3. Demonstrate how to work with an individual and others to evaluate learning or development activities undertaken.</p> <p>5.4. Demonstrate how to work with an individual and others to gain agreement on and implement changes to a learning or development activity or support provided.</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>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio</p> <p>E-tests</p>

Title	Supporting Individuals to Access and Use Information About Services and Facilities
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF306
Unit Reference No	Y/618/6531
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals select, use and give feedback on information about services and facilities.	
Learning Outcomes	Assessment Criteria
1. Understand how to support individuals to access information on services and facilities	1.1. Identify six different types of services and facilities about which individuals may require information. 1.2. Describe possible barriers individuals may experience in accessing and understanding information about services and facilities and how they may overcome. 1.3. Identify a range of formats, translations and technology that may make information more accessible for individuals. 1.4. Describe types of support individuals may need to enable them to identify and understand information.
2. Be able to support individuals select and obtain information about services and facilities.	2.1. Demonstrate how to effectively support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities. 2.2. Demonstrate how to effectively work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes. 2.3. Demonstrate how to effectively support an individual to obtain selected information in their preferred format and language.
3. Be able to support individuals access and use information about services and facilities.	3.1. Demonstrate how to effectively support an individual to access and understand the content of information about services and facilities. 3.2. Demonstrate how to verify an individual's understanding of the information. 3.3. Demonstrate how to effectively work with an individual to access a service or facility using the information, in ways that promote active participation and meet the individual's needs and wishes. 3.4. Describe ways to support individuals deal with issues or concerns that may arise from the content of information.
4. Be able to support individuals evaluate information accessed regarding services and facilities.	4.1. Demonstrate how to effectively support an individual give feedback on whether information on services and facilities has met their needs and preferences. 4.2. Describe how to support an individual to challenge any information that is misleading, inaccurate, exclusionary or discriminatory.

Assessment Guidance

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

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

Title	Contributing to the Support of Group Care Activities
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF307
Unit Reference No	D/618/6532
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals participate positively in group care activities.	
Learning Outcomes	Assessment Criteria
1. Understand the role of group care activities in the care and support of individuals.	1.1. Describe how participating in group care activities can benefit an individual's identity, self-esteem and well-being. 1.2. Identify examples of when a group care activity may be the best way to meet an individual's care or support needs. 1.3. Describe why problems may arise when providing support for individuals through group care activities.
2. Be able to support the development of a supportive group culture.	2.1. Demonstrate how to effectively support group members to understand the benefits of group activities. 2.2. Demonstrate how to effectively encourage interaction between new and existing group members that promotes co-operation, inclusion, well-being and a positive experience. 2.3. Describe ways to support group members to resolve any conflicts that may arise in the group.
3. Be able to contribute to implementation of group care activities.	3.1. Demonstrate how to effectively work with individuals and others to gain agreement on approaches, content and methods for group care activities. 3.2. Carry out agreed own role to support individuals and the group during activities. 3.3. Maintain records about group care activities in line with agreed ways of working.
4. Be able to facilitate evaluation of group care activities.	4.1. Demonstrate how to effectively work with individuals and others to gain agreement on processes, roles and criteria for assessing group care activities. 4.2. Carry out own agreed role in contributing to evaluation of processes, effects and outcomes of group activities. 4.3. Outline ways to ensure that individuals and others are actively involved in the evaluation. 4.4. Demonstrate how to effectively gain agreement on possible changes to activities or processes in order to improve outcomes for individuals.

Assessment Guidance

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

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

Title	Providing Individuals with Food and Drink In Line with Food Safety Requirements
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF308
Unit Reference No	H/618/6533
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to meet food safety requirements when preparing, serving, clearing away and storing food.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of food safety measures when providing food and drink for individuals.	1.1. Identify five different potential food safety hazards when preparing, serving, clearing away and storing food and drink. 1.2. Describe the importance of implementing food safety measures when providing food and drink for individuals. 1.3. Describe why personal protective clothing should be used when handling food and drink. 1.4. Describe why surfaces, utensils and equipment must be clean before beginning a new task. 1.5. Describe the importance of clearing and disposing of food waste promptly and safely. 1.6. Describe the importance of storing different types of food and drink appropriately.
2. Be able to maintain hygiene when handling food and drink.	2.1. Summarise when hands must be washed to maintain food hygiene. 2.2. Demonstrate effective hand-washing for handling food and drink. 2.3. Use appropriate personal protective clothing to maintain hygiene when handling food and drink. 2.4. Demonstrate how to ensure that all surfaces, utensils and equipment are clean before beginning a new task.
3. Be able to meet safety requirements when preparing and serving food and drink for individuals.	3.1. Describe control hazards practices to be undertaken when preparing and serving food and drink. 3.2. Demonstrate how to prepare and serve food and drink in ways that minimise risks to own safety and that of others.
4. Be able to meet safety requirements when clearing away food and drink.	4.1. Demonstrate how to clear away food and drink in ways that minimise risks to own safety and that of others. 4.2. Demonstrate how to dispose of food waste promptly and safely. 4.3. Demonstrate how to effectively clean and store utensils and equipment effectively after use.
5. Be able to store food and drink safely.	5.1. Describe practices to control food safety hazards when storing different types of food and drink. 5.2. Store different types of food and drink safely.

6. Know how to access additional advice or support regarding food safety.	6.1. Identify three sources of information about food safety. 6.2. Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals.
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Assessment Guidance

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

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

Title	Providing Active Support	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	23	
OCN NI Unit Code	CBF309	
Unit Reference No	K/618/6534	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to provide active support to increase an individual's participation in tasks and activities.		
Learning Outcomes	Assessment Criteria	
1. Understand how active support promotes an individual's independence, informed choices and social capital.	1.1. Compare the key characteristics of active support to the hotel model 1.2. Define the terms: a) promoting independence b) informed choice c) social capital 1.3. Describe how use of active support can promote independence, informed choice and gain social capital for an individual.	
2. Be able to interact positively with individuals to promote participation.	2.1. Describe the three elements in positive interaction that promotes an individual's participation in activity. 2.2. Demonstrate how to break a routine task into manageable steps for an individual. 2.3. Demonstrate how to provide differing levels of support to an individual in order to encourage their participation in a task or activity. 2.4. Demonstrate how to positively reinforce an individual's participation in an activity.	
3. Be able to plan and implement person-centred approaches in order to promote participation in daily activities.	3.1. Demonstrate how to provide opportunities for an individual to participate in daily activities in a manner that avoids lengthy periods of disengagement. 3.2. Use a structured person-centred format to ensure that an appropriate range of activities are available for an individual. 3.3. Use a structured format to plan and implement support for an individual to participate in activities.	
4. Be able to maintain person-centred records of and review an individual's participation.	4.1. Record accurately an individual's participation in activities including how these may change over time. 4.2. Review the range of activities with an individual in order to identify how interests and needs may have changed.	
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	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Title	Supporting Individuals to Address Their Personal Care Needs
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF310
Unit Reference No	M/618/6535
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how support individuals to address their personal care needs.	
Learning Outcomes	Assessment Criteria
1. Be able to work with individuals to identify their needs and preferences in relation to personal care.	<p>1.1. Demonstrate how to effectively encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care.</p> <p>1.2. Demonstrate how to establish the level and type of support an individual needs for personal care.</p> <p>1.3. Demonstrate how to gain agreement with an individual on how privacy will be maintained during support with personal care.</p>
2. Be able to provide support for personal care safely.	<p>2.1. Demonstrate how to effectively support an individual understand the reasons for hygiene and safety precautions.</p> <p>2.2. Use appropriate protective equipment, protective clothing and hygiene techniques to minimise the risk of infection.</p> <p>2.3. Describe how to report concerns about the safety and hygiene of equipment or facilities used for personal care.</p> <p>2.4. Summarise ways to ensure an individual can summon help when alone during personal care.</p> <p>2.5. Demonstrate how to ensure safe disposal of waste materials.</p>
3. Be able to support individuals to use toilet facilities.	<p>3.1. Demonstrate how to provide support for the individual to use toilet facilities in ways that respect dignity.</p> <p>3.2. Demonstrate how to effectively support an individual to make themselves clean and tidy after using toilet facilities.</p>
4. Be able to support individuals to maintain personal hygiene.	<p>4.1. Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care.</p> <p>4.2. Ensure toiletries, materials and equipment are within reach of the individual.</p> <p>4.3. Demonstrate how to support an individual to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation.</p>
5. Be able to support individuals to manage their personal appearance.	<p>5.1. Demonstrate how to support an individual to manage their personal appearance in ways that respect choice, dignity and promote active participation.</p> <p>5.2. Demonstrate how to effectively encourage an individual to keep their clothing and personal care items clean, safe and secure.</p>

6. Be able to monitor and report on support for personal care.	6.1. Demonstrate how to effectively seek feedback from an individual and others on how well support for personal care meets the individual's needs and preferences. 6.2. Monitor personal care functions and activities in agreed ways. 6.3. Record and report on an individual's personal care in agreed ways.
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Assessment Guidance

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

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

Title	Understanding How to Work with Individuals with Autistic Spectrum Conditions
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF311
Unit Reference No	T/618/6536
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand autistic spectrum conditions and related issues including individuality, communication, behaviour and person-centred support.	
Learning Outcomes	Assessment Criteria
1. Understand difficulties individuals with an autistic spectrum condition may experience.	<p>1.1. Describe the types of difficulties that individuals with an autistic spectrum condition may have with language and other forms of communication.</p> <p>1.2. Identify social interaction and relationship difficulties that individuals with an autistic spectrum condition may have.</p> <p>1.3. Outline how inflexibility and restrictiveness associated with given activities and interests may impact on individuals on the autistic spectrum and how these may be addressed.</p>
2. Understand autism as a spectrum, and the implications for variation in the capacities and needs of individuals.	<p>2.1. Describe why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests.</p> <p>2.2. Describe why autism can be considered as a spectrum including that individuals exhibit different:</p> <p>a) conditions</p> <p>b) severity of their symptoms.</p> <p>2.3. Identify conditions which may be associated with an autistic spectrum condition in addition to those identified in A.Cs. 1.1, 1.2 and 1.3 .</p> <p>2.4. Outline sensory difficulties that may be experienced by individuals with an autistic spectrum condition.</p>
3. Understand behaviours exhibited by some individuals with an autistic spectrum condition.	<p>3.1. Describe four behavioural characteristics associated with autistic spectrum conditions and reasons for exhibiting these.</p> <p>3.2. Describe actions to be taken if an individual with an autistic spectrum condition is highly anxious or stressed.</p>
4. Understand how to contribute to the person-centred support of an individual with an autistic spectrum condition.	<p>4.1. Describe why it is important to have structures and routines which match the wishes and needs of an individual with an autistic spectrum condition and how this contributes to a person-centred approach to support</p> <p>4.2. Identify formal and informal support networks for an individual with an autistic spectrum condition.</p> <p>4.3. Describe why it is important to involve families and/or parents and/or carers in a person-centred approach to the support of individuals with an autistic spectrum condition.</p>

	<p>4.4. Describe ways of ensuring that support provided for an individual with an autistic spectrum condition is consistent with:</p> <ul style="list-style-type: none"> a) own approach to the support of other individuals with autistic spectrum condition b) other practitioners support of individuals with autistic spectrum condition <p>4.5 Describe how to contribute to the learning and development of an individual with an autistic spectrum condition.</p>
<p>5. Understand how to communicate effectively with individuals on the autistic spectrum.</p>	<p>5.1. Describe why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition.</p> <p>5.2. Summarise aspects of the environment that could affect communication with an individual with an autistic spectrum condition.</p> <p>5.3. Describe three approaches that may reduce barriers to communication with an individual with an autistic spectrum condition.</p> <p>5.4. Describe the use of visual communication systems for individuals who have an autistic spectrum condition.</p> <p>5.5. Identify sources of advice regarding effective communication with an individual with an autistic spectrum condition.</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 Learner log/diary Peer notes Record of observation 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 Learner notes/written work Learner log</p>

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

Title	Obtaining and Testing Specimens from Individuals
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF312
Unit Reference No	F/618/6538
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to obtain and test specimens (excluding blood samples) from individuals.	
Learning Outcomes	Assessment Criteria
1. Understand types of specimens that may be obtained from individuals, equipment and materials used and associated tests and investigations.	<p>1.1. Describe four different types of specimens that may be obtained from individuals and the tests and investigations that may be carried out on each.</p> <p>1.2. Identify the correct equipment and materials used in the collection and transport of specimens.</p>
2. Be able to prepare to obtain specimens from individuals.	<p>2.1. Demonstrate how to verify an individual's identity and obtaining valid and informed consent prior to taking specimens.</p> <p>2.2. Demonstrate how to ensure an individual's privacy and dignity is maintained at all times during the process of obtaining specimens.</p> <p>2.3. Demonstrate how to effectively identify any aspects of the individual's ethnic and religious background which might affect the process of obtaining specimens.</p> <p>2.4. Demonstrate how to communicate with the individual in a manner appropriate to their needs and preferences.</p> <p>2.5. Demonstrate required preparations have been completed correctly including preparing:</p> <ul style="list-style-type: none"> a) materials b) equipment c) environment d) personal protective equipment (PPE)
3. Be able to obtain specimens from individuals.	<p>3.1. Provide the correct container for an individual to be able to provide a specimen for themselves.</p> <p>3.2. Collect specimen where an individual cannot provide the specimen for themselves.</p> <p>3.3. Describe possible problems that may arise in collecting specimens and how and when these should be reported.</p> <p>3.4. Demonstrate the correct collection, labelling and storage of specimens.</p> <p>3.5. Complete and attach relevant documentation accurately.</p>
4. Be able to test specimens.	<p>4.1. Demonstrate applying the appropriate tests for specimens obtained.</p> <p>4.2. Demonstrate the application of health and safety measures appropriate to the procedure and environment including applying:</p> <ul style="list-style-type: none"> a) standard precautions for infection prevention and control b) use of personal protective equipment (PPE) c) disposal of waste material

<p>5. Be able to report the outcomes of specimen tests.</p>	<p>5.1. Demonstrate the correct process for reporting and recording specimen test results. 5.2. Describe the actions to be taken when the results are outside of normal range. 5.3. Communicate test results in accordance with agreed ways of working. 5.4. Describe why it is important to understand the possible implications of test results on an individual.</p>
<p>6. Understand relevant legislation, policy and good practice and possible hazards in relation to obtaining, carrying, testing and storing specimens.</p>	<p>6.1. Summarise key aspects of current legislation, national guidelines, organisational policies and protocols which affect working practices when obtaining, carrying, testing and storing specimens. 6.2. Describe three potential hazards or consequences related to incorrect labelling of specimens.</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 OR A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work Learner log</p>
Coursework	<p>Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p>	<p>Record of observation Learner notes/written work Tutor notes/record Learner log/diary</p>
E-assessment	<p>The use of information technology to assess learners' work</p>	<p>Electronic portfolio E-tests</p>

Title	Understanding Working in End of Life Care
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF313
Unit Reference No	F/618/6541
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to work in end of life care.	
Learning Outcomes	Assessment Criteria
1. Understand different perspectives on death and dying.	1.1. Identify the factors that can affect own and an individual's views on death and dying. 1.2. Describe how the factors relating to own and an individual's views on death and dying identified in AC1.1 can impact on practice. 1.3. Describe how attitudes of others may influence an individual's choices regarding death and dying.
2. Understand the aims, principles and policies of end of life care and their impact on the individual.	2.1. Identify the aims and principles of end of life care. 2.2. Describe why it is important to support an individual in a way that promotes their dignity and recognises personal choice and individuality. 2.3. Describe the importance of maintaining comfort and well-being in end of life care. 2.4. Summarise the principles of advance care planning. 2.5. Identify local and national policy and guidance for care after death.
3. Understand factors impacting on communication in end of life care.	3.1. Describe how an individual's priorities and the ability to communicate may vary over time. 3.2. Describe own role in responding to key questions and queries from individuals and others regarding their end of life experience. 3.3. Describe how you might respond to given difficult questions from individuals and others. 3.4. Illustrate strategies to manage emotional responses from individuals and others. 3.5. Describe the importance of sharing appropriate information according to the local policy and national legislation on confidentiality and data protection.
4. Know how to access support services available to individuals and others.	4.1. Identify four support services available to an individual and others. 4.2. Summarise the roles of four key people who may be involved within a multi-disciplinary end of life care team. 4.3. Describe the potential barriers an individual may face when accessing end of life care support services and how these may be overcome.

Assessment Guidance

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

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

Title	Personal Protective Equipment for Working in Health and Social Care Settings	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	15	
OCN NI Unit Code	CBF314	
Unit Reference No	J/618/6542	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance and use of personal protective equipment (PPE) when working in health and social care settings.		
Learning Outcomes	Assessment Criteria	
1. Understand legislation, local policy and protocols in relation to the use of PPE when working in health and social care settings.	1.1. Describe organisational policies and protocols in relation to the use of PPE in own role. 1.2. Describe standard precautions for infection prevention and control in line with local policy and protocol which may impact own practice. 1.3. Describe how and when to cleanse own hands in line with local policy and protocol. 1.4. Describe the importance of the following within own setting: a) maintaining a professional appearance and presentation b) wearing appropriate uniform or adhering to prescribed dress code c) removing items of jewellery or false nails	
2. Be able to select and use PPE when working in a health and social care setting.	2.1. Carry out the necessary checks for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken. 2.2. Demonstrate the use of PPE for the roles and procedures to be undertaken. 2.3. Describe how PPE may become unsuitable for use and the appropriate actions to be taken. 2.4. Carry out the removal and disposal of PPE in line with organisational policy and protocols in order to minimise cross infection. 2.5. Illustrate the process for identifying and confirming the additional protection equipment that should be worn when there is a risk of aerosol blood, body fluids or radiation. 2.6. Identify two situations which would require the use of sterile PPE. 2.7. Describe the importance of promptly reporting reduction in stocks of PPE.	
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	Learner notes/written work Learner log/diary Peer notes Record of observation

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

Title	Principles of Infection Prevention and Control
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF315
Unit Reference No	R/618/6544
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to minimise the risk of outbreaks of infection through the application of national and local policies in relation to infection control, risk assessment and the correct use of personal protective equipment (PPE) and good personal hygiene.	
Learning Outcomes	Assessment Criteria
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Describe employers' and employees' roles and responsibilities in relation to the prevention and control of infection.
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Identify current national legislation and regional regulatory body standards relevant to the prevention and control of infection. 2.2. Describe two organisational policies relevant to the prevention and control of infection.
3. Understand systems and procedures relating to the prevention and control of infections and their impact in the event of an outbreak.	3.1. Identify procedures and systems relevant to the prevention and control of infection. 3.2. Describe the potential impact of an outbreak of infection on both the individual and the organisation.
4. Understand risk assessment in relation to the prevention and control of infections.	4.1. Describe what is meant by the term risk potential risks of infection within the workplace. 4.2. Describe the importance and process of carrying out a risk assessment.
5. Understand the importance and correct use of PPE in the prevention and control of infections.	5.1. Identify six different types of PPE. 5.2. Summarise reasons for using PPE in the prevention and control of infections. 5.3. Identify current relevant regulations and legislation relating to PPE. 5.4. Describe employers' and employees' responsibilities regarding the use of PPE. 5.5. Describe the correct practice in the application and removal of PPE. 5.6. Describe the correct procedure for disposal of used PPE. 5.7. Demonstrate correct use of PPE.
6. Understand the importance of good personal hygiene and application of hand washing technique in the prevention and control of infections.	6.1. Summarise the key principles of good personal hygiene. 6.2. Illustrate the correct sequence for hand washing. 6.3. Describe when and why hand washing should be carried out including types of products to be used. 6.4. Describe correct procedures relating to skincare. 6.5. Demonstrate good hand washing technique.

Assessment Guidance

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

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

Title	Causes and Spread of Infection	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	15	
OCN NI Unit Code	CBF316	
Unit Reference No	H/618/6547	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how infections are caused and spread and the practices used to contain infective spread and consequent illnesses.		
Learning Outcomes	Assessment Criteria	
1. Understand the causes of infection.	1.1. Compare the differences between bacteria, viruses, fungi and parasites and common illnesses and infections caused by each . 1.2. Describe what is meant by the following terms: a) infection b) colonisation c) systemic infection d) localised infection 1.3. Identify at least four poor practices that may cause infection.	
2. Understand the spread of infection.	2.1. Describe the conditions needed for the growth of micro-organisms. 2.2. Summarise the ways in which an infective agent might enter the body. 2.3. Identify three common sources of infection and its spread. 2.4. Describe how infective agents may be transmitted to a person. 2.5. Identify the key factors that enable infection to occur more easily.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
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Title	Supporting Individuals to Negotiate Environments	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF317	
Unit Reference No	H/618/6550	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to support individuals to negotiate environments.		
Learning Outcomes	Assessment Criteria	
1. Understand factors that impact on an individual being able to negotiate environments.	1.1. Describe conditions, disabilities and environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments.	
2. Know how to prepare to support an individual to negotiate an environment.	2.1. Identify environmental barriers that need to be addressed and appropriate resources available for an individual to negotiate an environment. 2.2. Illustrate how to prepare to support an individual to negotiate an environment within own role.	
3. Be able to support an individual to negotiate an environment.	3.1. Follow an agreed plan or instructions to support an individual to negotiate an environment including a) addressing environmental barriers b) providing appropriate information	
4. Be able to review the support provided to an individual to negotiate an environment.	4.1. Review the support provided to an individual to negotiate an environment including: a) assessing how the individual felt b) recording and reporting observations on the individual's ability c) identifying own contribution and possible areas for improvement of own practice	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

Title	Supporting Individuals with Eating and Drinking
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF318
Unit Reference No	T/618/6553
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to safely provide support to individuals to eat and drink.	
Learning Outcomes	Assessment Criteria
1. Be able to support individuals to make choices about food and drink.	1.1. Work with an individual to confirm the food and drink they wish to consume encouraging them to select suitable options. 1.2. Describe ways to resolve any difficulties associated with an individual's food and drink choices. 1.3. Describe how and when to seek additional guidance about an individual's choice of food and drink.
2. Be able to prepare to provide support to an individual when eating and drinking.	2.1. Identify the level and type of support an individual requires when eating and drinking. 2.2. Demonstrate effective handwashing and use of appropriate protective clothing when handling food and drink. 2.3. Support an individual to prepare to eat and drink meeting their personal needs and preferences. 2.4. Provide suitable utensils to assist an individual to eat and drink.
3. Be able to provide support to an individual to eat and drink.	3.1. Summarise three factors that promote an individual's dignity, comfort and enjoyment while eating and drinking. 3.2. Support and encourage an individual to consume manageable amounts of food and drink at their own pace. 3.3. Support an individual to clean themselves if food or drink is spilt. 3.4. Adapt support in response to an individual's feedback or observed reactions while eating and drinking.
4. Be able to clear away after food and drink.	4.1. Describe why it is important to be sure that an individual has finished eating and drinking before clearing away. 4.2. Confirm that an individual has finished eating and drinking. 4.3. Clear away used crockery and utensils in a way that promotes active participation. 4.4. Support an individual to make themselves clean and tidy after eating or drinking.
5. Be able to monitor an individual's eating and drinking including support provided.	5.1. Describe the importance of monitoring the food and drink an individual consumes and any difficulties they may encounter. 5.2. Carry out and record agreed monitoring processes. 5.3. Report on the support provided for eating and drinking in accordance with agreed ways of working.

Assessment Guidance

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

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

Title	Understanding Mental Health	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF000	
Unit Reference No	K/618/4749	
<i>Unit purpose and aim(s):</i> The purpose and aim of this unit is to enable the learner to understand what is meant by mental health and mental illness and how to promote mental well-being and self-care.		
Learning Outcomes	Assessment Criteria	
1. Understand different perspectives and models of mental health.	1.1. Critically compare at least two differing perspectives on mental health. 1.2. Illustrate two models of mental health. 1.3. Explain what is meant by a strengths-based approach in mental health.	
2. Understand different perspectives on mental illness.	2.1. Critically compare at least two differing perspectives on mental illness.	
3. Understand how mental well-being and mental health may be promoted.	3.1. Explain how an individual may promote own mental well-being and mental health. 3.2. Explain how a mental health worker may support an individual to promote their mental well-being and mental health.	
4. Understand the importance of self-care.	4.1. Explain the importance of self-care for a mental health worker or carer. 4.2. Explain how mental health may change and its implications for self-care.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

Title	Understanding Sensory Loss
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF014
Unit Reference No	D/618/4764
<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 factors, attitudes and beliefs that impact on an individual with sensory loss and services provided for them.	1.1. Explain factors that may impact on individuals with sensory loss. 1.2. Analyse how societal attitudes and beliefs impact on individuals with sensory loss. 1.3. Evaluate how factors, societal attitudes and beliefs impact on service provision.
2. Understand the impact of effective communication on individuals with sensory loss.	2.1. Explain the methods of communication used by individuals with: a) sight loss b) hearing loss c) deaf blindness 2.2. Analyse how the environment impacts on effective communication for people with sensory loss. 2.3. Explain how effective communication may have a positive impact on lives on individuals with sensory loss.
3. Understand the causes, conditions and incidence of sensory loss.	3.1. Summarise the main causes of sensory loss. 3.2. Explain what is meant by congenital sensory loss and acquired sensory loss. 3.3. Summarise the demographic factors that influence the incidence of sensory loss in the population
4. Recognise when an individual may be experiencing sensory loss and actions that may be taken.	4.1. Summarise the indicators and signs of: a) sight loss b) hearing loss c) deaf blindness 4.2. Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status. 4.3. Summarise sources of support for those who may be experiencing onset of sensory loss.

Assessment Guidance

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

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

Title	Supporting Use of Medication in Social Care Settings
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBF025
Unit Reference No	M/618/4784
<i>Unit purpose and aim(s):</i> This unit will enable the learner to prepare for, support the administration of and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed. It includes classifications and forms of medication, as well as safe handling and storage and the need for accurate recording and reporting.	
Learning Outcomes	Assessment Criteria
1. Understand the legislative framework for the use of medication in social care settings.	1.1. Summarise legislation that governs the use of medication in social care settings. 1.2. Explain the legal classification system for medication. 1.3. Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements.
2. Know about common types of medication, their use and possible adverse reactions.	2.1. Summarise at least five types of prescribed medication in the UK and the conditions for which each medication may be prescribed. 2.2. Summarise changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication
3. Understand roles and responsibilities in the use of medication in social care settings.	3.1. Summarise the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication. 3.2. Explain where responsibilities lie in relation to use of over the counter remedies and supplements.
4. Understand techniques for administering medication.	4.1. Explain the routes by which medication can be administered. 4.2. Summarise the different forms in which medication may be presented. 4.3. Summarise materials and equipment that can assist in administering medication.
5. Be able to receive, store and dispose of medication supplies safely.	5.1. Explain how to receive supplies of medication in line with agreed ways of working. 5.2. Demonstrate how to store medication safely. 5.3. Demonstrate how to dispose of unused or unwanted medication safely.
6. Know how to promote the rights of the individual when managing medication	6.1. Explain the importance of the following principles in the use of medication: a) consent b) self-medication or active participation c) dignity and privacy d) confidentiality 6.2. Explain how risk assessment can be used to promote an individual's independence in managing medication. 6.3. Explain how ethical issues that may arise over the use of medication can be addressed

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

Assessment Guidance

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

Title	Administering Medication to Individuals and Monitoring Effects
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF026
Unit Reference No	A/618/4786
<i>Unit purpose and aim(s):</i> This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.	
Learning Outcomes	Assessment Criteria
1. Understand legislation, policy and procedures relevant to administration of medication.	1.1. Summarise key aspects of current legislation, guidelines, policies and protocols relevant to the administration of medication.
2. Know about common types of medication and their use.	2.1. Summarise at least five types of prescribed medication in the UK including the condition they are prescribed for and potential side effects. 2.2. Summarise the medication which demands specific physiological measurements. 2.3. Summarise the common adverse reactions to medication, how each can be recognised and the appropriate actions to be taken. 2.4. Explain the different routes of medicine administration.
3. Understand procedures and techniques for the administration of medication.	3.1. Summarise the different routes of administration of medication. 3.2. Explain the types, purpose and function of materials and equipment required for the administration of medication via the different routes. 3.3. Summarise the required information from prescriptions and medication administration charts.
4. Be able to prepare for the administration of medication.	4.1. Summarise and apply standard precautions for infection control. 4.2. Explain ways to ensure the appropriate timing of medication. 4.3. Select, verify and prepare medication correctly according to the medication administration record or medication information leaflet. 4.4. Demonstrate how to appropriately obtain an individual's consent before administration of medication. 4.5. Demonstrate how to support, reassure and offer information throughout the administration of medication, in a manner which encourages their co-operation and is appropriate to needs and concerns.

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

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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

Title	Supporting Individuals with Home Living
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	29
OCN NI Unit Code	CBF035
Unit Reference No	A/618/4822
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals to live in their own home.	
Learning Outcomes	Assessment Criteria
1. Understand how to support individuals to live at home.	1.1. Explain how being supported to live at home can benefit individuals. 1.2. Compare and contrast the roles of at least four different people or agencies who can support individuals to live at home. 1.3. Explain the importance of providing information about benefits, allowances and financial planning which can support individuals to live at home. 1.4. Explain how effective risk management contributes to supporting individuals to live at home.
2. Be able to contribute to planning support for individuals to live at home.	2.1. Demonstrate how to identify existing strengths, skills and networks an individual may have to support them to live at home. 2.2. Demonstrate how to work with an individual to identify their needs, support and preferences and how they may be met. 2.3. Negotiate agreement with an individual and others on the risks that need to be managed when living at home. 2.4. Summarise ways to minimise risks to an individual living at home.
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home.	3.1. Demonstrate how to effectively support an individual and others to access and understand information regarding resources, services and facilities to enable individuals to live at home. 3.2. Work effectively with an individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks. 3.3. Explain the importance of supporting the individual and others to apply for required resources, facilities and services, in a way that promotes active participation. 3.4. Obtain the appropriate permission to provide additional information about the individual in order to secure resources, services and facilities.
4. Be able to work in partnership to introduce additional services for individuals living at home.	4.1. Negotiate agreement on roles and responsibilities for introducing additional support for an individual to live at home. 4.2. Demonstrate how to introduce the individual to new resources, services, facilities or support groups. 4.3. Record and report accurately on the outcomes of additional support measures in required ways.

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

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

Title	Understand the Impact of Acquired Brain Injury
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF006
Unit Reference No	A/618/4755
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support people who have an Acquired Brain Injury.	
Learning Outcomes	Assessment Criteria
1. Understand types and causes of acquired brain injury.	1.1. Explain what is meant by acquired brain injury and at least four possible causes. 1.2. Explain the difference between a traumatic brain injury and other forms of acquired brain injury. 1.3. Compare and contrast brain injuries that are: a) mild b) moderate c) severe
2. Understand the impact on individuals, their families and carers of acquired brain injury.	2.1. Explain the possible initial effects of acquired brain injury on the individual. 2.2. Explain the long-term effects of acquired brain injury including: a) physical b) functional c) cognitive d) behavioural 2.3. Explain the concepts of loss and grief in relation to the changes to life that an acquired brain injury can bring for both individuals, their families and carers. 2.4. Explain the potential socio-economic impact on the family of an individual suffering from the long-term effects of acquired brain injury.
3. Understand the specialist communication needs of an individual with acquired brain injury.	3.1. Summarise what is meant by dysphasia and dysarthria and their impact on communication. 3.2. Compare and contrast a technique required to support an individual with dysphasia with a different technique required to support an individual with dysarthria. 3.3. Explain the difficulties that may be experienced by carers when communicating with an individual who cannot respond. 3.4. Evaluate at least three intervention strategies or assistive technologies that may support communication.
4. Understand the impact that personality changes can have on an individual who has acquired brain injury and those providing support.	4.1. Explain the impact of personality changes in the individual who has acquired brain injury, on their family and carers. 4.2. Explain how lack of self-awareness or insight may impact on the individual who has acquired brain injury. 4.3. Explain the skills needed to support an individual who has acquired brain injury and their family and carers to deal with personality changes.

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

Assessment Guidance

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

Title	Understand Physical Disability
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF007
Unit Reference No	F/618/4756
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand physical disability, the impact of a physical disability on a person's life and the impact of living with a disability within society. The unit will also enable the learner to promote inclusion, independence appropriate risk taking and challenge negative attitudes	
Learning Outcomes	Assessment Criteria
1. Understand the impact of focusing on the individual rather than their disability.	1.1. Explain the importance of recognising and supporting the individual rather than just treating the disability. 1.2. Explain the importance of person-centred assessment. 1.3. Compare the difference in outcomes when focusing on an individual's strengths and aspirations rather than just their needs.
2. Understand physical disability.	2.1. Define the term physical disability. 2.2. Explain using examples the terms congenital, acquired, neurological and progressive when used in relation to physical disability. 2.3. Explain the emotional impact of a progressive disability on the individual. 2.4. Compare and contrast the impact on individuals that congenital and progressive disabilities may have.
3. Understand the impact of living with a physical disability within society.	3.1. Summarise environmental and social barriers that may have a disabling effect on an individual with a physical disability. 3.2. Evaluate the socio-economic effects of physical disability on an individual. 3.3. Explain the changes that have occurred within society resulting from disability focused legislation. 3.4. Evaluate the extent to which improvements have been made in the life of individuals with a physical disability as a result of disability focused legislation. 3.5. Explain the effects a physical disability may have on an individual's life choices. 3.6. Explain how society's attitudes may promote positive or negative perceptions of disability.

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

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

Title	Support Individuals with Learning Disabilities to Access Healthcare
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBE998
Unit Reference No	D/618/4747
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals with learning disabilities access and use a variety of healthcare services.	
Learning Outcomes	Assessment Criteria
1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare.	1.1. Explain what is meant by a rights-based approach to accessing healthcare. 1.2. Summarise the main points of legislation that exists to support a rights-based approach. 1.3. Explain the requirements of legislation regarding an individual with learning disabilities who has been assessed as not having capacity to consent to a specific treatment decision. 1.4. Explain different ways to support an individual to give informed consent in line with appropriate legislation, policies or guidance. 1.5. Explain ways in which healthcare services should make reasonable adjustments to ensure that they provide equal access to individuals with learning disabilities.
2. Understand the function of and how to access different healthcare services that an individual with learning disabilities may require.	2.1. Explain the work of healthcare services that an individual with learning disabilities may need to access. 2.2. Explain how an individual can access each type of healthcare service.
3. Understand the role of professionals within different healthcare services that a person with learning disabilities may need access to.	3.1. Summarise the role and responsibilities of three professionals working in different types of healthcare services an individual with learning disabilities may need access to.
4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities.	4.1. Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities. 4.2. Explain the health checks available to individuals to support good health and well-being. 4.3. Explain the importance of routine healthcare checks for individuals with learning disabilities.
5. Be able to complete and review plans for healthcare for individuals with learning disabilities.	5.1. Summarise which stakeholders need to be involved in the process of completing and reviewing plans for healthcare. 5.2. Complete plans for healthcare with an individual with learning disabilities or significant others if appropriate. 5.3. Review plans for healthcare with an individual with learning disabilities or significant others and amend if appropriate.

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

Assessment Guidance

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

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

Assessment Guidance

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

Title	Preparing for and Carrying Out Extended Feeding Techniques
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBF042
Unit Reference No	H/618/4829
<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 gastro-intestinal tract in relation to extended feeding. 2.2. Summarise conditions when extended feeding methods are required. 2.3. Explain the importance of fluid and maintaining nutritional balance to the health of individuals.
3. Understand extended feeding techniques.	3.1. Explain techniques for extended feeding, 3.2. Summarise equipment and materials that may be used for extended feeding. 3.3. Summarise ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences. 3.4. Explain how to identify and deal with adverse reactions which may occur: a) during procedures b) following procedures
4. Be able to prepare for extended feeding.	4.1. Prepare for extending feeding by confirming the following: a) availability of adequate and relevant fluids and feeds b) identity and valid consent of the individual c) equipment and materials are appropriate to the procedure and fit for purpose 4.2. Position an individual to ensure safety and comfort to facilitate the method of extended feeding.

<p>5. Be able to carry out and complete extended feeding techniques.</p>	<p>5.1. Attach and position feeding tubes correctly and securely that prevents discomfort and promotes the dignity of an individual.</p> <p>5.2. Carry out extended feeding safely according to the individual's plan of care.</p> <p>5.3. Observe the individual throughout the activity and respond to any adverse reactions.</p> <p>5.4. Assess the comfort of the individual following extended feeding making adjustments to improve comfort as required.</p> <p>5.5. Maintain appropriate communication with the individual during the extended feeding.</p>
<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> <ul style="list-style-type: none"> a) maintain the correct level of cleanliness b) pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area <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> <ul style="list-style-type: none"> a) used equipment, materials and feeds b) 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>

Assessment Guidance

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

Title	Understand Models of Disability	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	25	
OCN NI Unit Code	CBF008	
Unit Reference No	J/618/4757	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand differing models of disability and be able to evaluate how own practice promotes the well-being and quality of life of individuals.		
Learning Outcomes	Assessment Criteria	
1. Understand models of disability.	1.1. Summarise the history and development of the medical, social and psycho-social models of disability. 1.2. Compare and contrast the medical, social and psycho-social models of disability.	
2. Understand how the adoption of models of disability can shape an individual's identity and experience.	2.1. Evaluate how the medical, social and psycho-social models of disability can impact on an individual's identity and experience.	
3. Understand how the adoption of models of disability can shape service delivery.	3.1. Analyse how the medical, social and psycho-social models of disability can shape service delivery.	
4. Be able to evaluate how own practice promotes the well-being and quality of life of individuals with a disability	4.1. Evaluate how own practice promotes the well-being and quality of life of individuals with a disability.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Person-Centred Approaches to Supporting Older People
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF012
Unit Reference No	L/618/4761
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the ageing process, the range of factors that impact on older people and the importance of person-centred practice.	
Learning Outcomes	Assessment Criteria
1. Understand the impact of the ageing process on older people.	1.1. Illustrate the changes associated with the ageing process. 1.2. Explain how the experience of the ageing process is unique to each individual. 1.3. Analyse the potential impact of factors associated with ageing on older people including: a) physical b) emotional c) social d) cognitive e) environmental f) financial / economic 1.4. Explain how a positive approach to ageing may contribute to the health and well-being of an individual.
2. Understand attitudes of society to older people.	2.1. Summarise the contributions to society made by older people. 2.2. Explain what is meant by age discrimination. 2.3. Explain how societal attitudes and beliefs impact on older people. 2.4. Explain strategies that may be used to challenge stereotypes and discriminatory attitudes towards older people.
3. Understand the importance of using person-centred approaches with older people.	3.1. Explain how the effects of ageing can affect the day to day life of older people. 3.2. Evaluate person-centred approaches to supporting older people to maintain health and well-being in day to day life. 3.3. Explain the importance of social inclusion for older people and the barriers they may face. 3.4. Summarise the potential impact of social isolation on older people. 3.5. Evaluate how person-centred approaches may enable older people to make positive contributions to their community.
4. Understand how to promote independence of older people.	4.1. Explain how to support older people maintain independence. 4.2. Explain how older people can be in control of decision making about their care and support needs. 4.3. Explain how to encourage older people to take positive risks in their day to day life.

Assessment Guidance

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

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

Title	Managing Challenging Behaviour and Promoting Positive Behaviour
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	44
OCN NI Unit Code	CBF041
Unit Reference No	D/618/4828
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to promote positive behaviour and respond appropriately to challenging behaviour.	
Learning Outcomes	Assessment Criteria
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1. Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice.
2. Understand how positive behaviour may be to be identified and promoted.	2.1. Summarise own role and responsibilities in relation to positive behaviour support. 2.2. Explain the role of functional assessment in understanding an individual's behaviour. 2.3. Explain the key factors associated with challenging behaviours. 2.4. Explain how behaviour may be viewed as a form of expression and perceived by others. 2.5. Summarise why praising and supporting positive aspects of an individual's behaviour may reinforce positive behaviour. 2.6. Analyse the role of structure and daily planning in positive behaviour support. 2.7. Summarise best practice models in promoting positive behaviour.
3. Understand the context and use of proactive and reactive strategies to address challenging behaviour.	3.1. Compare and contrast proactive and reactive strategies and their applications to address challenging behaviour. 3.2. Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour. 3.3. Explain the importance of supporting individuals to understand their behaviour and its effects on themselves and others. 3.4. Explain the importance of maintaining a person-centred approach when using proactive strategies.
4. Be able to respond appropriately to challenging behaviour.	4.1. Summarise types of challenging behaviours. 4.2. Explain how to respond to triggers which may result in escalation of challenging behaviour. 4.3. Explain how to respond to challenging behaviour that: a) follows support plans, b) follows agreed ways of working and organisational guidelines c) maintains dignity of and respect for an individual d) ensures safety of an individual, self and others 4.4. Record accurately and objectively an incident of challenging behaviour in line with work setting requirements.

<p>5. Understand the use of restrictive interventions when addressing incidents of challenging behaviour.</p>	<p>5.1. Explain what is meant by restrictive interventions and when they may and may not be used.</p> <p>5.2. Explain why the least restrictive intervention options must always be used when dealing with incidents of challenging behaviour.</p> <p>5.3. Summarise safeguards that must be in place if restrictive interventions are used.</p> <p>5.4. Illustrate reporting and recording requirements of incidents where restrictive interventions have been used.</p>
<p>6. Be able to support individuals and others following an incident of challenging behaviour.</p>	<p>6.1. Demonstrate how to effectively support an individual to return to a calm state following an incident of challenging behaviour.</p> <p>6.2. Summarise how an individual can be supported to reflect on an incident including:</p> <ul style="list-style-type: none"> a) how they were feeling at the time, prior to, and directly before the incident b) their behaviour during the incident c) the impact of their behaviour on self and others d) how they were feeling after the incident <p>6.3. Demonstrate how to effectively provide post-incident support to individuals and others.</p> <p>6.4. Record accurately and objectively an incident of challenging behaviour in line with work setting requirements.</p>
<p>7. Be able to review and revise approaches to promoting positive behaviour.</p>	<p>7.1. Demonstrate how to effectively work with individual and if required others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour.</p> <p>7.2. Use information from records, de-briefing and support activities to review approaches to promoting positive behaviour with an individual and others if required.</p> <p>7.3. Explain how reflection on own role following an incident of challenging behaviour may be used to improve an individual's positive behaviour.</p> <p>7.4. Explain how and when to access support to manage the well-being of self and others.</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	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding How to Support the Use of Medication in Health and Social Care Settings
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBF581
Unit Reference No	A/650/0212
<p><i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to prepare for, support the administration of and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed. It includes classifications and forms of medication, as well as safe handling and storage and the importance of accurate recording and reporting.</p>	
Learning Outcomes	Assessment Criteria
1. Understand the legislative framework for the use of medication in social care settings.	1.1. Summarise legislation that governs the use of medication in social care settings. 1.2. Explain the legal classification system for medication. 1.3. Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements.
2. Know about common types of medication, How they are used and associated adverse reactions.	2.1. Summarise at least five types of prescribed medication in the United Kingdom (UK) and the conditions for which each medication may be prescribed. 2.2. Summarise changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication.
3. Understand roles and responsibilities in the use of medication in social care settings.	3.1. Summarise the roles and responsibilities of those involved in prescribing, dispensing and supporting the use of medication. 3.2. Explain where responsibilities lie in relation to the use of over the counter remedies and supplements.
4. Understand techniques for administering medication.	4.1. Explain the routes by which medication can be administered. 4.2. Summarise the different forms in which medication may be presented. 4.3. Summarise materials and equipment that can assist in administering medication.
5. Understand how to receive, store and dispose of medication supplies safely.	5.1. Explain how to receive supplies of medication in line with agreed ways of working. 5.2. Describe how to store medication safely. 5.3. Explain how to dispose of unused or unwanted medication safely.
6. Know how to promote the rights of the individual when managing medication.	6.1. Explain the importance of the following principles in the use of medication: a) consent b) self-medication or active participation c) dignity and privacy d) confidentiality 6.2. Explain how risk assessments may be used to promote an individual's independence in managing medication.

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

Assessment Guidance

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

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

Title	Understand the Context of Supporting Individuals with Learning Disabilities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE996
Unit Reference No	R/618/4745
<p><i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the meaning of the term learning disability and the issues linked with learning disability support. The unit introduces the learner to legislation designed to promote individual rights including inclusion, human rights, advocacy, empowerment and active participation and considers how the attitudes and beliefs of others affect individuals who have learning disabilities.</p>	
Learning Outcomes	Assessment Criteria
1. Understand the causes and impact of learning disabilities.	<p>1.1. Explain what is meant by the term learning disability.</p> <p>1.2. Explain using at least three examples the causes of learning disabilities.</p> <p>1.3. Identify the approximate proportion of individuals with a learning disability for whom the cause is not known.</p> <p>1.4. Explain the possible impact on a family of having a member with a learning disability.</p>
2. Understand the historical context of learning disability and its impact on current services.	<p>2.1. Explain the types of services that have been provided for individuals with learning disabilities since 1800.</p> <p>2.2. Explain how past ways of working has affected current services.</p> <p>2.3. Summarise both the medical and social models of disability.</p> <p>2.4. Summarise key changes in the following areas of the lives of individuals who have learning disabilities since the beginning of the 20th century:</p> <ul style="list-style-type: none"> a) where people live b) education and leisure activities c) employment d) sexual relationships and parenthood e) the provision of and access to healthcare
3. Understand the legislation and policies that support human rights, inclusion and impact on life of individuals with learning disabilities.	<p>3.1. Summarise legislation and policies that are designed to promote the human rights, inclusion, equality and citizenship of individuals with learning disabilities.</p> <p>3.2. Explain how legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families.</p>
4. Understand of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.	<p>4.1. Explain what is meant by the terms social inclusion and advocacy.</p> <p>4.2. Compare and contrast four different types of advocacy.</p> <p>4.3. Explain three ways to build empowerment and active participation into everyday support of individuals with learning disabilities and their families.</p>

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

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

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

Title	Providing Support for Individuals to Undertake Leisure Activities	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBG063	
Unit Reference No	F/650/4473	
Learn Direct Code	PA1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the knowledge and skills required to support and encourage individuals to access, participate in and review leisure activities.		
Learning Outcomes	Assessment Criteria	
1. Understand the contribution of leisure activities to an individual's well-being.	1.1. Identify at least three different activities that may be regarded as leisure activities. 1.2. Describe how participation in leisure activities contributes to the well-being of individuals and potential benefits of exploring new leisure activities.	
2. Be able to support an individual to identify and plan for leisure activities.	2.1. Work with an individual to: a) identify recreational needs, preferences and interests b) agree new or existing leisure activities c) agree level and type of support required d) develop a plan to support participation in agreed leisure activities	
3. Be able to encourage and support an individual to participate in leisure activities.	3.1. Support an individual in line with the support plan developed in AC 2.1 d) to promote active participation including: a) providing encouragement and positive reinforcement b) adjusting support as required 3.2. Describe how and when to access additional information or support regarding participation in a leisure activity.	
4. Be able to review and revise support for an individual's leisure activities.	4.1. Identify with an individual the process for reviewing leisure activities. 4.2. Seek feedback from an individual on leisure activities and the support provided. 4.3. Contribute to review and revision of an individual's leisure activities and support plan carried out in AC 3.1 in accordance with own role and responsibilities. 4.4. Implement changes to the support plan identified in AC 4.3.	
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	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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

Title	Providing Sleep Support for an Individual	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBG064	
Unit Reference No	H/650/4474	
Learn Direct Code	PA1	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to establish conditions conducive to sleep. The learner will also understand how to support an individual to sleep.		
Learning Outcomes	Assessment Criteria	
1. Understand sleep and its relationship to an individual's well-being.	1.1. Describe how sleep contributes to an individual's well-being. 1.2. Identify reasons why an individual may find it hard to sleep. 1.3. Describe the possible short-term and long-term effects on an individual who is unable to sleep well.	
2. Be able to establish conditions conducive to sleep.	2.1. Describe conditions conducive to sleep including: a) minimising negative impact of the environment b) adjusting behaviour 2.2. Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep.	
3. Be able to support an individual to sleep.	3.1. Describe the importance of utilising a holistic approach to support sleep for an individual. 3.2. Work with an individual to support sleep including: a) encouraging identification of support required b) identification of suitable sleeping position in line with care plan c) use of appropriate sleeping aids in line with care plan and agreed ways of working	
4. Be able to monitor an individual's sleep.	4.1. Work with an individual and others to monitor sleep including: a) how monitoring will be carried out b) recording observations and support provided	
5. Know how to access information and advice regarding sleeping difficulties.	5.1. Describe situations in which additional information or assistance regarding sleep would be needed and how they may be accessed.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence	Learner notes/written work Learner log/diary Peer notes Record of observation

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

Title	Supporting Care Plan Activities
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBG065
Unit Reference No	J/650/4475
Learn Direct Code	PA1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to prepare, implement and contribute to the review of care plan activities.	
Learning Outcomes	Assessment Criteria
1. Be able to prepare to implement care plan activities.	1.1. Identify sources of information regarding an individual including specific care plan activities. 1.2. Establish an individual's preferences in relation to carrying out care plan activities identified in AC 1.1. 1.3. Confirm with others own understanding of the support required for care plan activities identified in AC 1.1.
2. Be able to support care plan activities.	2.1. Provide support for care plan activities identified in AC 1.1 in accordance with the care plan and with agreed ways of working. 2.2. Describe why it is important to encourage an individual's active participation in care plan activities. 2.3. Adjust support provided for care plan activities to reflect an individual's needs or preferences.
3. Be able to maintain records of care plan activities.	3.1. Record information regarding implementation of care plan activities, in line with agreed ways of working to include: <ol style="list-style-type: none"> reporting signs of discomfort adjustments in response to an individual's needs or preferences indications care plan amendments may be required
4. Be able to contribute to the review of care plan activities.	4.1. Describe own and others' role and the roles in review of care plan activities. 4.2. Obtain feedback from an individual and others on the effectiveness of specific care plan activities in meeting the individual's needs and preferences. 4.3. Contribute to the review of how effective specific care plan activities have been in meeting the individual's needs and preferences. 4.4. Contribute to agreement on adjustments that may need to be made to the care plan identified in AC 1.1.

Assessment Guidance

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

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

Quality Assurance of Centre Performance

External Verification

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

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

Standardisation

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

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

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

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

Administration

Registration

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

Certification

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

Charges

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

Equality, Fairness and Inclusion

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

Retention of Evidence

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

OCN NI Level 2 Diploma in Health and Social Care (Northern Ireland)
Qualification Number: 603/7209/6

Operational start date: 01 March 2021
Operational end date: 28 February 2026
Certification end date: 28 February 2028

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