



**PERson CENTred Training; AGE care planning**

# **The Percentage Project Learning Units**

A learning framework designed by  
partners across Europe

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## INTRODUCTION

The Percentage training programme was devised as a European Project under the Leonardo Programme as a partnership between social care organisations in: Helsinki, Finland; Surrey, United Kingdom; Tartu, Estonia; Uppsala, Sweden; and Veneto, Italy.

Percentage is designed to equip frontline care workers with the skills and knowledge to work with their service users and their families. It helps them to explore their care needs, to devise and evaluate options for the delivery of care and to design, implement and evaluate a care plan for an individual service user.

Care plans are often devised by supervisory staff or care managers. However, it is the frontline staff who have the closest contact with each service user. They know them well and they can understand their needs. They are also well placed to know what care tasks are needed and how best to deliver them. The Percentage Programme helps frontline care workers translate this knowledge into devising care plans.

Frontline care workers are skilled in delivering care to service users. They are well equipped to carry out care tasks effectively, safely and sensitively. However, many care staff have less experience of formalised learning and the use of written material. They can also be working in their second language so the design of the delivery of the Percentage Programme needs to reduce reliance on reading and writing. It needs to emphasise experimental visual techniques such as role play, demonstration, video etc. It needs to take full advantage of the practitioner focus of the learners, e.g. user examples, talks by users, talks by experienced practitioners.

The following Learning Units define the scope of each element of the Percentage Programme and will help you as a trainer to implement the training contained in the Percentage Programme. For each of the learning units, the learning outcomes, skills outcomes, underpinning knowledge, competence levels and means of assessment, and evidence requirements are addressed.

Additionally Percentage has produced: the Percentage Learning Units which gives details of coverage of each unit and the skills outcomes; the Percentage Learners' Guide to help learners prepare for each learning unit and the Trainers' Guide providing further information for trainers. Further information is available on our website : [percentageproject.com](http://percentageproject.com)

## Learning Unit: 1: User/family Engagement

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to work in a respectful way with users of care services and those people around and close to them when designing and delivering programmes of care.

### Key Learning Outcome:

By the end of this unit the learner will be able to show their ability to engage successfully with the user and, if appropriate, their family, prior to a change in, (or the start of), an agreed care plan

### Skills outcomes:

- Identify, analyse, clarify and check with users their own abilities to do the things set out within their care plan*
- Identify, analyse, clarify and check with users the degree of difficulties they face in undertaking actions identified within their care plan*
- Identify, analyse, clarify and check with users special conditions and additional support needs to be taken into account when delivering programmes of care set out within a care plan*
- Obtain accurate and relevant life story details from a user*
- Correctly understand and interpret explicit and implicit signals from service users and respond to and record these appropriately*
- Take due account of any religious, faith, belief or other personal belief systems of the care user*
- Maintain positive relationship with service user whilst producing care plan*
- Express meaning and intention clearly, including. use of voice, intonation, diction, timbres that elderly people can distinguish, sounds that elderly people struggle to distinguish;*
- Communicate effectively by non-verbal means*
- Deploy appropriate language skills where these exist and adopt alternative effective communication skills where they do not*
- Use own professional knowledge and understanding to persuade users and family members to adopt appropriate steps as part of an agreed care plan*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- The care needs of older people*
- How older people feel about being dependant upon care services*
- Policies of the providing organisation*
- Relevant legislation relating to rights to care*
- The main principles of gerontology – familiarity with age-related peculiarities*
- Differences in cultural backgrounds of service users and their implications*
- Common illnesses and diseases*
- General care requirements of the elderly*
- Appropriate behaviours with conduct with unwell service users – e.g those with mental health issues, problems, those threatening self-harm or suffering from depression;*
- Service providers and political safety measures in designing services aimed at the elderly*
- Relevant legislation*

### Competence range:

The learner is required to demonstrate their competence across the following range of circumstances/situations

- With*
  1. *Existing users*
  2. *Potential/new users*
  3. *Family members*

4. other carers

- with users newly entering a formalised care programme
- with users whose care provision is changing
- with users suffering from dementia or having limited capacity to a) communicate and b) make decisions
- with users with addictive behaviours
- with users resistant to care
- with users who have recently become disabled
- with users who are dying or have attempted suicide.

**Means of assessment:**

Learners should provide evidence of their competence by the following means/materials:

- Copies of care plans signed by users which
  1. include full and accurate details
  2. include life story elements
  3. are comprehensive
  4. are individualised and distinct one from another
- Witness testimonies
- Records of observation sessions
- Written records/notes of interviews with users
- Recorded records (visual/aural) of interviews with users
- Case study narratives prepared by learners

**Evidence requirements:**

The evidence of competence supplied by learners should meet the following criteria:

- Demonstrate competence from work done on at least ten separate occasions
- Cover a period of at least six months between the first and last occasion in respect of which evidence is supplied

## Learning Unit: 2: Proactive Care Planning

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to play a proactive role when developing and negotiating an individual care plan with a user

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate their ability to anticipate care needs and plan with the user how to meet these

### Skills outcomes:

- Make suggestions for items to be included in care plans that draw upon the learner's experience and understanding of the care provision environment*
- Clarify as necessary with the user the reasons for suggesting that items be included in a care plan*
- Identify occasions when care needs present special challenges and negotiate with users (and their families if appropriate) how these challenges will be overcome*
- Handle objections raised by users (and/or their families if applicable) to items suggested for inclusion in a care plan*
- Accurately observe the living environment and social and family relationships*
- Accurately observe with senses (visual, hearing, smelling)*
- Help users plan their end of life and after-death arrangements*
- Act in ways that demonstrate a respect for the life and life experiences of the service user and their families in the context of the end of their life*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- Understanding the needs of people that represent quality of life in older age*

*Understanding the roles and responsibilities of the following in providing care services to an individual:*

- Service user themselves*
- Own organisation*
- Other private or public services*
- Voluntary services*

### Competence range:

The learner is required to demonstrate their competence across the following range of circumstances/situations

*With:*

- 1. Existing users*
- 2. Potential/new users*
- 3. Family members*
- 4. Other carers*

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- Assessed observations*
- Follow up question and answer sessions*
- Copies of care plans*

### Evidence requirements:

The evidence of competence supplied by learners should meet the following criteria:

- On a set minimum number of occasions*

## Learning Unit: 3: Care Plan Production

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to work in an inclusive way with both the user and others of importance to them so as to produce an agreed care plan.

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate their ability to work with the service user, their families and other key people in the production and implementation of care plans.

### Skills outcomes:

- Communicate in an open way with service users and others*
- Listen to service users in ways that explicit and implicit signals are understood and responded to appropriately*
- Explain the purpose and benefits of a care plan to the service user*
- Listen to and identify users' specific needs and wishes*
- Ask open and non-challenging questions*
- Communicate at a pace appropriate to the service user*
- Accurately summarise information generated and show it within a care plan*
- Accurately assess the anticipated duration of a care plan's validity*
- Explain and record arrangements for review and updating of a care plan*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- The care needs of older people*
- What is to be included in the care plan*
- Local arrangements and systems for care planning*
- Circumstances of the individual service user*
- Common conditions and their treatment*

### Competence range:

The learner is required to demonstrate their competence across the following range of circumstances/situations

*With*

1. *Existing users*
2. *Potential/new users*
3. *Family members*
4. *Other carers*

- With users with and without dementia or other mental impairment*

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- Examples of care plans produced*
- Observed or recorded activity*
- Witness statements*
- Written case study records*

### Evidence requirements:

The evidence of competence supplied by learners should meet the following criteria:

- Over time*
- On at least five occasions*

## Learning Unit: 4: Care Plan Recording

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to accurately and fully record the agreed details of a care plan so that it can be referred to and used by themselves, the user, their families and other informal carers as well as by professional colleagues.

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate their ability to accurately and fully record in written format the contents of a care plan.

### Skills outcomes:

- Written information is expressed clearly and concisely – in ways that can be fully understood by others*
- Written information is expressed in a way that reflects respect for the service user*
- Electronic forms of recording are used appropriately*
- Changes in recorded information are made at appropriate times, in appropriate ways and brought to the attention of others as required*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- Local versions of pro- forma documentation for writing by hand or electronic recording*
- Local versions of pro- forma documentation for electronic recording*
- Ways of using clear and easily understood language*
- Rules and requirements concerning the safe keeping of information*
- Rules and requirements concerning disclosure and sharing of information*

### Competence range:

The learner is required to demonstrate their competence across the following range of circumstances/situations

- using hand-written forms of recording*
- using electronic forms of recording*

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- assessed observation*
- examples of care plans produced*
- questioning sessions*
- case studies and other written statements*
- witness testimony*

### Evidence requirements:

The evidence of competence supplied by learners should meet the following criteria:

- Referring to a minimum of six service users*
- Observed over a period of at least six months*

## Learning Unit: 5: Care Plan Implementation

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to work in a responsive and mature way so as to be able to take responsibility for ensuring a care plan is implemented for the benefit of the user. Doing this will often entail them work sensitively yet assertively with a range of other agencies and professionals.

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate their ability to take a personal lead responsibility in implementing a care plan and in taking (or facilitating) any necessary remedial actions.

### Skills outcomes:

- Cooperate with other service providers and make referrals on behalf of service user*
- Negotiate with and persuade service users as to items contained within care plans*
- Provide leadership in appropriate ways in appropriate circumstances*
- Inspect a set of circumstances that apply in the care and life circumstances of an individual care user*
- Act in ways that reflect their ability to understand potential effects of courses of actions and plan care provision accordingly*
- Motivate the service user, colleagues and others important in the service user's life in adhering to the provisions of an agreed care plan*
- Will demonstrate the ability to ensure that where a client is receiving care and/or health services from more than one source, these interventions are co-ordinated and cross-referenced within a care plan*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- The structure and internal workings of own service provider organisation*
- The structure and internal workings of other service provider organisations*
- Relevant laws and rules, including those related to personal data protection;*
- Existing and future levels of available resource: human, time, and financial.*
- Common care practices and the resources implied*

### Competence range:

The learner is required to demonstrate their competence across the following range of circumstances/situations

- When working with:*
  1. *new clients,*
  2. *existing clients,*
  3. *family members*
- In circumstances where care needs and the life circumstances of the client are changing*
- In circumstances where clients are resistant*
- With service users whose care provision is changing*
- With service users who are using day centre services*
- With service users who are engaged with other care and health services*
- With services users who have financial problems*

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- By reference to updated care plans showing implementation in reality of planned interventions*

*By reference to other written records: reports, referrals, contracts, correspondence etc*

*Via Witness testimony*

*Via case study reports*

*By observation of activities*

**Evidence requirements:**

The evidence of competence supplied by learners should meet the following criteria:

*Reflect the clear role of the individual learner in group work*

*Be capable of demonstrating ongoing implementation of a care plan over a period of at least one major change in a service user's circumstances*

## Learning Unit: 6: Sensitive Communication

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to work with users with empathy and professional diligence in order to learn the personal details that are important in developing an effective care plan. It includes the work that also has to be done with other people important in the lives of the user.

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate their ability to use appropriate and sensitive techniques to obtain personal information from a user/potential user and/or their families and/or other informal carers.

### Skills outcomes:

- Listen to service users in an active way that enables an accurate understanding of thoughts and feelings being expressed by the client*
- Listen to service users in ways that explicit and implicit signals are understood and responded to appropriately*
- Show respect for a client and create or maintain a relationship characterised by trust*
- Obtain full and accurate information whilst at the same time respecting the individuality and sensitivities of the service user*
- Ask open and non-challenging questions*
- Communicate at appropriate speeds*
- Involve appropriate other people in the process of obtaining information in a way that respects their feelings and takes account of the feelings, concerns, needs and wishes of the client*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- Verbal and non-verbal communication*
- The significance and meaning of the environment*
- The potentially unequal relationship between user and carer*
- The importance of the relationship between user and carer*

### Competence range:

The learner is required to demonstrate their competence across the following range of circumstances/situations

- With*
  1. *Existing users*
  2. *Potential/new users*
  3. *Family members*
  4. *Other carers*
- With clients with and without dementia or other intellectual impairment*
- With clients with and without physical impairment*
- With clients from a cultural background different to that of the learner*

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- By observation or visually recorded activity*
- By questioning sessions*
- By case study reports*
- By witness testimony*

### Evidence requirements:

The evidence of competence supplied by learners should meet the following criteria:

- Fully demonstrate the sensitivity being demonstrated within the evidence being brought forward*
- Be capable of clear interpretation*

## **Learning Unit: 7: Care Plan Evaluation**

### **Unit Summary:**

This unit is about the ways in which a competent care or health worker will be able to make judgements upon the effectiveness of a care plan based upon the levels of satisfaction felt by the user and others important in his/her (the user's) life

### **Key Learning Outcome:**

By the end of this unit the learner will be able to demonstrate their ability to accurately ascertain the extent to which a user is content with what is happening as a result of their care plan being in place

### **Skills outcomes:**

- Undertake satisfaction surveys with service users and other people important to them*
- Carry out standardised interviews with service users and other people important to them*
- Carry out informal interviews with service users and other people important to them*
- Listen to and reflect what is said and shared in interviews*
- Collect, collate and summarise results of surveys and/or interviews*
- Revise a care plan so as to show the results of the evaluation undertaken*
- Use judgement to assess what is not said in interviews as well as what is overt*

### **Underpinning knowledge and understanding requirements:**

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- Ethics and the trust relationship within the context of care work*
- The need for acceptance of individual differences and the need to see every user as an adult person regardless of the level or reason for their need of help*
- The methodologies of conducting effective survey and interview exercises*

### **Competence range:**

The learner is required to demonstrate their competence across the following range of circumstances/situations

- With*
  1. *Existing users*
  2. *Potential/new users*
  3. *Family members*
  4. *other carers*
- With clients with and without dementia or other intellectual impairment*
- With clients with and without physical impairment*
- With clients from a cultural background different to that of the learner*

### **Means of assessment:**

Learners should provide evidence of their competence by the following means:

- By reference to care plans*
- By questioning sessions*
- By reference to results of surveys*
- By reference to notes of interviews*
- Witness testimony input from interviewees*

### **Evidence requirements:**

- The evidence of competence supplied by learners should meet the following criteria:*
- The reported satisfaction levels should be validated by a manager or other person professionally senior to the learner*
- The reported satisfaction levels should be validated by the user and/or her/his families opinion about care plan*

## Learning Unit: 8: Representing users' needs and interests

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to use his interpersonal skills and professional knowledge and judgement in ways that are most likely to bring about changes in care programmes designed to better meet the needs and wishes of users.

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate his ability to act effectively as a representative of the user in negotiating changes in the care services being provided.

### Skills outcomes:

- Using effective communication skills with service users to ascertain their needs and interests*
- Using effective communication skills with other care/health professionals so as to represent the needs and interests of service users*
- Using professional judgement to negotiate appropriate and reasonable changes to a service user's care plan*
- Summarising and recording agreed changes to a care plan made to reflect the needs and interests of a service user*
- Explaining and justifying the changes negotiated on behalf of a service user to the service user themselves and to their family members*
- Negotiating and agreeing procedures to review the changes made to a care plan intended to match their needs and interests*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- Local social care and health services – availability, appropriateness and entitlement*
- The rights of service users and the duties imposed upon staff as a result*
- Models of measuring the scales of needs of service users*
- Organisational procedures for making representations to managers and colleagues*
- Local arrangements for informing others and explaining changes to care plans*
- Balancing the needs and interests of a service user with organisational limitations and restraints*
- Local arrangements for amending care plans*

### Competence range:

The learner is required to demonstrate competence across the following range of circumstances/situations

- Using written communication means*
- Using verbal communication means*
- With service users with moderate needs levels*
- With service users with complex and multiple needs*

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- Care plans and other written records reflecting changes made on behalf of service users*
- Questioning sessions*
- Case study reports*
- Written test papers during and on completion of training*

### Evidence requirements:

The evidence of competence supplied by learners should meet the following criteria:

- Show clearly how what is submitted as evidence genuinely represents a change that reflects the needs or interests of the service user*
- Be capable of showing the particular and direct input of the learner*

## **Learning Unit: 9: Maximising Independence through Care Planning**

### **Unit Summary:**

This unit is about the ways in which a competent care or health worker will be able to use their skills, knowledge and attitudes to take full and proper account of what a user is able to bring to the care planning process in terms of their cognitive ability. It will also determine the learner's ability to plan how the user might have an ongoing input to an agreed care plan

### **Key Learning Outcome:**

By the end of this unit the learner will be able to demonstrate their ability to maximise the independence of the user by accurately recognising their (the user's) cognitive ability levels and ensure that the potential benefits of these cognitive abilities are taken into full account when agreeing a care plan

### **Skills outcomes:**

- Undertake assessment or mapping of user's abilities*
- Undertake "life/career" interviews with users*
- Identify and signpost to alternative or complementary service provision*
- Identify and record what is appropriate to be done on behalf of user and what a user can do and should be supported in doing independently or under supervision*
- Share information with health teams about assistive technology or other medical equipment designed to help the user in daily life*
- Demonstrate that account has been taken of the user's ability and right to be her/his own life planner and be an active subject in the care planning process*
- Share full and accurate information about a user with fellow care or health team workers*

### **Underpinning knowledge and understanding requirements:**

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- Team and multi-professional working*
- Legal status and rights of users*
- Cognitive measurement tools used with older people*
- Individual users' cognitive ability, physical ability and social circumstances which will effect their degree of independence*
- How to meet with different users and treat them as individuals*
- User's autonomy (for example on cases of dementia)*

### **Means of assessment:**

Learners should provide evidence of their competence by the following means:

- Records of observation sessions*
- Written documentation*
- Witness testimony*
- Case study narratives prepared by learners*
- By questioning sessions*

### **Competence range:**

The learner is required to demonstrate their competence across the following range of circumstances/situations

- With*
  1. *Existing users*
  2. *Potential/new users*
  3. *Family members*
  4. *Other carers*
- With clients with and without dementia or other intellectual impairment*
- With clients with and without physical impairment*
- With clients from a cultural background different to that of the learner*

### **Evidence requirements:**

The evidence of competence supplied by learners should meet the following criteria:

- Be capable of clearly demonstrating the effect of user input to the caring process*
- Show compliance with both legal and organisational requirements*

## Learning Unit: 10: Care Planning and Personal Beliefs

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to use skills, knowledge and attitudes to take account of personal belief systems of users so that are recognised, respected and planned into an individualised care service.

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate the ability to recognise religious, sexual and cultural needs and recommend appropriate care plan options to users as a result.

### Skills outcomes:

- Religious, sexual and cultural needs arising from personal belief systems are accurately recorded within care plans*
- Religious, sexual and cultural needs arising from personal belief systems are explained to colleagues and others involved in the provision of care services to the user*
- Appropriate options regarding religious and cultural needs arising from personal belief systems are identified and recommended to the care user, their families and others involved in their care*
- Religious, sexual and cultural needs are taken into account when planning for and delivering the content of care plans*
- Manage the relationship between service user and their families when planning care that takes account of personal belief systems of both parties*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

*Basic notions within health ethics such as:*

- consent*
- pain*
- wishes regarding death*
- The importance and use of appropriate communication means between service user and care giver*
- Cultural and religious values and sexual preferences*
- Knowing how to tell the story of a person (biography)*
- The value of memory and memories to an older person*

### Competence range:

The learner is required to demonstrate competence across the following range of circumstances/situations

- Caring for users managing pain and terminally ill*
- Caring for users with behavioural problems*
- Caring for users with family links*
- Caring for users with mental problems*
- Caring for users affected by cancer*

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- Ongoing and final written tests*
- Case study narratives prepared by learners*
- Records of observation sessions*
- Written documentation*
- Witness testimony*

### Evidence requirements:

The evidence of competence supplied by learners should meet the following criteria:

- Be capable of clearly demonstrating the effect of user input to the caring process*
- Show compliance with both legal and organisational requirements*

## Learning Unit: 11: Accessing Health Services

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to use skills, knowledge and attitudes to help ensure that a user has access to all the health services which are likely to maintain or improve his or her quality of life.

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate the ability to anticipate likely health needs and plan how relevant services are best to be accessed by and on behalf of users.

### Skills outcomes:

- Reasonable judgements are made in anticipating likely health needs based on known information
- Recommendations regarding appropriate health interventions are made on the basis of the judgements above
- Referrals to appropriate health services are made at appropriate times using appropriate methods
- Contact is made with emergency services on appropriate occasions and in appropriate ways
- Actions are recorded fully and accurately in writing
- Others, including fellow professionals and family members, are informed in appropriate ways and at appropriate times of actions taken

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- Local social and health services – range, availability and entitlement
- Arrangements regarding emergency and priority services
- Procedures for recording incidents and updating written records
- Procedures for reporting incidents and updating written records

### Competence range:

The learner is required to demonstrate competence across the following range of circumstances/situations

*Service users with:*

- Physical disability or impairment
- Mental disability or impairment

*Different types of health services:*

- General Practitioner services
- Emergency services
- Outpatient services

*Accessing health services on behalf of service users:*

- In residential care
- Living in their own homes
- In supported (extra care) housing
- With service users with moderate health needs
- With service users with complex and serious health needs

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- Case studies
- Written records of referrals to health services
- Witness testimonies
- Written test papers during and on completion of training

### Evidence requirements:

The evidence of competence supplied by learners should meet the following criteria:

- Comply with regulations regarding the safe storage and disclosure of information
- Clearly demonstrate the individual input of the learner

## Learning Unit: 12: Medication Management

### Unit Summary:

This unit is about the ways in which a competent care or health worker will be able to use their skills, knowledge and attitudes to help ensure that a user is administered with the medication that they require at appropriate times, in appropriate places, in appropriate ways.

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate their ability to include within a care plan those measures designed to ensure effective and safe medication administration.

### Skills outcomes:

- Check that service users are taking medication in appropriate ways*
- Oversee the safe and proper self-administration of medication by service users*
- Observe and recognise changes in service user behaviour that is attributable to or might be attributable to changes in medication*
- Record and report behaviour changes in accordance with legislation, in-house requirements and good practice guidelines*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- Restrictions on own role in terms of medication*
- Patterns of behaviour of service users*
- Likely side-effects of common medications and the effects of cessation of taking/changes in dosage levels/changes in dosage mixes*
- How and from whom to learn about the likely side effects relating to a particular service user*
- Who to contact in cases of suspected issues with medication (for example non-taking, irregular taking, abreaction, over-prescribing, non-giving)*
- Safe storage procedures*
- Secure arrangements for the movement and delivery of medicines*
- Regulations regarding camouflaging of medicines and deception*

### Competence range:

The learner is required to demonstrate their competence across the following range of circumstances/situations

- With*
  1. *Existing users*
  2. *Potential/new users*
  3. *Family members*
  4. *Other carers*
- With clients with and without dementia or other intellectual impairment*
- With clients with and without physical impairment*
- With clients from a cultural background different to that of the learner*

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- Case study reports*
- Written documentation recording activities undertaken*
- Observation*
- Questioning sessions*

### Evidence requirements:

The evidence of competence supplied by learners should meet the following criteria:

- Clearly show the input of the individual learner in processes*
- Comply with requirements with regard to confidentiality of individual patient records*

## Learning Unit: 13: Risk Awareness & Safeguarding in the Care of Older People

### Unit Summary:

This unit is about the ways in which a competent care or healthy worker will be able to take account of risks and safeguarding needs when developing or reviewing a care plan.

### Key Learning Outcome:

By the end of this unit the learner will be able to demonstrate their ability to contribute to the safety of service users by including risk management and safeguarding elements within a care plan.

### Skills outcomes:

- Ability to recognise likely and potential safety hazards and risks in the caring environment*
- Ability to recognise potential or actual adult abuse*
- Ability to recognise likely and potential safety hazards and risks in the delivery of care services to older people with care needs*
- Ability to evaluate hazards and risks in the context of the individual care service user, their care needs and the content of their care*
- Ability to recognise how own behaviour can add to risk*
- Ability to include appropriate safeguarding plans in a care plan or, in cases where this is not achievable, refer risks to senior staff*
- Ability to report suspected adult protection concerns appropriately using set organisational and/or other procedures*

### Underpinning knowledge and understanding requirements:

In addition to being able to demonstrate their ability to display competence in actions, learners will also be required to demonstrate their knowledge and understanding of the following:

- Knowledge of manual handling policy*
- Knowledge of adult protection and safeguarding policy*
- Knowledge of the elements of health and safety policy requirements relevant to safeguarding adult service users (including COSHH)*
- Knowledge of relevant systems for the administration of medication*
- Knowledge and reporting systems and legal requirements relating to suspected or actual cases of adult abuse*

### Competence range:

The learner is required to demonstrate their competence across the following range of circumstances/situations

- With existing care users*
- With new care users*
- With regard to visitors to the caring environment*
- With users with dementia, lacking capacity or with communication or sensory deficits*
- With regard to their own behaviour in the workplace*

### Means of assessment:

Learners should provide evidence of their competence by the following means:

- Completion of risk assessments*
- Inclusion of risk management and safeguarding measures within care plans*
- Attendance at manual handling training courses*
- Attendance at adult protection/safeguarding awareness training*

### Evidence requirements:

The evidence of competence supplied by learners should meet the following criteria:

- Completion of basic manual handling and adult safeguarding training programmes*
- Care plans consistently incorporating risk management over a minimum three month period*

