Title:	Helping with Support Routines in Health and Social Care
Level:	Entry Level 3
Credit value:	3
GLH:	30
Unique Reference Number:	L/652/2511
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and skills to recognise simple support routines, respect comfort and dignity and help with agreed non-specialist support tasks.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Evidence must cover all Learning Outcomes and Assessment Criteria and be appropriate to the unit content. Portfolio evidence may include tutor observations, learner statements, completed checklists, discussion records, photographs, simple plans, issue records or learner review. Where support is provided, evidence must show what the learner did and the level of support used.

Learning outcomes The learner will:
1. Know what simple support routines are.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge to recognise simple support routines and the people involved in them. The learner must: 1.1 Identify examples of a simple **support routine** in health and social care 1.2 Identify people who may be involved in a support routine. 1.3 Identify why people should be treated with respect.
2. Know how to help with a simple support routine.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge to recognise how to help with a simple support routine. The learner must: 2.1 Identify instructions for a simple support task.

2.2 Identify ways to support comfort and dignity. 2.3 Identify when to ask for help during a support routine.
3. Be able to help with a simple support routine.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to help with a simple support routine with support where needed. The learner must demonstrate how to: 3.1 Follow agreed instructions for a simple support task. 3.2 Communicate respectfully during the task. 3.3 State what went well when helping with the routine.

Scope of Training The Scope of Training identifies the minimum content that must be covered during delivery. Tutors may include additional content where it benefits learners.	
Requirements	
Support routine	**Definition:** A sequence of non-specialist actions that supports comfort, access, participation or organisation. **Teaching must include:** The limits of a support routine in health and social care. For example: • A clear start and finish point. • Instructions for the learner to follow. • Awareness of the person being supported. • Identification of need(s) being met. • Support or supervision where needed. **Teaching could include:** Preparing an activity space, supporting arrival, tidying resources, checking comfort or passing simple messages.