

---

# *Learning for Living*

## Learner's Guide

---



## **Table of Contents**

<b>1. Introduction .....</b>	<b>3</b>
How to use this document .....	3
What is <i>Learning for Living</i> ? .....	3
Who is it aimed at? .....	3
Virtual Learning Environment.....	4
<b>2. FAQs .....</b>	<b>5</b>
<b>3. Process Overview .....</b>	<b>8</b>
<b>4 Overview of the content .....</b>	<b>9</b>
Structure of content .....	9
Unit and topic list .....	9
What does a topic look like? .....	10
How will learners choose units?.....	10
<b>5. Progression .....</b>	<b>10</b>
<b>6. Feedback to learners .....</b>	<b>11</b>
<b>7. Scheduled assessment for the Qualification.....</b>	<b>11</b>
<b>8. Support .....</b>	<b>11</b>
<b>9 .Accessibility options .....</b>	<b>11</b>
<b>Appendix Content of qualification and online learning resource.....</b>	<b>13</b>

## **1. Introduction**

### **How to use this document**

This document has been produced as a guide for learners undertaking *Learning for Living*. It is important that you familiarise yourself with its contents.

It includes some FAQs (Frequently Asked Questions) and responses, flow-diagrams and other information to help you understand the processes involved.

### **What is *Learning for Living*?**

*Learning for Living* is an online learning resource with an optional qualification for carers with the aims of:

- supporting your personal development by building on your caring skills
- developing new skills that relate to your personal experiences
- helping you to find opportunities and develop plans for further education, training, employment or leisure as appropriate

### **Who is it aimed at?**

Building on the work of leading carer organisations, City & Guilds developed *Learning for Living* specifically for adult carers.

Like any other group of people, carers have different backgrounds and a range of training and skills needs. But whatever your background, you can benefit from the *Learning for Living* programme. It could help you to refresh or update your existing knowledge and skills, or to develop completely new areas.

Although the online learning resource may be of interest to other groups, for example care workers and other care professionals, it is aimed at carers. It is most relevant to, and contextualised for, people with significant experience of caring for a partner, family or friend.

Although the online learning resource is closely aligned to the qualification, The Certificate in Personal Development for Unpaid Carers, it is also intended for those who do not wish to be assessed for the qualification.

If you are undertaking the qualification, certification is available for individual units, as well as an award certificate upon successful completion of all four units.

The Appendix provides an overview of unit and topic content, learning outcomes and assessment criteria.

## **Virtual Learning Environment**

*Learning for Living* has its own 'Virtual Learning Environment' (VLE). As well as providing interactive learning materials for carers, the VLE provides communication tools for tutors and learners to interact. It also allows Centres to manage their learners from registration through to programme completion. If you are taking the qualification, the Learner View provides the means by which you submit your assessments.

**The Learner View** is the only view you will need to use as a learner. A User Guide for the Learner View can be downloaded from the web site:

<http://www.learning-for-living.co.uk>

## 2. FAQs

- **What is *Learning for Living*?**

*Learning for Living* is an online learning resource for carers. It builds upon the experience and skills that carers and former carers have developed and provides opportunities for extending and applying them beyond the caring role.

- **What topics does it cover?**

- Examples of the 16 topics include: communicating well, assertiveness, coping with stress, influencing care services and putting your skills to use. See section 4 'Overview of The Content' and the Appendix for more information.

- **What is the 'Certificate in Personal Development for Unpaid Carers'?**

This is the first nationally recognised qualification specifically designed for people who are caring for partners, family or friends. The *Learning for Living* online learning resource provides the content for this qualification in addition to which four written assignments need to be completed (see below)

- **What skills will I need?**

Whilst a reasonable level of literacy and comprehension skills are required, the materials are suitable for learners from a wide range of educational backgrounds.

You need have only basic computer skills to use the website e.g. typing in small amounts of text or moving and clicking on items with a mouse.

- **What equipment will I need?**

You will need to be able to access a computer connected to the Internet. It will need a sound card and speakers if you wish to listen to the audio although a text alternative is provided.

You will also need an e-mail address for registration purposes.

- **Where will I undertake the learning?**

Anywhere you can access a computer which is connected to the Internet. This may be at home or in a library, or you may be able to join a group, which meets from time to time, organised by your local carer centre or college.

- **Will help be available from a tutor?**

However you are learning, you will have a tutor who will support you. They will be expected to communicate with you regularly and to provide

constructive feedback on the activities (and assignments if you are doing the qualification) to help you make progress.

- **How will I contact my tutor if I am based at home?**

There is an e-mail system called Tutor Q & A on the *Learning for Living* website that learners and tutors can use. You may use the telephone as well of course, if you wish.

- **What will I have to do to obtain the qualification?**

You will need to complete four written assignments (structured as short answer questions) and send these for assessment by your tutor within an agreed timescale.

- **How much time will it take?**

This depends partly on how much you would like to do. You need to allow about 40 hours if you wish to complete the certificate. If you are interested in one unit only (consisting of four topics), it will take about 10 hours. You will spend about half of this time online, reading through the materials and completing the activities. The rest of the time will be spent reflecting on what you have learned, doing further reading or working on the assignments.

- **What times of year will it be available?**

This will be decided by the organisations which provide the tutors for the course, but once registered, you can access the learning materials at any time during the day or night.

- **How do I get started?**

Access will be through City & Guilds centres for the qualification and organisations such as carers' centres for the learning resource only. Once registered, you will receive a user name and password and be put in touch with a tutor.

- **What will it cost?**

It is likely that organisations will obtain funds to offer *Learning for Living* and that there will be little or no cost to individual carers.

- **How will it help me?**

Experience has shown that the benefits to individuals have ranged from greater confidence and improved IT skills to help with progressing into more formal learning or employment.

- **What support is available?**

As well as support from your tutor, there are help notes about using the website and a free phone number to call if you have any technical problems.

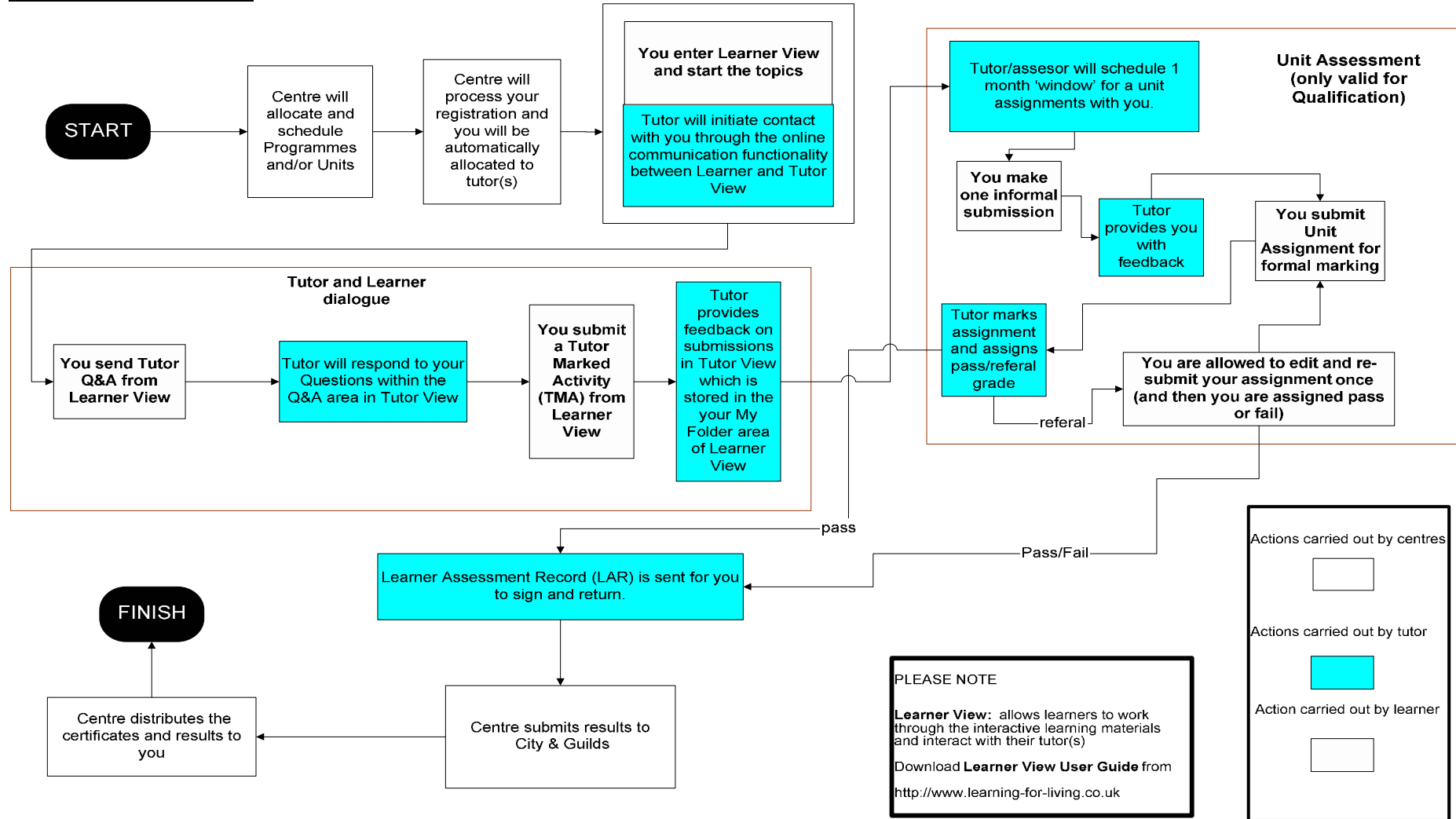
- **How can I obtain further information?**

Contact [carers@city-and-guilds.co.uk](mailto:carers@city-and-guilds.co.uk)

Tel 0207 294 8217

[www.learning-for-living.co.uk](http://www.learning-for-living.co.uk)

### 3. Process Overview



## **4. Overview of the content**

### **Structure**

The online learning resource is divided into four units. These are further divided into four self-contained topics of learning and activities. Each unit and topic of the programme encourage learners to meet some specific 'learning outcomes'. Each topic has a series of activities which:

- Are relevant to a wide range of carers' interests and needs.
- Provide opportunities for learners to apply their experience.
- Encourage communication with a tutor who will provide feedback and support
- Enable learners to record their responses in an online folder.

### **Unit and topic list**

A list of the units and topics is shown below.

#### ***Unit 1 Moving forward***

- Topic 1 - Return to learn – improving your learning skills
- Topic 2 - Tuning in – communicating well
- Topic 3 - Standing firm – developing assertiveness
- Topic 4 - Shaping your future – putting your skills to use

#### ***Unit 2 Taking care***

- Topic 1 - Keeping healthy – caring for yourself
- Topic 2 - Managing life's ups and downs – coping with stress
- Topic 3 - You in the caring role – sharing responsibilities
- Topic 4 - Enjoying life – living positively

#### ***Unit 3 Living with others***

- Topic 1 - Welcoming difference – exploring diversity
- Topic 2 - Understanding relationships – getting on well with others
- Topic 3 - Why do we do the things we do? - understanding behaviour
- Topic 4 - Living with loss – exploring grief and loss

#### ***Unit 4 Managing as a carer***

- Topic 1 - Safety matters – good practice in the home
- Topic 2 - Managing money – effective personal finance
- Topic 3 - Understanding & influencing care services
- Topic 4 - What next? – taking the next step

For more detail of each topic see the Appendix which summarises the content of the online learning resource and the relationship to the qualification. Although each topic

is self contained, cross references are made to the content of other topics where relevant.

### **What does a topic look like?**

Whilst there is a variety of presentation styles and activities in each topic, there are some common features which will help learners to become familiar with the content and layout. Topics start with an explanation of what will be learned. Much of the learning is interactive, with a variety of activities for the learner to engage in, and sometimes includes audio or video options. Each topic also includes one or two informal tutor marked activities (TMAs) which gives the learner a chance to check their understanding. Each topic ends with a summary of the key points learned and examples of additional learning resources.

### **How will learners choose units?**

If you intend to complete the whole *Learning for Living* online learning resource, or the Certificate in Personal Development & Learning for Unpaid Carers, it is recommended that the units are followed in numbered order. Whilst the four units, and the topics within a unit, may be taken in any order, as there is a logical structure to them it is anticipated that most learners will follow the order provided.

If you wish to complete only one or two of the units, you may choose whichever is of most relevance and interest.

If you are registered for the whole award, you will need to complete all four units.

## **5. Progression**

The online learning resource itself suggests four possible options for progression:

- Further education/training courses
- Voluntary work
- Paid employment
- Self employment

## **6. Feedback to learners**

Feedback is given to each learner individually by the tutor on each tutor marked activity ('TMA'). There are one or two TMA's per topic. These activities help with the reinforcement of learning and monitoring of progress although their completion is not a requirement for the qualification.

## **7. Assessment for the qualification**

The formal assessment requirements for certification are the unit assignments. Your tutor will advise you when to complete these and will discuss with you a start date for the one month 'window', within which time the assignment will need to be completed and submitted.

## **8. Customer Support**

If you have any questions about content within the online learning resource, you should contact your tutor using Tutor Q&A within the Learner View.

If you have technical problems you can contact our technical support line  
**0870 055 4290**

## **9 .Accessibility options**

*Learning for Living* has been designed to incorporate the accessibility features of the W3C level 1. Specific examples are listed below:

- All audio pieces have a link to a text only HTML version - for someone who either cannot hear well or does not have the correct hardware.
- All video pieces have a clickable text equivalent - for someone who either cannot hear well or does not have the correct hardware/ software.
- Text can be enlarged by changing the settings in the browser (both Internet Explorer and Netscape) - for someone who cannot see well.
- Vertical scrolling is kept to a minimum, there is no horizontal scrolling (at the recommended resolution of 800x600 and above) and there are no timed interactions - for someone who does not have the strength to move quickly or easily.
- All images/ applets have appropriate alternative text which will be read aloud with a screen reader, along with the actual textual content of the page, to ensure the user does not lose any functionality if they cannot see the screen - for someone who does not see/ read well.

There are many accessibility options that are freely available in later versions of Microsoft Windows. Tutors should be able to give additional support where needed by learners. There are alternative or supplementary accessibility options available for free download from the Internet.

The following case study illustrates some of the accessibility issues and how they were overcome at one of the pilot sites.

### **Case study Accessibility options**

In a session held at the Home Farm Trust, one learner for whom English was not his first language, struggled to read large blocks of text from the screen. The tutor suggested that a text reader was downloaded from the Internet. This was done and the learner could then highlight the text and have it read to him. He wore headphones so that it did not interfere with other learners. This was very successful and the information was passed to other pilot sites which also used the text reader successfully.

There is a range of text readers available but the one used in this instance was a free download from <http://www.readplease.com>

For another learner, being able to read text on the screen was a problem because of failing sight. Microsoft Windows operating system has a 'magnifier' option but this proved difficult to use without a great deal of practice. The tutor knew of a more user-friendly magnifier which is also freely downloadable from the Internet and this was much more beneficial to the learner.

The magnifier used on this occasion was a virtual magnifying glass from <http://magnifier.sourceforge.net> (note: no www in the address)

## Appendix Content of qualification and online learning resource

This section shows the relationship between the online learning resource (*Learning for Living*) and the qualification (*The Certificate In Personal Development for Unpaid Carers*)

The titles in brackets are the titles/ learning outcomes used in the qualification as opposed to the online learning resource.

Unit 1 Moving forward (Personal development planning for carers)	Content	Learning outcomes	Assessment criteria
<p><b>Topic 1: Return to Learn – improving your learning skills</b></p> <p><b>(Understand and apply knowledge of the learning process to his/ her own life)</b></p>	<ul style="list-style-type: none"> <li>• Learning curve</li> <li>• Learning styles</li> <li>• Learning experiences: positive &amp; negative</li> <li>• Factors affecting learning</li> <li>• Time planning</li> <li>• Remembering: factors affecting</li> <li>• Techniques for remembering: rote learning, note-taking, spider diagrams, visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising what affects successful learning and remembering</li> <li>• Identifying your learning and remembering styles</li> <li>• Develop and practice learning and remembering skills and applying them to your daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the following can affect learning: past experiences, motivation, age and physical factors</li> <li>• Identify own learning style and outline <b>two</b> ways to improve learning and remembering</li> <li>• Identify <b>three</b> interests or skills s/he wishes to improve and develop a plan for doing so.</li> </ul>
<p><b>Topic 2: Tuning In – communicating well</b></p> <p><b>(Understand the principles of effective communication)</b></p>	<ul style="list-style-type: none"> <li>• Reasons for communicating</li> <li>• Confidence in communicating</li> <li>• Ways of communicating</li> <li>• Influences on communicating and barriers</li> <li>• Verbal communication</li> <li>• Non-verbal communication: touch, eye-contact, gestures, facial expression</li> <li>• Listening skills and techniques: matching, mirroring and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the reasons for communicating</li> <li>• Recognise the ways in which people communicate</li> <li>• Develop and strengthen your communication skills in ways that are relevant to your everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the purpose of communication</li> <li>• Identify the skills required for effective communication</li> </ul>

	<ul style="list-style-type: none"> <li>pausing</li> <li>Written communication skills</li> </ul>		
<p><b>Topic 3: Standing firm – developing assertiveness</b></p> <p><b>(Understand the characteristics and value of assertive behaviour)</b></p>	<ul style="list-style-type: none"> <li>Types of behaviour i.e. assertive/aggressive/passive and associated characteristics</li> <li>Asserting your rights</li> <li>Assertiveness techniques: broken record, negotiation, positive expression</li> <li>Building self-confidence</li> <li>Appreciating your skills</li> </ul>	<ul style="list-style-type: none"> <li>Define assertiveness and distinguish it from other ways of behaving.</li> <li>Identify the value of communicating assertively.</li> <li>Understand your own behaviour in everyday situations.</li> <li>Develop some skills in being more confident and assertive.</li> </ul>	<ul style="list-style-type: none"> <li>Define the concept of assertiveness.</li> <li>Identify the key features of assertive behaviour.</li> <li>Select <b>one</b> form of assertive behaviour and describe its usefulness in his/her life.</li> </ul>
<p><b>Topic 4: Shaping your future – putting your skills to use</b></p> <p><b>(Recognise his/ her skills and identify how these can be used. Understand and apply planning skills)</b></p>	<ul style="list-style-type: none"> <li>Thinking about the future and timescales for change</li> <li>Burnout</li> <li>Achieving a work-life balance</li> <li>Creating time and space for you</li> <li>Transferable skills</li> <li>Identifying choices</li> <li>Developing internet search skills</li> <li>Making choices: motivation and impact on relationships</li> <li>Planning for change</li> <li>Setting goals</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main factors in achieving a work-life balance.</li> <li>Recognise your transferable skills and how these can be used in new ways</li> <li>Explore ways of making realistic choices in different areas of your life.</li> <li>Recognise the importance of planning and set achievable goals.</li> </ul>	<ul style="list-style-type: none"> <li>Identify his/her skills in <b>four</b> of the following categories: organisational, financial, technical, interpersonal, practical caring, hobbies/interests.</li> <li>Identify how these can be used in <b>two</b> of the following categories: employment, training, volunteering activity, hobby / personal interest</li> <li>Identify <b>three</b> techniques to assist with developing and setting goals.</li> <li>Identify <b>two</b> work-life balance issues and describe how time management strategies may be applied to help resolve them.</li> </ul>

Unit 2 Taking care (The needs of the carer)	Content	Learning outcomes	Assessment criteria
<p><b>Topic 1: Keeping healthy – caring for yourself</b></p> <p><b>(Understand the requirements for his/ her health and well-being)</b></p>	<ul style="list-style-type: none"> <li>• How are you?</li> <li>• What you eat and drink</li> <li>• Watching your weight</li> <li>• Exercise</li> <li>• Bad habits?</li> <li>• Sexual health</li> <li>• Sleep &amp; rest</li> <li>• Maintaining health</li> <li>• Feeling low</li> <li>• Look after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key factors that promote general health and well-being</li> <li>• Understand the main risks to health and ways in which they can be prevented</li> <li>• Explore ideas for improving health and relevant sources of support</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the essential requirements for healthy living in each of the following categories: physical, social, emotional and spiritual.</li> <li>• Describe the impact of <b>two</b> of the following lifestyle choices: alcohol use, smoking, drug-taking, sexual activity.</li> <li>• Identify <b>two</b> sources of assistance for personal health care management.</li> <li>• Describe <b>two</b> approaches to improving the quality of life and evaluate their relevance to his /her own life.</li> </ul>
<p><b>Topic 2: Managing life's up's and down's – coping with stress</b></p> <p><b>(Recognise the sources of stress and identify strategies to manage this)</b></p>	<ul style="list-style-type: none"> <li>• Types of stress</li> <li>• Responses to stress</li> <li>• Negative and positive reactions</li> <li>• Warning signs</li> <li>• Managing demands</li> <li>• Stress and abuse</li> <li>• Antidotes to stress</li> <li>• Your environment</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise stress factors in your life</li> <li>• Identify the nature of stress and its positive and negative effects</li> <li>• Identify appropriate techniques for managing stressful situations</li> </ul>	<ul style="list-style-type: none"> <li>• Define stress and outline its positive and negative effects.</li> <li>• Identify <b>three</b> sources of stress and describe possible reactions to them</li> <li>• Select <b>four</b> stress management techniques and describe their possible use in his / her own life situation.</li> </ul>
<p><b>Topic 3: You in the caring role – sharing responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Impact of caring role on the carer as an individual</li> <li>• Differences in perceptions of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the possible tensions in the caring role</li> <li>• Consider the rights and</li> </ul>	<ul style="list-style-type: none"> <li>• Identify <b>four</b> main features of the role of the unpaid carer and its potential impact on the</li> </ul>

<p><b>(Understand the impact of caring on carers)</b></p>	<p>those involved</p> <ul style="list-style-type: none"> <li>• Possible tensions within the caring role: role reversal, changed expectations, over-dependency, use and abuse of power</li> <li>• Rights and responsibilities of those involved</li> <li>• Maintaining self-identity of the carer and the cared-for person</li> <li>• Managing the needs of those involved</li> </ul>	<p>responsibilities of those involved</p> <ul style="list-style-type: none"> <li>• Manage the needs of those involved</li> </ul>	<p>individual.</p> <ul style="list-style-type: none"> <li>• Outline <b>three</b> areas of possible tension for the carer in the caring role.</li> <li>• Identify the rights and responsibilities of the carer and the cared-for-person.</li> <li>• Identify <b>two</b> sources of support for the carer and outline how these may be used and accessed.</li> </ul>
<p><b>Topic 4: Enjoying life – living positively</b></p>	<ul style="list-style-type: none"> <li>• Difficult situations</li> <li>• A positive approach</li> <li>• Rewarding yourself</li> <li>• Expressing creativity</li> <li>• How you see the world</li> <li>• What is spirituality?</li> <li>• Rituals</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the benefits of being positive about yourself and your life</li> <li>• Explore ways of expressing yourself positively</li> <li>• Recognise and build on ways in which you find meaning in life</li> </ul>	

Unit 3 Living with others (Influences on and impact of the caring role)	<i>Content</i>	Learning outcomes	Assessment criteria
<b>Topic 1: Welcoming difference – exploring diversity</b>  <b>(Develop an awareness of diversity within society)</b>	<ul style="list-style-type: none"> <li>• Meaning of ‘differences’</li> <li>• Influences on identity</li> <li>• Race</li> <li>• Gender influences</li> <li>• Religion and beliefs</li> <li>• Cultural influences</li> <li>• Ability &amp; disability</li> <li>• Prejudice and discrimination</li> <li>• Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how we are influenced by our experiences and their contribution to the differences between us</li> <li>• Outline relevant legal rights and principles</li> <li>• Identify aspects of social diversity and their impact on the role of the unpaid carer</li> </ul>	<ul style="list-style-type: none"> <li>• Identify <b>four</b> aspects of social diversity and describe their impact on the caring role.</li> <li>• Outline how Human Rights are defined and protected within society.</li> </ul>
<b>Topic 2: Understanding relationships – getting on well with others</b>  <b>(Understand how relationships are affected by social and personal circumstances)</b>	<ul style="list-style-type: none"> <li>• Influence of family on emotional development</li> <li>• Personal relationships and self-esteem</li> <li>• Family structure</li> <li>• Roles and relationships</li> <li>• Influences on family life and personal relationships</li> <li>• Ways in which the caring role changes relationships</li> <li>• Coping with relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concepts of family and personal relationships</li> <li>• Identify social and cultural influences on personal relationships and family life</li> <li>• Manage the challenges of ‘caring’ relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the terms: <ul style="list-style-type: none"> <li>○ ‘personal relationships’</li> <li>○ ‘families’</li> </ul> </li> <li>• Identify the major social and cultural influences on: <ul style="list-style-type: none"> <li>○ family life</li> <li>○ significant personal relationships</li> </ul> </li> <li>• Outline <b>two</b> ways in which the caring role impacts on relationships with others and how these can be managed</li> </ul>
<b>Topic 3: Why do we do the things we do? – understanding behaviour</b>  <b>(Understand interpersonal behaviour)</b>	<ul style="list-style-type: none"> <li>• What shapes our behaviour</li> <li>• Behaviour and needs</li> <li>• Boundaries</li> <li>• Promoting ‘good’ behaviour</li> <li>• Unacceptable behaviour</li> <li>• The components of behaviour</li> <li>• Causes of challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some of the influences which shape behaviour</li> <li>• Identify and understand the differences between acceptable and unacceptable behaviour</li> <li>• Understand how behaviour may be managed or changed</li> </ul>	<ul style="list-style-type: none"> <li>• Define behaviour and explain the role of learning in it.</li> <li>• Outline what factors determine acceptable and unacceptable behaviour.</li> <li>• Outline <b>two</b> ways in which behaviour can be changed</li> </ul>

	behaviour <ul style="list-style-type: none"> <li>• Managing challenging behaviour</li> <li>• Involving professionals</li> <li>• Behaviour management</li> </ul>		
<b>Topic 4: Living with loss – exploring grief and loss</b>  <b>(Understand the significance of loss in caring relationships)</b>	<ul style="list-style-type: none"> <li>• Significance of loss and grief</li> <li>• Impact of loss</li> <li>• Caring and loss</li> <li>• Reactions to loss &amp; bereavement</li> <li>• Stages of grief</li> <li>• When you need help</li> <li>• Building a new life</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the significance and types of loss</li> <li>• Identify the range of reactions to loss</li> <li>• Outline social and cultural influences on grief and loss</li> <li>• Describe strategies for managing loss</li> </ul>	<ul style="list-style-type: none"> <li>• Define grief and identify the range of reactions to loss.</li> <li>• Outline the reasons for recognising loss and describe social and cultural influences on grief and loss.</li> <li>• Describe factors which may help in living with loss and resolving grief.</li> </ul>

Unit 4 Managing as a carer (The carer as manager)	Content	Learning outcomes	Assessment criteria
<p><b>Topic 1: Safety matters –good practice in the home</b></p> <p><b>(Understand health and safety practice in the domestic care setting)</b></p>	<ul style="list-style-type: none"> <li>• <i>Prevention is better than cure</i></li> <li>• Safety in the home</li> <li>• Falls</li> <li>• Risk factors</li> <li>• Moving and handling</li> <li>• Back care</li> <li>• Personal hygiene</li> <li>• Food hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand health &amp; safety practice in the home</i></li> <li>• Identify risks to health &amp; safety in the home and ways of preventing or reducing them</li> <li>• Recognise ways in which you can improve your own safety as a carer</li> </ul>	<ul style="list-style-type: none"> <li>• Outline how the carer can prevent accidents in the home.</li> <li>• Describe the key elements and importance of food hygiene.</li> <li>• Recognise how guidance in respect of safe personal care applies to his/her caring role.</li> </ul>
<p><b>Topic 2: Managing Money – effective personal finance</b></p> <p><b>(Develop an understanding of personal money management)</b></p>	<ul style="list-style-type: none"> <li>• Financial planning</li> <li>• Budgeting</li> <li>• Benefits &amp; other financial help</li> <li>• Managing debts</li> <li>• Spending wisely</li> <li>• Pensions</li> <li>• Handling someone else’s money</li> <li>• Future care plans</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main principles of effective personal money management</li> <li>• Identify the main benefits and other sources of financial help</li> <li>• Recognise the importance and ways of making financial provision for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main welfare and tax benefits available to carers and the cared-for-person.</li> <li>• Outline the key features of <b>three</b> major schemes which facilitate financial security and budgeting.</li> </ul>
<p><b>Topic 3: Understanding &amp; influencing care services</b></p> <p><b>(Understand how care &amp; related services are planned and delivered)</b></p> <p><b>(Understand how care</b></p>	<ul style="list-style-type: none"> <li>• Service users</li> <li>• Carer’s assessment</li> <li>• Care service tour</li> <li>• How to obtain services</li> <li>• Access to health and social care</li> <li>• Family support plan</li> <li>• Working with decision makers</li> <li>• Rationing services</li> <li>• Making a compliant</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the range of care services</li> <li>• Explain how to obtain services</li> <li>• Identify and develop skills to influence services</li> </ul>	<ul style="list-style-type: none"> <li>• Identify <b>three</b> types of service provision and outline how at a local level these are planned, run and funded.</li> <li>• Describe the rights of the carer during the assessment for and ongoing review of <b>two</b> services.</li> <li>• Outline how decisions are made at local and national level in respect</li> </ul>

<p><b>&amp; related service decisions are made and how the process may be influenced)</b></p>	<ul style="list-style-type: none"> <li>• Ways of influencing service provision</li> <li>• Negotiation skills</li> <li>• Concept &amp; skill of advocacy &amp; lobbying</li> </ul>		<p>of the availability of <b>one</b> service</p> <ul style="list-style-type: none"> <li>• Identify and describe <b>three</b> ways of influencing the provision of services</li> </ul>
<p><b>Topic 4: What next? – taking the next step</b></p>	<ul style="list-style-type: none"> <li>• Skills and interests</li> <li>• Learning opportunities</li> <li>• Volunteering</li> <li>• Paid employment</li> <li>• Self-employment</li> <li>• Employer support</li> <li>• Job search skills</li> <li>• Interviews</li> <li>• Alternative care services</li> </ul>	<ul style="list-style-type: none"> <li>• Identify transferable skills</li> <li>• Explore options for learning, volunteering, paid employment</li> <li>• Develop some key job search skills</li> </ul>	