

Unit Title:	Support the spiritual wellbeing of individuals
Sector unit number:	EOL 304
Level:	3
Credit value:	3
Guided learning hours:	26
Unit reference number:	M/503/8133

Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting the spiritual wellbeing of individuals.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand the importance of spirituality for individuals</p>	<p>The Learner can:</p> <p>1.1 Outline different ways in which spirituality can be defined</p> <p>1.2 Define the difference between spirituality and religion</p> <p>1.3 Describe different aspects of spirituality</p> <p>1.4 Explain how spirituality is an individual experience</p> <p>1.5 Explain how spirituality defines an individual's identity</p> <p>1.6 Outline the links between spirituality, faith and religion</p> <p>1.7 Explain how an individual's current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion</p>	<p>Spirituality can be defined in many ways and can include:</p> <ul style="list-style-type: none"> • Life force • Personal values and beliefs • Uniqueness • Life pilgrimage • How desires are channelled • Creativity • Search for hope, harmony and wholeness
<p>2 Be able to assess the spiritual needs of an individual</p>	<p>2.1 Support the individual to identify their spiritual needs and how and by whom these can be addressed</p>	<p>Individual is the person receiving support or care in the work setting</p>

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>2.2 Identify how an individual's emphasis on spirituality may vary at different stages of their life experience</p> <p>2.3 Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan</p>	
<p>3 Understand the impact of values and beliefs on own and an individual's spiritual wellbeing</p>	<p>3.1 Analyse how your own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing</p> <p>3.2 Identify how the values and beliefs of others may impact on the individual</p> <p>3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others</p>	<p>Others may include.</p> <ul style="list-style-type: none"> • Partner • Family • Friends • Neighbours • Care worker • Colleague • Manager • Social Worker • Occupational Therapist • GP • Speech & Language Therapist • Physiotherapist • Pharmacist • Nurse • Psychologist • Independent Mental Capacity Advocate • Community Psychiatric Nurse • Clinical nurse specialists
<p>4 Be able to support individuals' spiritual wellbeing</p>	<p>4.1 Access resources and information to support the individual's spiritual wellbeing</p> <p>4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing</p> <p>4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing</p>	

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>4.4 Support the individual to participate in their chosen activities to support their spiritual wellbeing</p> <p>4.5 Access any additional expertise required to meet the individual's spiritual needs</p> <p>4.6 Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual</p>	<p>Activities may include formal or informal ceremonies, traditions and practices in addition to any other activity which might enable the individual to explore or express their own spirituality</p>

Assessment

Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care.

SCDHSC0350

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.