Approved by

Specification

IAO Level 5 Diploma in Leading and Managing an Adult Care Service

Qualification Number: 610/6952/8

Contents

Change Control Sheet	**3**
Innovate Awarding Organisation	**4**
Qualification Summary	**5**
Qualification Structure	**7**
Qualification Units	**13**
Optional Units	**76**
Appendix	**210**
The Regulated Qualifications Framework (RQF)	**211**
Skills For Care And Development Assessment Principles	**212**
Occupational Competence Requirements	**218**
Additional Information	**224**

Copyright © 2022
Innovate Awarding Ltd

Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the change control table below.

Version Number	Date Revised	Description of Revision	Page Affected
V1	March 2026	Document Created	All

Copyright © 2026
Innovate Awarding Ltd

Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is v1.0 We will inform centres of any changes to this Specification. Centres can keep up to date by visiting our website www.innovateawarding.org

This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

For more information on our range of Qualifications, email contactus@innovateawarding.org

Copyright © 2026
Innovate Awarding Ltd

Qualification Summary

Qualification Title	Leading and Managing an Adult Care Service		
Qualification Number (QN)	610/6952/8	**RQF Level**	5
Operational Start Date	1 April 2026		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value	Mandatory Unit Credits	Optional Unit Credits
950	620	95	80	15

Qualification Objective

The objective of this qualification is to recognise learners' achievements within the Adult Care environment. Learners will work in adult social care and have responsibility for leading and managing a service. This will include managing and improving care and support for those accessing the service; supporting and developing the workforce; and driving the vision for their service or organisation. Primarily, the qualification aims to support the development of registered managers of adult social care services. Specifically, those new to their role.

Assessment Requirements

The qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Learners will be assessed to ensure they are competent against the skills and knowledge set out in the qualification. The assessor will plan with the individual the best way to evidence against the requirements in the qualification and there are a range of assessment methods which can be used, for example Recognition of prior learning (RPL), reflective accounts, questions, professional discussion, observation, work product evidence etc.

Copyright © 2026
Innovate Awarding Ltd

Portfolio of Evidence

This qualification is assessed through Portfolio of Evidence. The Portfolio of Evidence may include workplace documentation and workplace records, witness statements, annotated photographs, video clips, professional discussion with your assessor and observation by the assessor. This is not a definitive list; other evidence sources are allowed.

Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them. The Statement of Authenticity is attached to the Portfolio of Evidence Locator. This must be signed by both the learner and their line manager.

Copyright © 2026
Innovate Awarding Ltd

Qualification Structure

Mandatory units

Unit Number	Unit Title	Level	Credit Value	GLH
T/651/9546	The principles of leadership and management in adult care	5	3	20
T/650/1481	Governance and regulatory processes in adult care	5	7	44
Y/650/1482	Decision making in adult care	5	3	20
A/650/1483	Business and resource management in adult care	5	4	32
Y/651/9547	Team leadership in adult care	5	3	18
A/651/9548	Team learning and development in adult care	5	3	26
D/651/9549	Supervising others in adult care	5	3	26
D/650/1484	Safeguarding in adult care	5	4	30
F/650/1485	Mental capacity in adult care	5	4	28
H/650/1486	Partnerships in adult care	5	4	34
T/651/9989	Comments and complaints in adult care	5	3	28
L/650/1489	Leading the vision in adult care	5	3	20
K/650/1488	Continuous improvement in adult care settings	5	4	30
J/651/9550	Effective communication	5	4	31
K/651/9551	Handling Information	5	2	18
A/650/1492	Leading person-centred practice	5	8	51
K/651/9560	Health and wellbeing in adult care	5	4	30
F/650/1494	Equality, diversity, inclusion and human rights in adult care	5	3	24
L/651/9552	Health and safety in adult care	5	4	23

Copyright © 2026
Innovate Awarding Ltd

Unit Number	Unit Title	Level	Credit Value	GLH
M/651/9553	Continuous Development	5	4	33
L/650/1433	Manage Personal wellbeing	3	3	20

Optional Units

Unit Number	Unit Title	Level	Credit Value	GLH
K/650/1171	Undertake a research project within services for health and social care	5	10	34
Y/650/1239	Develop and evaluate operational plans for own area of responsibility	5	2	5
R/616/9310	Recruitment and selection within adult care services	4	1	6
R/616/9372	Manage induction in adult care services	5	2	11
M/650/1182	Lead interactive training	5	4	31
D/616/9312	Manage finance within own area of responsibility in adult care services	5	2	10
F/650/1240	Facilitate the development of effective group practice in health and social care settings	5	6	5
T/616/9297	Facilitate change in health and social care settings	5	2	8
T/650/1184	Facilitate coaching and mentoring of practitioners in health and social care settings	5	6	41
A/650/1177	Assess the individual in a health and social care setting	5	5	33
D/650/1169	Understand advance care planning	4	4	25
R/651/9554	Dementia: syndromes, diagnosis, approaches and impact	4	3	20
T/651/9555	Physical disability: inclusion and risk	5	4	22

Copyright © 2026
Innovate Awarding Ltd

Unit Number	Unit Title	Level	Credit Value	GLH
F/650/1179	Explore models of disability	5	4	27
T/650/1166	Promote awareness of sensory loss	4	3	18
Y/650/1167	Support individuals with sensory loss with communication	4	3	23
A/650/1168	Understand the impact of acquired brain injury on individuals	4	4	27
F/616/9285	Support families who are affected by acquired brain injury	4	4	12
K/650/1180	Support individuals with multiple conditions or disabilities	4	3	24
Y/651/9556	Leading practice in supporting neurodiverse individuals	5	4	20
A/651/9557	Leading trauma informed practice	5	6	45
R/616/9307	Support individuals at the end of life	4	3	20
D/651/9558	Principles of leading support for sexuality and sexual health	5	5	30
H/650/1241	Promote access to healthcare for individuals with learning disabilities	5	4	24
J/650/1242	Providing independent mental capacity advocacy deprivation of liberty safeguards	5	2	9
L/650/1181	Support the use of assistive technology	4	3	21
F/651/9559	Managing housing and accommodation support services	5	6	40
R/650/1174	Work with families, carers and individuals during times of crisis	4	5	35
R/650/1183	Develop provision for family support	5	5	32
J/650/1170	Support individuals to access education, training or employment	4	4	33
Y/650/1176	Lead active support	5	5	38

Copyright © 2026
Innovate Awarding Ltd

Unit Number	Unit Title	Level	Credit Value	GLH
H/616/9294	Lead and manage group living for adults	5	1	5
Y/616/9292	Manage domiciliary care services	5	2	8
D/616/9293	Support the development of community partnerships	5	1	6
D/650/1178	Implement the positive behavioural support model	4	9	56
T/650/1175	Lead the management of transitions	5	3	24
R/651/9545	Advanced management of substance misuse and risk	4	6	35
M/651/9544	Emerging technologies in health and social care	5	9	50
L/651/9543	Safeguarding in a digital age	5	8	40
K/651/9542	Sustainability and environmental impact	5	7	45

Digital Skills*

Unit Number	Unit Title	Level	Credit Value	GLH
M/651/9472	Digital communication fundamentals in health and social care *	3	3	25
R/651/9473	Digital internet use in health and social care*	3	5	35
F/651/9478	Digital project management in health and social care*	3	4	30
H/651/9479	Digital presentation and communication for health and social care*	3	4	35
L/651/9480	Digital data and spreadsheet management in health and social care*	3	5	35
M/651/9481	Digital website and online content development for health and social care*	3	5	40

Copyright © 2026
Innovate Awarding Ltd

R/651/9482	Digital evidence portfolio for continuing professional development*	3	4	30
T/651/9483	Digital inclusion and accessibility in health and social care*	3	4	30
R/651/4298	The Use of Technology and Data in Adult Social Care	5	6	30
T/651/4299	Implementing Technology in Adult Social Care	5	3	15
H/651/4300	Leading Change, Learning and Improvement in Adult Social Care	5	3	15

Learners will have 80 mandatory unit credits and 15 optional unit credits.

*Learners are permitted to take **one digital skills unit at** Level 3 as part of their optional units.

Target Audience

This RQF competence-based qualification is designed for those people who are involved in Adult Care as their primary work activity and are seeking to develop their career in Adult Care

This qualification was developed in consultation with stakeholders to ensure the content is full and relevant to ensure learners are occupationally competent in the workplace.

There are no formal entry requirements for this qualification however learners must be at least 19 years of age and are expected to have achieved a related qualification at Level 3 and/or Level 4. Learners will work in adult social care and have responsibility for leading and managing a service. This will include managing and improving care and support for those accessing the service; supporting and developing the workforce; and driving the vision for their service or organisation.

Progression Opportunities

This qualification provides learners with an opportunity to demonstrate their experience in management roles within adult care services and where appropriate can demonstrate continuing professional development. This qualification is recognised by Care Quality Commission (CQC) for registration though not a requirement for registered managers.

Support Materials

The following support materials available for this qualification are:

- Portfolio Evidence Locator

All the support materials for this qualification can be found on Quartz, including the Assessment Key Verbs Document.

Copyright © 2026
Innovate Awarding Ltd

Funding

For details on eligibility for government funding please refer to:
https://www.qualifications.education.gov.uk/

Learning and Development Support Scheme for the adult social care workforce:
https://www.gov.uk/government/publications/adult-social-care-learning-and-development-support-scheme/learning-and-development-support-scheme-for-the-adult-social-care-workforce-a-guide-for-employers

Copyright © 2026
Innovate Awarding Ltd

QUALIFICATION UNITS

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**The principles of leadership and management in adult care**
Unit Number	**T/651/9546**
Level	**5**
Credit Value	**3**
GLH	**20**

Unit Aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in an adult care setting.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand leadership and management including regulatory, policy, legal requirements and management theories and styles	1.1 Explain the differences between leadership and management 1.2 Analyse key regulatory, policy and legal requirements 1.3 Explain theories of leadership and management and how they can be used in own role 1.4 Analyse the range of different leadership styles 1.5 Evaluate how **coaching and mentoring** can be used to complement own leadership style
2. Understand leadership and management in adult care	2.1 Evaluate the impact of internal and external drivers on leadership and management in adult care services 2.2 Analyse the role of leadership and management skills in adult care services 2.3 Explain how to adapt own leadership and management style for: • **different situations** • **different teams.** 2.4 Describe the interaction between the values and culture of an adult social care organisation and own leadership behaviours.
Additional Information	
Internal and external: drivers may include, but are not limited to, internal or external policy or strategy changes, changes to the market, organisational cultural	

Copyright © 2026
Innovate Awarding Ltd

changes or challenges. **Adult care services:** refers to learner's own care setting. **Different situations:** may include the formality of situations, working under different pressures, own role within a particular situation. **Different teams:** including, but not limited to, size of team, location of team, culture of team, experiences of teams and resources required to manage different teams. **Coaching and mentoring:** including styles and approaches, but not limited to: ▪ self-awareness ▪ situational leadership ▪ directive approach ▪ non-directive approach
Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.
Details of the relationship of the unit and relevant national occupational standards
This qualification meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Governance and regulatory processes in adult care**
Unit Number	**T/650/1481**
Level	**5**
Credit Value	**7**
GLH	**44**

Unit Aim

This unit develops the learner's knowledge and understanding of legislation and statutory requirements influencing practice and the delivery of adult care services. The unit examines the structure and governance of organisations in adult care.

The unit also explores what is required when leading and managing the quality of adult care service provision to meet governance, legislative, regulatory, registration and inspection requirements.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand legislation and statutory guidance that underpins adult care provision:	1.1 Analyse current legislation and statutory guidance that applies to **all aspects** of service provision. 1.2 Evaluate own role, accountability and responsibility in applying legislation and statutory guidance within service provision. 1.3 Describe how duty of candour relates to own role and management of the service 1.4 Describe the key roles, remits and responsibilities in registered services, including: • the registered manager • the nominated individual • the 'fit and proper person'.
2. Understand internal governance arrangements within own organisation	2.1 Analyse internal governance procedures used within own organisation 2.2 Explain own role in applying, leading, and evaluating own service's governance procedures and agreed ways of working.
3. Understand systems and requirements for the regulation of adult care services	3.1 Analyse specific legislation and regulations underpinning the inspection system in England 3.2 Describe range of legislation and statutory guidance that support and relate to the inspection process in England 3.3 Explain types of service provision which are subject to registration and inspection.

Copyright © 2026
Innovate Awarding Ltd

4. Understand the inspection process in adult social care	4.1 Describe how services are inspected and the role of the regulator 4.2 Explain the purpose of the inspection system. 4.3 Analyse the different **types of inspection** and **key themes** of the inspection process 4.4 Explain how the ratings system is used 4.5 Describe when and how **enforcement** action can be used 4.6 Analyse the ways in which information is requested and collected about the service and used to inform inspection activities.
5. Understand the inspection process in own service	5.1 Evaluate how the requirements of the regulations are met within own service 5.2 Explain who needs to be aware of, and involved in, the inspection process. 5.3 Explain the range and types of evidence which can be used to demonstrate the service is meeting requirements 5.4 Describe ways to work with **others** before, during and after the inspection process 5.5 Analyse ways to address the outcome and impact of an inspection in own service. 5.6 Analyse how outcomes of inspection can be used to drive service improvements

Additional Information

All aspects: relating to all aspects of responsibilities held within own organisation. If the learner is not currently providing regulated activity, then they should explore the formal role of a registered manager**.**
Enforcement: should include civil and criminal.
Types of inspection: the different inspections carried out by the regulator within adult social care services.
Key themes: the areas looked at during the inspection process.
Others: not limited to the local authority teams, safeguarding teams, health professionals, family, relatives and the local integrated care systems**.**

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Copyright © 2026
Innovate Awarding Ltd

Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Decision making in adult care**
Unit Number	**Y/650/1482**
Level	**5**
Credit Value	**3**
GLH	**20**

Unit Aim

This unit provides learners with an understanding of the need for proactive decision making in organisations, exploring the importance of evaluating the validity and reliability of the decisions made.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand effective decision making	1.1 Explain the different **types of decisions** required in own role 1.2 Analyse the role of data, information and intelligence in making evidence-based decisions to improve quality 1.3 Evaluate how own and **others'** values and priorities influence decision making processes 1.4 Describe how to enable others to contribute to the decision making 1.5 Explain the importance of reviewing and evaluating decisions to improve quality
2. Demonstrate effective decision making in own role	2.1 Identify when decisions need to be made 2.2 Gather data, information and intelligence to inform decision making 2.3 Identify a range of potential solutions 2.4 Evaluate potential solutions and draw conclusions 2.5 Involve **individuals** and **others** in the decision-making process and the implementation of the outcome 2.6 Evaluate the decision and the decision making process used.
Additional Information	
Types of decisions: must relate to own role and may include, but are not limited to strategic, tactical, operational, short term and long term**.** **Others:** in this context, others might include**:** • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • team members	

Copyright © 2026
Innovate Awarding Ltd

- managers and supervisors ▪
- professionals from other services, including delivery partners and senior leaders
- visitors to the work setting
- members of the community
- volunteers

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct 13 observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Details of the relationship of the unit and relevant national occupational standards

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Business and resource management in adult care**
Unit Number	**A/650/1483**
Level	**5**
Credit Value	**4**
GLH	**32**

Unit Aim

The purpose of this unit is to develop the learner's knowledge and understanding of business and resource management, looking at the impact of local and national initiatives, legislation, regulations and guidance and how this translates into the learner's working role.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand principles for effective resource management	1.1 Evaluate the impact of national and local strategies and priorities on resource planning and management in relation to: • financial resources • physical resources • human resources. 1.2 Explain the importance of accurate forecasting for resource requirements 1.3 Explain the value of using assets and resources outside traditional services and in the community 1.4 Analyse the place of technology as a resource in service delivery and service management 1.5 Explain the meaning of sustainability in terms of resource management in adult care 1.6 Describe roles, responsibilities and accountabilities for resource management within the organisation 1.7 Explain the importance of business continuity planning and the processes available
2. Understand principles of effective human resource management	2.1 Explain **legislation, policy and practices** underpinning safe and fair recruitment 2.2 Describe **approaches** known to improve recruitment and retention of adult care staff 2.3 Evaluate **recruitment**, selection and induction processes in the organisation and own role in them 2.4 Explain the importance of ensuring employment practices are free from discrimination and harassment

Copyright © 2026
Innovate Awarding Ltd

	2.5 Show how to identify the numbers and patterns of staffing required to provide a person-centred, outcomes-based service 2.6 Explain factors that could influence staffing requirements and patterns 2.7 Manage staffing patterns and adjust them to meet changing circumstances 2.8 Carry out succession and contingency planning in relation to workforce 2.9 Review the organisation's performance management procedures and own role in these 2.10 Review the organisation's conduct, discipline and grievance procedures and own role in these.
3. Understand market provision in adult social care	3.1 Explain how services are commissioned, procured and funded 3.2 Evaluate current **local and national drivers** shaping adult care, funding mechanisms and related services gaps in current market provision 3.3 Explain how own service aligns with the **wider social care landscape** and needs of the **local population**, now and in the future 3.4 Explain how own service has evolved and will need to keep changing to meet demand for social care services, now and in the future.
4. Understand integrated approaches in health and social care	4.1 Explain what is meant by an **integrated health and social care system** 4.2 Explain the **rationale** and legislative context for integrated approaches to service provision 4.3 Describe **local and national initiatives** to better integrate health and social care systems and services 4.4 Evaluate the impact of more integrated systems and processes on **working practices and relationships.**
Additional Information	
Legislation, regulations and guidance: This may include, but is not limited to: • Equality Act 2010 • Working Time Regulations 1998 • CQC regulations • Disclosure and Barring Service (DBS) checks • Confirming identify and seeking references. • Employment Rights Bill. **Approaches:** These may include, but are not limited to: • recruiting people with the right values and behaviours	

Copyright © 2026
Innovate Awarding Ltd

- understanding the local area to inform business planning
- innovative strategies to attract candidates in the local community e.g.
- referral programmes
- offering a supportive induction, quality training, career progression
- routes, good working conditions, rewards, recognition, flexibility and
- competitive pay rates.

Recruitment: this may include but not limited to:

- international recruitment requiring compliance with Home Office rules
- organisational policies and procedures
- legal requirements e.g. Equality Act 2010, Employment Rights Bill and
- safeguarding/DBS checks
- ethical recruitment standards.

Factors: Factors could include, but are not limited to:

- changing care and support needs of individuals
- increases/decreases in demand for support services
- holiday/festive periods
- sickness
- weather conditions.

Performance management procedures: the policies and procedures used within
the service to plan, monitor, develop and improve employees' performance.

Drivers: may include but are not limited to national policies, local initiatives, prevention, integration and personalised care that can influence planned outcomes, priorities and day to day activities within the service.

Wider social care landscape and local population: essential in addressing the
current and future needs of the local population. This involves recognising local and national priorities and may include but is not limited to:

- prevention
- community based support
- reducing health inequalities
- promotion of personalised care and support
- responding to demographic trends
- collaboration.

Integrated health and social care system: better outcomes for people through a seamless experience. Systems work together in a coordinated way and build
support around the individual.

Rationale: Including:

- providing person-centred, compassionate care and support in a way that makes sense to the individual accessing services to reflect their lives, needs and wishes
- the changing patterns of population needs e.g. ageing population, complex care and health needs, financial pressures, widening health inequalities, stalling improvements in life expectancy

Copyright © 2026
Innovate Awarding Ltd

- prevention and early intervention
- move to more community-based practices that breakdown traditional barriers
- digital and technology approaches to enhance and improve practices and person-centred care.

Local and national initiatives: These may include, but are not limited to:

- Integrated Care Systems (ICS)
- Hospital to communities
- Prevention focused strategies
- Analogue to digital
- Primary Care Networks
- Enhanced Health in Care Homes Framework
- Ageing Well programme.

Working practices and relationships: May include, but are not limited to:

- discharge arrangement
- integrated assessment and care planning
- multi-disciplinary working arrangements
- data governance
- neighbourhood health agenda
- digital data sharing.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Details of the relationship of the unit and relevant national occupational standards

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Team leadership in adult care**
Unit Number	**Y/651/9547**
Level	**5**
Credit Value	**3**
GLH	**18**

Unit Aim

The aim of this unit is to provide the learner with the knowledge and understanding of the principles of learning and the importance of professional development within the Care industry. The learner will understand the requirements of professional supervision and the benefits of this to support members of the team. The unit also allows learners to demonstrate their skills in providing leadership to the team which encompasses all the roles of building a strong team and ensures that the learner is able to manage and develop the team on an ongoing basis

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Provide leadership for a team	1.1 Adapt leadership styles to reflect different **stages and cycles** in the team's development 1.2 Establish trust and accountability within the team 1.3 Build and maintain team's commitment to the service and its values 1.4 Develop, implement and review strategies to support a positive **values based** culture in the team 1.5 Demonstrate values and behaviours which recognise and champion diversity, equality, and inclusion within the team.
2. Manage teamwork	2.1 Encourage the participation of team members in agreeing team objectives 2.2 Encourage creativity and innovation in planning how to meet team objectives and agree a team plan 2.3 Agree roles and responsibilities, taking account of the team's strengths and development needs 2.4 Support the team to work towards team objectives 2.5 Review team objectives and facilitate opportunity for the team to reflect on their progress 2.6 Provide feedback and recognise progress on team performance.

Copyright © 2026
Innovate Awarding Ltd

Additional Information
Stages and cycles: the different stages of team development, for instance 'forming, storming, norming and performing'. The different cycles teams encounter in their work in adult social care e.g. new team members and changes to working practices. **Values-based:** workplace values are the guiding principles that are most important in the service. They help to define the right and wrong ways of working and help to inform decisions and choices
Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge and skill-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment. Learning Outcomes 1 and 2 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person. It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols
Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Team learning and development in adult care**
Unit Number	**A/651/9548**
Level	**5**
Credit Value	**3**
GLH	**26**

Unit Aim

The aim of this unit is to provide the learner with the knowledge and understanding of the principles of learning and the importance of professional development within the Care industry. The learner will understand the requirements of professional supervision and the benefits of this to support members of the team. The unit also allows learners to demonstrate their skills in providing leadership to the team which encompasses all the roles of building a strong team and ensures that the learner is able to manage and develop the team on an ongoing basis

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand principles of learning and professional development in adult care	1.1 Evaluate the range of required and recommended learning and development in adult care 1.2 Explain the differences between **learning requirements** and continuous professional development 1.3 Explain the purpose and benefits of **workforce planning and development** 1.4 Describe the importance of literacy, numeracy and digital skills in adult care and how to develop these skills of the workforce 1.5 Describe the benefits of: • a robust and supportive induction process • continually improving own and team's knowledge and practice and ways to achieve this. 1.6 Examine the **factors** to consider when identifying, planning, selecting and commissioning activities for learning and professional development 1.7 Assess the importance of reflective practice in improving own and team's performance and different models that support this.
2. Lead learning and professional development practices	2.1 Evaluate **available mechanisms and resources** that can support learning and professional development in adult care

Copyright © 2026
Innovate Awarding Ltd

	2.2 Promote a **learning culture** within own team 2.3 Support team members to plan for, achieve and review, their professional development goals 2.4 Facilitate the development of others to enable effective delegation.

Additional Information

Learning requirements: may include but are not limited to induction, statutory, mandatory and service specific specialist learning.
Workforce planning and development: workforce planning is an essential part of ensuring that you have the right people with the right attitudes, skills, values and experience providing the care and support your business offers.
Factors: should include potential barriers and constraints.
Available mechanisms and resources: this will include traditional methods used for learning and development and should include advanced approaches with technology within learning and development e.g. remote learning, platforms, elearning, electronic portfolios.
Learning culture: leading practice which embraces, provides opportunity, and recognises the benefits of learning and professional development.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Details of the relationship of the unit and relevant national occupational standards

Copyright © 2026
Innovate Awarding Ltd

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Supervising others in adult care**
Unit Number	**D/651/9549**
Level	**5**
Credit Value	**3**
GLH	**26**

Unit Aim

The aim of this unit is to provide the learner with the knowledge and understanding of the principles of learning and the importance of professional development within the Care industry. The learner will understand the requirements of professional supervision and the benefits of this to support members of the team. The unit also allows learners to demonstrate their skills in providing leadership to the team which encompasses all the roles of building a strong team and ensures that the learner is able to manage and develop the team on an ongoing basis

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the purpose and practice of professional supervision in adult care settings	1.1 Analyse how requirements of **legislation**, codes of practice and agreed ways of working influence and structure professional supervision requirements in adult care 1.2 Explain the **function** of professional supervision in adult care 1.3 Evaluate different **supervision activities and processes** which can be used in adult care 1.4 Describe how effective supervision should be used to support and protect: • the supervisee • individuals, carers and families. 1.5 Describe how effective supervision can protect: • the supervisor and organisation. 1.6 Examine why the **wellbeing** of the supervisee should be included within effective supervision and supportive practices, and ways to enable and promote this 1.7 Analyse how **external and internal factors** influence practice and can be used within professional supervision objectives 1.8 Explain how supervision can be used alongside appraisal and **professional development processes** to: • develop, improve and enhance performance of the supervisee • support aspirations of the supervisee.

Copyright © 2026
Innovate Awarding Ltd

	1.9 Explain the factors which can result in a power imbalance in professional supervision and how to address them 1.10 Describe ways to address challenges arising during professional supervision
2. Provide regular professional supervision	2.1 Establish understanding and agreement with the supervisee on key areas such as: • the purpose, frequency and location of supervision activities • actions which can support preparation for supervision • sources of data and evidence that can be used to inform supervision • confidentiality, boundaries, roles and accountability. 2.2 Use information from a range of sources to build an understanding of the supervisee's performance 2.3 Support the supervisee to review their own wellbeing and the range of strategies and support available to them 2.4 Support the supervisee to reflect on and explore methods of addressing different situations in their work 2.5 Provide constructive feedback to the supervisee that can be used to improve and develop performance 2.6 Support the supervisee to identify, plan and achieve their own learning and professional development needs 2.7 Agree, review and revise targets to meet the objectives of the work setting and individual objectives of the supervisee 2.8 Record and store outcomes of supervision activities in line with agreed ways of working
Additional Information	
Legislation: should include regulations where appropriate. **Function:** must include the principles, scope and purpose of professional supervision. **Supervision** activities and processes: will include formal and informal ways supervision can be planned and provided in the environment e.g. group, individual, team, observations of competencies, validating knowledge, shadowing activities, induction, learning processes and clinical supervision where required. **Wellbeing:** wellbeing is a broad concept referring to a person's quality of life considering health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.	

Copyright © 2026
Innovate Awarding Ltd

External and internal factors: external factors may include but are not limited to: updated national policy or local procedures, emerging best practice, societal movements and campaigns. Internal factors may include but are not limited to: lessons learnt/learning reviews, concerns or complaints, skills development/training, emerging needs of individuals accessing services. Professional development processes: may include personal development plans, learning logs, training and supporting the learner including embedding the Care Workforce Pathway.
Strategies: strategies may include those which are personal to the worker. Strategies should include those that enable the worker to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.
Support offers: the range should include offers available inside and outside the workplace. For example:

- internal: supervision, employee assistance scheme, mentor or buddying systems
- external: self-help tools, apps and websites, local groups and networks.

Different situations: may include challenges the supervisee or team face in their work.
Objectives of the work setting: should include the range of skills required to meet people's needs.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Details of the relationship of the unit and relevant national occupational standards

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Safeguarding in adult care**
Unit Number	**D/650/1484**
Level	**5**
Credit Value	**4**
GLH	**30**

Unit Aim

This unit enables learners to be aware of how to lead practice which safeguards vulnerable adults, ensuring practice adheres to legal and regulatory requirements.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand requirements for safeguarding in adult care	1.1 Explain current legislative framework and national guidance that underpins adult safeguarding 1.2 Explain the local systems, procedures and agencies relating to adult safeguarding and own role within these 1.3 Review how national and local guidelines, policies and procedures for safeguarding affect: • day to day work with individuals • own responsibilities towards individuals, their families and carers as well as team members. 1.4 Review how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on national policy 1.5 Explain legal provisions in relation to whistleblowing and information sharing 1.6 Explain own role in leading a response to suspected or disclosed abuse or neglect 1.7 Describe when to engage others in relation to responding to adult safeguarding concerns 1.8 Explain issues relating to consent to share information and own responsibilities to share information about suspicions or disclosures of abuse or neglect 1.9 Analyse local systems, procedures and agencies relating to children's safeguarding and own role within these.
2. Lead the implementation of practices, policies and procedures to support safeguarding in adult care	2.1 Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements and local and national guidance 2.2 Embed safeguarding principles throughout all practices, policies and procedures

Copyright © 2026
Innovate Awarding Ltd

	2.3 Support team members to develop the knowledge and skills they need to safeguard adults at risk 2.4 Ensure team members understand their role in responding to concerns about the safeguarding of adults 2.5 Ensure team members understand their role in responding to concerns about the safeguarding of a child or young person 2.6 Plan and implement the **review** and revision of person-centred practices, policies and procedures to ensure continuous improvement in safeguarding of adults at risk of abuse or neglect 2.7 Embed practices that encourage and empower adults at risk, and those who are important to them, to share concerns 2.8 Follow agreed protocols to participate in inter-agency, joint or integrated working in order to achieve the best outcomes for adults at risk.

Additional Information

Leading a response: this would include, but is not limited to:

- safety and wellbeing of the individual and others where applicable own actions
- own role in implementing, following, and engaging others in policies and procedures
- own role in ensuring the individuals, (and others where applicable), is kept informed and involved.

Others: in this context, this refers to those people who may need to be involved in a response, for instance:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- managers and supervisors
- professionals from other services.

Review: this might consider:

- outcomes from safeguarding reviews and investigations
- current guidance arising from serious case reviews and its relevance to own organisation
- resolution and recovery of the adult at risk.

And might include reviewing:

- person-centred practices, policies and procedures

Copyright © 2026
Innovate Awarding Ltd

- when a response is required for external influences which impact internal practices, e.g. a pandemic or current reports published by CQC
- communication and support systems for staff and others within own organisation
- how own team/service liaises with others and/or external organisations.
-

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Details of the relationship of the unit and relevant national occupational standards

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Mental capacity in adult care**
Unit Number	**F/650/1485**
Level	**5**
Credit Value	**4**
GLH	**28**

Unit Aim

The unit aims to support learners to develop the practical skills and knowledge required to provide support to individuals in accordance with their role and relevant legislative requirements. The unit includes the use of restrictive practices and the effect it can have.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understanding mental capacity and consent	1.1 Explain key provisions of **legislation, codes of practice and policy** regarding mental capacity and how these relate to the service 1.2 Analyse own role in applying and upholding key principles of mental capacity legislation and code of practice 1.3 Describe the support available when mental capacity needs to be assessed and how to access this support 1.4 Analyse own role in the assessment of risk in situations where an individual's capacity is a concern 1.5 Evaluate practices which support individuals' ability to provide valid consent 1.6 Evaluate own and team members' **development needs** relating to mental capacity and their practice.
2. Understand the use and impact of restrictive practices	2.1 Explain what is meant by 'r**estrictive practices',** 'restraint' and 'deprivation of liberty' and how they apply to practices within own work setting 2.2 Analyse the legal and ethical considerations of restricting an individual's rights and freedoms 2.3 Analyse own responsibilities in relation to restrictive practices and deprivations of liberty 2.4 Explain appropriate and proportionate responses to restrictions on an individual's rights and freedoms 2.5 Explain the potential impacts of restrictive practices on individuals and others

Copyright © 2026
Innovate Awarding Ltd

	2.6 Explain how person-centred, outcomes-based practices can mitigate the use of restrictive practices 2.7 Evaluate own and team members' development needs relating to the use of restrictive practices.

Additional Information

Legislation, codes of practice and policy: including, but not limited to:

- Mental Capacity Act 2005
- Human Rights Act 1998
- Safeguarding Adults
- Dignity in Care
- Deprivation of Liberty Safeguards 2009
- Care Act 2014
- Making Safeguarding Personal.

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
Development needs: including but not limited to: best Interest decisions, decision-maker responsibilities, maximising capacity and their role in assessment.
Restrictive practices: includes any practice or intervention that limits the rights or freedoms of an individual.
Restraint: including, but not limited to, covert medication (sometimes referred to as 'hidden restraint')
Legal and ethical: including but not limited to:

- Statutory principles of the Mental Capacity Act 2005
- Duty of Care
- Deprivation of Liberty Safeguards
- Individuals' wishes ▪
- Advanced decisions
- Decision-making authorities - Lasting Power of Attorney or Court of Protection request
- Best interest decisions.

Own responsibilities: to include how to apply for an authorisation.
Appropriate and proportionate: appropriate - necessary and justified, proportionate - the least restrictive option possible to meet the intended outcome.
Learners may include key principles, but are not limited to:

- rights-based approach ▪
- proportionality
- justification and evidence ▪
- review and monitoring
- leadership
- accountability
- person centred care.

Copyright © 2026
Innovate Awarding Ltd

Impacts: may include, but are not limited to, impacts on safety, dignity, relationships and wellbeing of individuals. Learners may also wish to consider the impact on team members responsible for implementing restrictions**.** **Others:** in this context, others refers to adult care workers who are required to restrict an individual's rights or freedoms.
Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.
Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Partnerships in adult care**
Unit Number	**H/650/1486**
Level	**5**
Credit Value	**4**
GLH	**34**

Unit Aim

This unit provides learners with the knowledge, skills and understanding necessary to develop productive partnership working within own and other organisations.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the context of relationships and partnership working	1.1 Analyse how legislation and regulation influence working relationships with others 1.2 Explain how relationships with individuals and carers underpin person centred practice and affect the achievement of positive outcomes for individuals and their families 1.3 Evaluate how networking and working collaboratively with other agencies and community groups brings benefits both for those using the service and for the sustainability and reach of the organization 1.4 Describe how integrated working with other agencies delivers better outcomes for individuals and the place of systems leadership in this 1.5 Evaluate the methods, protocols and limitations of using different communication methods to forge relationships and partnerships with other professionals and agencies 1.6 Explain the features of effective, collaborative partnership working across agencies and ways to overcome barriers 1.7 Evaluate own role and responsibilities in establishing positive relationships within and beyond the organisation.
2. Lead effective relationships with individuals, carers and families	2.1 Model open, respectful and supportive relationships with individuals, carers and their families 2.2 Embed co-production within day to day practices of team

Copyright © 2026
Innovate Awarding Ltd

3. Manage working relationships with colleagues in own setting to achieve positive outcomes for individuals:	3.1 Develop systems and procedures to facilitate effective working relationships with colleagues in the organisation 3.2 Develop and agree common objectives when working with colleagues 3.3 Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise 3.4 Deal constructively with conflicts or dilemmas that arise 3.5 Evaluate own working relationships with colleagues.
4. Work in partnerships with professionals and other agencies:	4.1 Negotiate with professionals in other agencies to agree objectives, roles and responsibilities, procedures and ways of working for a specific task or area of work 4.2 Use agreed ways of working to carry out own role and support others to carry out their responsibilities 4.3 Deal constructively with any challenges in ways that promote change, any poor practice or failure to work in agreed ways 4.4 Implement and use communication and recording systems that comply with current legislation for information sharing between agencies. 4.5 Evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements.

Additional Information

Legislation: Learners should consider how different legislation relates to and influences working with others. This may include but is not limited to:

- Care Act 2014
- Mental Capacity Act 2005
- Health and Social Care Act 2012
- General Data Protection Regulations
- Data Security and Protection
- Subject Access Requests
- Data Control
- Sharing information
- Safeguarding.

Copyright © 2026
Innovate Awarding Ltd

Regulation: regulations underpinning the adult social care inspection system in England.

Others: in this context, others may include agencies and other organisations.

Individuals: people accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Carers: are people who provide unpaid support to a partner, family member,friend or neighbour who could not manage without this help. This is distinct from a care worker, who is paid to care for people.

Positive outcomes: an 'outcome' that refers to individuals' aims or objectives the things individuals want to achieve or need to happen. For example, continuing to live at home or being able to go out and about.

Working collaboratively/collaborative: working together and focusing on building respectful and positive outcomes with other agencies, professionals and community groups to improve the quality and consistency of care, whilst remaining focused on own desired outcomes, needs and agenda.

Systems leadership: seeks to affect change for good across interconnecting systems e.g. health and social care, through leadership and collaboration that extends the usual limits of resources and responsibility.

Different communication methods: learners must consider a range of communication methods including digital communications

Features: features should include, but are not limited to:

- building transparency and sharing information openly and honestly (in line with regulations)
- a diversity of skills and perspectives
- creating psychological safety within partnerships and teams which includes a willingness to cooperate and an ability to openly disagree
- an ability to understand and prioritise the needs of other partners, without compromising on your own desired outcomes.

Co-production: an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together. Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care.

Communication and recording systems: Learners must consider legislation relating to communication and recording systems that complies with current information sharing between agencies and should include but is not limited to:

Copyright © 2026
Innovate Awarding Ltd

- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Formal sharing agreements
- Caldicott principles

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2, 3 and 4 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording and storage protocols.

Details of the relationship of the unit and relevant national occupational standards

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Comments and complaints in adult care**
Unit Number	**T/651/9989**
Level	**5**
Credit Value	**3**
GLH	**28**

Unit Aim

This unit provides learners with the knowledge, skills and understanding necessary to manage comments and complaints and responding to them in order to improve service provision.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the management of comments and complaints	1.1 Describe the relationship between the management of comments and complaints, risk management and safeguarding 1.2 Explain regulatory requirements, codes of practice and guidance for managing comments and complaints 1.3 Analyse why those using services and others may be reluctant to raise comments or make complaints 1.4 Describe attitudes and approaches that ensure comments and complaints can prompt continuous improvement of the service.
2. Lead practice in listening and responding to comments and complaints	2.1 Support team members to understand systems and procedures that ensure individuals' comments and complaints are listened and responded to 2.2 Ensure accessible information and support is in place to enable, empower and encourage individuals and others to raise and follow up on comments and complaints 2.3 Implement open and transparent systems and procedures that compassionately address and respond to comments and complaints within agreed time frames 2.4 Learn from comments and complaints to drive improvements to the service.
Additional Information	
N/A	

Copyright © 2026
Innovate Awarding Ltd

Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge and skill-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment. Learning Outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person. It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.
Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Leading the vision in adult care**
Unit Number	**L/650/1489**
Level	**5**
Credit Value	**3**
GLH	**20**

Unit Aim

The purpose of this unit is for the learner to look at factors relating to, and the future of the care industry whilst developing collaborative working to ensure that the service remains compatible with internal aspirations.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand how to develop a vision for the service	1.1 Analyse own role in developing a vision for the service 1.2 Evaluate how the vision, and future of the service, may be affected by a range of factors 1.3 Explain how to ensure the vision and future direction of the service remains compatible with internal aspirations of the service and the external **adult care system.**
2. Lead commitment and implementation of the vision and future direction of the service	2.1 Build support for the vision and future direction of the service and ensure it is shared and owned by those who will be implementing and communicating it 2.2 Support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them 2.3 Create a plan to implement the vision and future direction of the service 2.4 Review and monitor stages of the plan, adapting approaches where needed.
Additional Information	
Adult care system: the local and national systems which support and also integrate the provision of adult social care.	
Assessment requirements specified by a sector or regulatory body (if appropriate)	

Copyright © 2026
Innovate Awarding Ltd

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge and skill-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment. Learning Outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person. It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.
Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Continuous improvement in adult care settings**
Unit Number	**K/650/1488**
Level	**5**
Credit Value	**4**
GLH	**30**

Unit Aim

The purpose of this unit is for the learner to develop the knowledge to support staff members to continually develop and grow and the impact of this on the service.It looks at relevant models and tools to support implementation.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand continuous quality improvement in adult social care	1.1 Explain how to use continuous quality improvement tools, techniques and approaches to meet regulatory and best practice guidance requirements 1.2 Describe the potential signs or indicators of poor practices 1.3 Analyse how quality assurance practices inform quality improvement activities 1.4 Evaluate how governance, audit processes and compliance activity can support person-centred, outcome-based practices.
2. Lead continuous improvement in practice	2.1 Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person-centred practice 2.2 Create opportunities for **individuals** and **others** to provide feedback on their experiences of the service 2.3 Listen, respond to, and use the views of individuals and others 2.4 Use evidence-based research to identify best practice in outcomes based and person-centred practice 2.5 Use **digital approaches and technology** to improve and enhance outcomes in person centred practice. 2.6 Identify and act on lessons learned from incidents and events 2.7 Review the extent to which systems, processes and practice facilitate positive outcomes for individuals

Copyright © 2026
Innovate Awarding Ltd

	2.8 Plan for and lead the implementation of improvements to systems, processes and practice.
3. Lead a culture that supports innovation and change to improve outcomes for individuals	3.1 Evaluate the achievement of person-centred outcomes to identify where improvements could be made 3.2 Work with others to identify opportunities for service improvement through transformation and innovation 3.3 Recognise and utilise the expertise of others when driving innovation, improvement and change.
4. Understand how to implement effective change	4.1 Describe the processes and models of best practice in 'change management' 4.2 Explain the tools available and skills needed to inspire change, development and innovation across the service 4.3 Evaluate the range of external drivers for change and how these impact on the service 4.4 Explain **success factors** and barriers to implementing effective change.

Additional Information

- **Individual:** a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
- **others:** in this context, others might include:
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Digital approaches and technology: these technologies help ensure care is tailored, responsive and promotes choice, control and wellbeing for the individuals. Examples of digital technologies could include but are not limited to:

- digital care plans
- video calling for family involvement medication management apps

Copyright © 2026
Innovate Awarding Ltd

- voice activated technology
- outcome tracking tools
- accessible communication tools
- technology to support independence.
- Processes: governance, audit processes and compliance activity.
- Success factors: how outcomes are measured because of change.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 and 3 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording and storage protocols.

Details of the relationship of the unit and relevant national occupational standards

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Effective communication**
Unit Number	**J/651/9550**
Level	**5**
Credit Value	**4**
GLH	**31**

Unit Aim

The purpose of this unit is to develop learners' understanding of communication and how to apply it effectively in their professional practice, including implementing effective change.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Know how to use communication skills to achieve positive interactions	1.1 Describe different c**ommunication skills, methods and models** and the circumstances they may be most appropriately used in 1.2 Explain how to achieve maximum impact, by using a range of appropriate communication skills and methods 1.3 Analyse how communication skills underpin: • achievement of positive outcomes for **individuals** and **others** • the leadership and management of teams • sustainable **relationships and partnerships**.
2. Know how to manage and resolve conflict	2.1 Describe the models of conflict management and conflict resolution 2.2 Describe factors that can cause friction and conflict within the workplace 2.3 Analyse skills that underpin conflict management and conflict resolution techniques.
3. Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication styles, methods and skills 3.2 Apply communication skills appropriately in relation to message and **audience** for maximum impact 3.3 Adapt communication style in response to the emotional context and communication style of others 3.4 Identify and overcome barriers to communication with a range of people.

Copyright © 2026
Innovate Awarding Ltd

4. Develop communication practices that promote positive outcomes	4.1 Monitor and evaluate the effectiveness of both internal and external **communication systems** and practices used in the workplace. 4.2 Monitor and evaluate the effectiveness of communication practices to support positive outcomes for individuals 4.3 Propose improvements to communication systems and practices and lead their implementation.

Additional Information

Communication skills, methods and models: must include a range of skills methods and models including digital. In context this may include but is not limited to:

- Skills Active listening, open questioning and empathy
- Methods verbal, non-verbal, written, digital
- Models Tuckman's stages of group development, transactional analysis, the Shannon-Weaver model

Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: In this context, others may include:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Relationships and partnerships: may include those involved in care service provisions e.g. networks, communities and other professionals and organisations.

Communication systems: Learners must include manual and electronic systems

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Copyright © 2026
Innovate Awarding Ltd

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment. Learning Outcome 3 and 4 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person. It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.
Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Handling Information**
Unit Number	**K/651/9551**
Level	**5**
Credit Value	**2**
GLH	**18**

Unit Aim

The purpose of this unit is to develop the learners understanding of effective information management in care settings.
The unit explores legal and ethical requirements and how this translates into practice.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand effective information management	1.1 Analyse own role and responsibilities in effective information management and in **supporting others** to effectively handle information. 1.2 Explain how to respond to a data breach, including reporting procedures 1.3 Explain how to initiate service's business continuity plan and relevance to data and cyber security.
2. Implement systems for effective information management	2.1 Lead the implementation of policies and systems for effective information management to meet **legal and ethical** requirements 2.2 Lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information 2.3 Identify the team's training needs in relation to handling information and implement a plan to address these needs.

Additional Information

Supporting others: in this context: supporting others to understand, apply and maintain high standards when handling data, particularly sensitive and confidential information. May include but is not limited to:

- modelling best practice
- supporting and developing others
- meeting requirements of the Data Security and Protection Toolkit (DSPT)
- digital leadership
- preventative approaches.

Copyright © 2026
Innovate Awarding Ltd

Effective information management: Effective information management will include consideration of:

- privacy notices
- transparency information
- data and cyber security
- how devices are secured
- confidentiality, availability and integrity of records/information including digital records
- reducing the risk of data breaches.

Legal and ethical:

- General Data Protection Regulations
- data security and protection
- ethical and secure use of monitoring of Artificial Intelligence (AI)
- subject access requests
- CQC regulations
- data control
- sharing information safeguarding.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Details of the relationship of the unit and relevant national occupational standards

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Leading person centred practice**
Unit Number	**A/650/1492**
Level	**5**
Credit Value	**8**
GLH	**51**

Unit Aim

This unit covers the role of person-centred practice, with a focus on how this is central to the wellbeing of individuals accessing adult care services, supporting positive healthcare outcomes according to the individual's needs. How to manage this in-service delivery is explored, as is the function of risk and risk taking in adult care services.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand person-centred, outcomes-based practice	1.1. Describe the features, principles, drivers, and values of: • **strength-based approaches** • **co-production** • **person-centred practice** • **active participation** • **outcomes-based practice** 1.2. Explain the relationship between strengths-based approaches, co-production and person-centred practice on outcomes-based practices, and the individuals' health and wellbeing, independence, choice and control.
2. Understand the value of person-centred practice in partnership working to enabling individuals to achieve their desired outcomes	2.1. Explain the role **of partnerships, collaboration and co-production** with **individuals** and **others** in enabling individuals to achieve their desired outcomes 2.2. Analyse own service's role in enabling individuals to build and maintain **relationships** and connections to their **community** 2.3. Explain how **integrated service provision** that crosses traditional boundaries achieves better outcomes for individuals.
3. Lead practice to facilitate positive outcomes for individuals through person-centred practice	3.1 Develop and implement a plan, to ensure team members have the training and development they need, to support individuals in person-centred ways, to achieve individuals' desired outcomes

Copyright © 2026
Innovate Awarding Ltd

	3.2 Support and develop team members to work in partnership with individuals and others and to recognise and respond to individuals' changing strengths, needs and preferences 3.3 Support and develop others to apply person-centred approaches in complex situations, to ensure positive outcomes for individuals and those important to them 3.4 Facilitate the development and review of individuals' care and support, ensuring **individuals** and **others** are actively involved and that plans and activities reflect individuals' preferences, wishes, strengths and needs 3.5 Manage resources in ways that: • Support individuals to make choices about their health and wellbeing, and to achieve positive outcomes • Provide reasonable adjustments to enable individuals to access care and support. 3.6 Implement systems and processes for recording: • Identification, progress towards and achievement of individuals desired outcomes, • The implementation of person-centred practice.
4. Understand the role of relationships in promoting health and wellbeing	4.1 Explain the importance of proactive approaches in supporting individuals to build and maintain relationships 4.2 Describe how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce or minimise risks 4.3 Describe the range and types of support an individual may need to maintain and build relationships, and when external services may be required
5. Lead practice in recognising individuals' relationships	5.1 Develop approaches which recognise individuals' sexuality and relationship needs 5.2 Promote an open, proactive culture where individuals and **others** feel confident to discuss sexuality, relationships and protection 5.3 Ensure individuals and others have access to support, information and advice about relationships and sexuality.

Copyright © 2026
Innovate Awarding Ltd

6. Understand positive risk-taking in the context of supporting individuals	6.1 Describe how positive risk-taking can contribute to the achievement of positive outcomes for individuals 6.2 Explain the impact of a risk-averse culture on person centred practice and the wellbeing of individuals 6.3 Explain the **considerations** which need to be applied in the management of positive risk-taking 6.4 Describe how supporting **others** to balance risks and rights promotes person-centred practices.
7. Lead the implementation of practices, policies and procedures to manage risk and positive risk-taking	7.1 Lead a culture which recognises the benefits of positive risk taking in person-centred practice and the wellbeing of individuals 7.2 Facilitate a person-centred approach in the management of risks 7.3 Evaluate own and others' practice in leading a balanced approach to risk taking.

Additional Information

Strengths-based approaches: also referred to as 'asset-based approaches. This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence.

Person-centred practice: an approach that sees the individual accessing social care services as an equal partner in their care and support and who is at the centre of all decisions relevant to them.

Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Outcome-based practice: an 'outcome' refers to individuals' aims or objectives the things individuals want to achieve or need to happen. Outcomes-based practice focuses on supporting individuals to achieve the outcomes most important to them and offers innovative approaches to enable this.

Partnerships: working with the individual, networks, communities and other professionals and organisations.

Collaboration: working with other partners, understanding and prioritising their needs and establishing mutually beneficial and respectful relationships, whilst remaining focused on own desired outcomes, needs and agenda.

Copyright © 2026
Innovate Awarding Ltd

Co-production: an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together.

Co-production recognises that people who use social care services, (and their families), have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care.

Individuals: the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers ▪
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Relationships: learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality and sexual relationships.

Community: may include but is not limited to how the individual is supported to engage with and access their local community, i.e. social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.

Integrated service provision: joined up, coordinated care and support that is planned and organised around the individual's needs, preferences and aspirations. It focuses on early intervention and preventative care. Bringing together health, social care, housing, education and other community services.

Considerations: including, but not limited to mental capacity, safeguarding, individuals' rights, duty of care.

Assessment requirements specified by a sector or regulatory body (if appropriate)

Copyright © 2026
Innovate Awarding Ltd

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge and skill-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment. Learning Outcomes 3, 5 and 7 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person. It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.
Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Health and wellbeing in adult care**
Unit Number	**K/651/9560**
Level	**5**
Credit Value	**4**
GLH	**30**

Unit Aim

This unit covers the role of a culture which promotes independence and how this is central to the wellbeing of individuals accessing adult care services. How to manage this in service delivery is explored,
as is facilitating healthcare outcomes
according to the individual's needs

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Lead a culture that promotes individuals' wellbeing and independence in all aspects of day-to-day practice	1.1 Facilitate a culture: • where individuals' histories, preferences, wishes, needs and strengths are prioritised, recognised, respected and responded to • which enables individuals to lead full and meaningful lives connected to **those important to them** and to their **communities** • which enables individuals and **those important to them** to influence and co-design how care and support services are provided.
2. Understand the importance of promoting prevention and the individual's health and wellbeing	2.1 Analyse the range of **factors** that may influence an individual's health and wellbeing 2.2 Evaluate own role, and role of **others**, in supporting **prevention, monitoring, assessing and promoting** individuals' wellbeing 2.3 Describe own role in providing sufficient training, support and supervision to enable others to monitor the individual's health and wellbeing 2.4 Explain how to ensure lines of accountability and responsibility are understood for delegated healthcare tasks.
3. Lead practice in promoting prevention and protecting individual health and wellbeing	3.1 Support others to: • meet identified health and wellbeing needs • monitor, and assess changes to, individuals' health and wellbeing using **appropriate tools**

Copyright © 2026
Innovate Awarding Ltd

	• understand the concept of living and ageing well • access preventative healthcare advice, care and screening • understand the importance of early identification of deterioration in individuals' health and wellbeing • record and respond to assessments and observations of individuals' health and wellbeing. 3.2 Implement protocols for involving others in response to changes in individuals' health and wellbeing 3.3 Work in **partnership** with individuals, healthcare professionals and others to agree roles and responsibilities in achieving individuals' healthcare and well-being outcomes.

Additional Information

Individuals: the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Those important to them: may include but is not limited to those the individual chooses to be involved in their life, e.g. families, carers and advocates.

Communities: may include but is not limited to how the individual is supported to engage with and access their local community, i.e. social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.

Others: in this context, others could refer to

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- colleagues and peers
- advocates
- managers and supervisors

Copyright © 2026
Innovate Awarding Ltd

- professionals from other services ▪
- visitors to the work setting
- members of the community
- volunteers.

Monitoring: may include but not limited to:

- staff training to recognise the early signs of change ▪▪ oversee appropriate monitoring tools
- up to date assessments
- referrals to health care professionals
- maintain a culture of person-centred care ▪▪ proactive support.
- access to social prescribing.

Assessing: involves using structured tools to evaluate an individual's current health and risks. Assessment must also include the individual's own views and preferences, involving families or advocates where appropriate.

Promoting: involves being a key role in shaping a culture where wellbeing is actively supported through appropriate activities, healthy routines, emotional support, good nutrition and safe environments.

Factors: factors affecting health and wellbeing will be different for different people and the local population, health and care needs should also be considered. Learners should show consideration for environmental, physical, social and psychological factors.

Prevention: in this context it involves leading a proactive, preventative approach to health and care.

Appropriate tools: this involves using a range of tools that support evidence-based, decision making and early intervention. This could include but is not limited to:

- water low score
- Malnutrition Universal Screening Tool (MUST)
- mood and wellbeing charts
- behaviour monitoring tools
- AI-Driven monitoring systems
- lifestyle monitoring technologies ▪▪ early indicator monitoring tools
- SBARD (Situation, Background, Assessment, Recommendation, Decision)

Copyright © 2026
Innovate Awarding Ltd

- RESTORE2
- Digital Social Care Records (DSCRs)
- quality and outcomes frameworks
- multidisciplinary meeting notes and communication logs.

Partnership: could include but is not limited to national and local support and initiatives e.g. integrated care systems and neighbourhood health agendas and services.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 1 and 3 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Details of the relationship of the unit and relevant national occupational standards

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Equality, diversity, inclusion and human rights in adult care**
Unit Number	**F/650/1494**
Level	**5**
Credit Value	**3**
GLH	**24**

Unit Aim

This unit explores the legal requirements and practice requirements surrounding equality, diversity, inclusion and human rights in adult care services. How legislation and policy inform good practice in relation to these aspects is also addressed, as are methods of supporting others to challenge discrimination and exclusion in a positive way.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand equality, diversity, inclusion, and human rights	1.1 Explain the legislation underpinning equality, diversity, inclusion and human rights 1.2 Evaluate the societal, and historical influences underpinning equality, diversity, inclusion and human rights 1.3 Analyse the impact of legal, societal and historical influencers on own role in promoting a culture that values equality, diversity, inclusion and human rights 1.4 Describe the impact of discriminatory or **closed cultures** on **individuals** and **others** 1.5 Explain how own and others' values, beliefs and experience can impact practices and behaviours relating to equality, diversity, inclusion and human rights
2. Demonstrate inclusive leadership and lead a culture that promotes, values and celebrates equality, diversity, inclusion, and human rights	2.1 Evaluate own and others' ability to positively respond to peoples' differences to meet a wide range of **individual needs** to achieve better outcomes. 2.2 Evaluate how the service supports equity and **promotes**, values and celebrates equality, diversity, inclusion and human rights 2.3 Implement changes to practices, policy or procedures to improve how the service promotes, values, and celebrates equality, diversity, inclusion and human rights

Copyright © 2026
Innovate Awarding Ltd

	2.4 Monitor and review changes and improvements being made to lead to better outcomes for **individuals** and **others** 2.5 Challenge, and support **others** to challenge, discrimination, harassment and exclusion in ways that are likely to achieve change and promote positive outcomes.

Additional Information

Closed cultures: a closed culture is a poor culture in a health or care service that increases the risk of harm. This includes abuse and human rights breaches. The development of closed cultures can be deliberate or unintentional either way it can cause unacceptable harm to a person and their loved ones. Learners should consider how such cultures may overlook the full range of communication, cognitive, or sensory needs associated with neurodiversity and how such cultures may not always reflect the full diversity of communication, cognitive, or sensory profiles.

Individuals: People accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: in this context, others may include:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community ▪
- volunteers.

Culture: when considering the culture, learners should consider how they lead this for individuals accessing services and for the workforce.

Promotes: can include but is not limited to: how the workforce facilitates, advocates and challenges.

Individual needs: in this context, individual needs may include, but not

Copyright © 2026
Innovate Awarding Ltd

inclusive of:

- physical
- emotional
- cognitive
- cultural.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Details of the relationship of the unit and relevant national occupational standards

This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Health and safety in adult care**
Unit Number	**L/651/9552**
Level	**5**
Credit Value	**4**
GLH	**23**

Unit Aim

This unit helps learners to understand the legislation and frameworks regarding health and safety which are required to manage a care establishment. It looks at risk management and the importance of allowing service-users to take risks in their everyday life. Learners will also need to understand the importance of wellbeing and their own role in promoting this for others.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand health and safety requirements in adult social care	1.1 Describe the **legislative framework** for health and safety in adult care settings 1.2 Analyse **key sources of information and guidance** for health and safety in the workplace.
2. Lead the implementation of health and safety requirements in adult social care	2.1 Interpret **legislation and guidance** and apply to organisational health and safety policies and working practices 2.2 Support **others** to comply with relevant organisational health and safety practices, policies, procedures to help keep them safe 2.3 Monitor compliance with safe working, practices and provide appropriate intervention where procedures are not adhered to 2.4 Evaluate working practices and make improvements to health and safety practices, policies and procedures 2.5 Complete records and reports on health and safety and issues according to legislative and organisational requirements.
3. Understand effective risk management	3.1 Describe the range of risk management requirements in adult care 3.2 Explain own responsibilities to identify, assess and manage risk 3.3 Evaluate range of mechanisms and tools available to inform and carry out risk management activities.

Copyright © 2026
Innovate Awarding Ltd

4. Lead the implementation of policies, procedures and practices to effectively manage risk	4.1 Contribute to the development of policies, procedures and practices to identify, assess and manage risk 4.2 Work with **others** to identify, assess and manage risks and issues 4.3 Support team members to understand risk management and adhere to guidance which promotes safe practices.

Additional Information

Legislative framework: this should include the range of health and safety legislation and specific regulations applicable to the environment and care service being provided.

Key sources of information and guidance: should include the role of government agencies and advisory bodies e.g. Health and Safety Executive, UK Health Security Agency, may also include other internal and external support mechanisms.

Legislation and guidance: this may include local guidance, changing and updated guidance and specific information available to support legislation and regulations e.g. The Code of Practice for the Control and Prevention of infections and related guidance.

Others: in this context, others might include, but are not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- team members
- professionals from other services
- visitors to the work setting
- volunteers.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Copyright © 2026
Innovate Awarding Ltd

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment. Learning Outcomes 2 and 4 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person. It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.
Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Continuous Development**
Unit Number	**M/651/9553**
Level	**5**
Credit Value	**4**
GLH	**33**

Unit Aim

The purpose of this unit is for the learner to explore their professional development, holistically thinking about things that may influence or affect development.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Demonstrate commitment to own development	1.1 Evaluate own knowledge and performance using **standards** and **benchmarks** 1.2 Identify and prioritise own professional development needs and aspirations and implement plans to meet these 1.3 Create and engage with opportunities for **others** to provide feedback on own performance across all aspects of role 1.4 Identify a **range of opportunities** to support own professional development that reflects own learning style and needs 1.5 Evaluate how own practice has been improved through: • the implementation of the professional development plan • reflection on feedback from others • learning from achievements and **adverse events.**
2. Demonstrate commitment to self-awareness	2.1 Use feedback and reflective practice to increase own self-awareness 2.2 Analyse how own values, belief systems and experiences impact own practices 2.3 Analyse how own emotions affect behaviour and the impact this has on others.
3. Manage own workload effectively	3.1 Use strategies and tools to plan and identify priorities for work and revise plans when priorities change 3.2 Use digital technology to enhance own and others' efficiency 3.3 Facilitate the development of others to enable effective delegation

Copyright © 2026
Innovate Awarding Ltd

	3.4 Consider impact on own wellbeing when planning and responding to organisation priorities 3.5 Plan strategies and support mechanisms to access when workload is difficult to manage.

Additional Information

Standards: may include codes of practice, regulations, minimum standards, national occupational standards.

Benchmarks: may include but not limited to:

- regulatory standards
- organisation benchmarks
- sector and specialist specific frameworks
- own development plan.

Others: in this context, others might include:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- volunteers.

Range of opportunities: may include:

- formal or informal support
- supervision, appraisal, mentoring, peer support
- opportunities within and outside the organisation
- different types of learning and ways to achieve
- self-led and directed learning opportunities.

Adverse events: an incident or disruption with associated risks which could lead to unexpected, unintended and preventable harm to others.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

Copyright © 2026
Innovate Awarding Ltd

Learning Outcomes 1,2, and 3 are primarily skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person. It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.
Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Mange personal wellbeing**
Unit Number	**L/650/1433**
Level	**3**
Credit Value	**3**
GLH	**20**

Unit Aim

This unit provides the learner with the knowledge and understanding required to promote their own wellbeing, including the ability to monitor and manage their own stress and anxiety.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand own wellbeing	1.1 Explain what is meant by 'personal wellbeing', 'self-care' and 'resilience' 1.2 Describe **factors** that positively and negatively influence own wellbeing 1.3 Describe **indicators** of own wellbeing and wellbeing deterioration.
2. Understand the importance of maintaining and improving own wellbeing	2.1 Analyse how own wellbeing impacts role and behaviour 2.2 Evaluate how own wellbeing impacts **others.**
3. Know how to prevent, maintain and improve own wellbeing	3.1 Identify prevention and monitoring **strategies** which can be used to support positive outcomes in own wellbeing 3.2 Identify a range of wellbeing **support offers** available and how to access them 3.3 Describe how to access professional help if needed.
4. Know how to manage own stress and anxiety	4.1 Explain what is meant by '**stress'** and 'anxiety' 4.2 Describe indicators of stress and anxiety in oneself 4.3 Identify **factors** that can trigger stress and anxiety in oneself 4.4 Describe how stress and anxiety may affect own reactions and behaviours towards others 4.5 Identify **strategie**s for managing own stress and anxiety 4.6 Explain how to access a range of **support offers**
Additional Information	

Copyright © 2026
Innovate Awarding Ltd

Own wellbeing: in this context, wellbeing refers to that of the learner. Wellbeing is a broad concept referring to a person's quality of life considering health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.

Factors: these should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace.

Indicators: these should be specific to the learner.

Others: may include team members, other colleagues, individuals accessing care and support services, families, carers and other professionals. Learners may also wish to consider their personal relationships.

Strategies: learners should develop personal strategies that support their own wellbeing and help prevent issues before they arise. In addition, learners should have strategies for recognising early indicators of deterioration. A proactive preventative approach is key to sustaining wellbeing in demanding job roles.

Stress: is a natural response to pressure or challenging situations and can have positive as well as negative effects on a person. In this context, we refer to the negative impacts of stress.

Support offers: the range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to. For example:

- internal: supervision, employee assistance scheme, mentor or buddying systems
- external: self-help tools, apps and websites, local groups and networks

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge-based unit.

Copyright © 2026
Innovate Awarding Ltd

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.
Details of the relationship of the unit and relevant national occupational standards
This unit meets the specification published by Skills for Care in August 2025

Copyright © 2026
Innovate Awarding Ltd

Optional Units

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Undertake a research project within services for health and social care**
Unit Number	**K/650/1171**
Level	**5**
Credit Value	**10**
GLH	**34**

Unit Aim

The purpose of this unit is to assess the learner's knowledge and understanding in the skills required to undertake a research project within services for health and social care or children and young people.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Be able to justify a topic for research within services for health and social care	1.1 Identify a title for your research project 1.2 Develop the **aims and objectives** of your research project 1.3 Explain **ethical considerations** that apply to the area of your research project 1.4 Complete a literature review of your chosen area of research
2. Demonstrate commitment to self-awareness	2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research
3. Conduct a research project within services for health and social care	3.1 Identify sources of support whilst conducting your research project 3.2 Formulate a detailed plan for your research project 3.3 Select research methods for your project 3.4 Develop research questions to be used within your project 3.5 Conduct the research using identified research methods 3.6 Record and collate your data
4. Be able to analyse your research findings	4.1 Use data analysis methods to analyse the data you have gathered 4.2 Draw conclusions from your findings

Copyright © 2026
Innovate Awarding Ltd

	4.3 Reflect how your own research findings substantiate your initial literature review 4.4 Make recommendations related to your own area of research 4.5 Identify potential uses for your research findings within your practice

Additional Information
Aims and objectives - the reasons, understanding and methods for conducting your research project. **Ethical considerations** - confidentiality, sensitivity of data, seeking agreements with participants.
Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
CCLD 420 Undertake a research project

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Develop and evaluate operational plans for own area of responsibility**
Unit Number	**Y/650/1239**
Level	**5**
Credit Value	**2**
GLH	**5**

Unit Aim

The aim of this unit is to enable learners to develop and evaluate operational plans within their area of responsibility. It will involve the alignment of their areas of responsibility with those of the organisation, the implementation, monitoring and evaluation of operational plans.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Align the objectives of own area of responsibility with those of the organisation	1.1 Identify operational objectives within own area of responsibility 1.2 Analyse objectives of own area of responsibility in relation to those of the organisation
2. Implement operational plans in own area of responsibility	2.1 Assess risks associated with operational plans 2.2 Identify contingency arrangements for identified risks 2.3 Identify support from relevant stakeholders 2.4 Implement operational plan within own area of responsibility
3. Monitor and evaluate operational plans in own area of responsibility	3.1 Identify the range of risk management requirements in adult care 3.2 Describe own responsibilities to identify, assess and manage risk 3.3 Identify the range of mechanisms and tools available to inform and carry out risk management activities.
Additional Information	
N/A	
Assessment requirements specified by a sector or regulatory body (if appropriate)	

Copyright © 2026
Innovate Awarding Ltd

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.
Details of the relationship of the unit and relevant national occupational standards
SCDLMCE5 Develop operational plans and manage resources to meet current and future demands on the provision of care services

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Recruitment and selection within adult care services**
Unit Number	**R/616/9310**
Level	**4**
Credit Value	**1**
GLH	**6**

Unit Aim

This unit assesses the learner's knowledge, understanding and skills required to recruit and select in adult care services. The unit includes evaluating the organisation's recruitment process, identifying any necessary changes to be made.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the recruitment and selection processes in adult care services	1.1 Explain the impact on selection and recruitment processes, in own setting, of: • legislative requirements • regulatory requirements • professional codes • agreed ways of working 1.2. Explain when it is necessary to seek specialist expertise in relation to recruitment and selection 1.3. Analyse how serious case reviews and inquiries have contributed to the establishment of safeguarding policies
2. Contribute to the recruitment process in adult care services	2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research
3. Participate in the selection process in adult care services	3.1 Use agreed methods to assess candidates 3.2 Use agreed criteria to select candidates 3.3 Communicate the outcome of the selection process
4. Review the recruitment and selection processes in adult care services	4.1 Evaluate the recruitment and selection methods and criteria used in own setting 4.2 Recommend changes for improvement to recruitment and selection processes in own setting
Additional Information	

Copyright © 2026
Innovate Awarding Ltd

Others may include: • human resource personnel • workers/practitioners • carers • significant others **Individuals** is someone accessing care or support.
Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
INSML020 - Recruit, induct and retain employees into their roles

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Manage induction in adult care services**
Unit Number	**R/616/9372**
Level	**5**
Credit Value	**2**
GLH	**11**

Unit Aim

This unit assesses the learner's knowledge, understanding and skills necessary when managing induction in adult care services. The evaluation and improvement of the induction process used in the setting is also covered.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the purpose of induction for adult care services	1.1 Explain why induction is important for: • **practitioners** • **individuals** • organisations 1.2 Describe the information and support materials that are available to promote effective induction 1.3 Explain the links between: • induction processes • qualifications • progression routes in the sector 1.4 Explain the role of the induction process in supporting others to understand the work settings: • values • principles • agreed ways of working 1.5 Analyse the role of induction in safeguarding individuals and **others** within a work setting 1.6 Explain the factors that influence induction processes for practitioners
2. Implement operational plans in own area of responsibility	2.1 Develop an induction programme in agreement with others 2.2 Manage the induction process for practitioners
3. Support the implementation of induction processes in adult care services	3.1 Identify methods that can be used to support the induction process for practitioners 3.2 Support others involved in the induction of practitioners 3.3 Obtain feedback from others on practitioner's achievement of induction requirements 3.4 Support practitioners to reflect on their learning and achievement of induction requirements 3.5 Provide feedback to practitioners on

Copyright © 2026
Innovate Awarding Ltd

	achievement of induction requirements 3.6 Support personal development planning for a practitioner on completion of induction
4. Evaluate the induction process in adult care services	4.1 Explain the importance of continuous organisational improvement in the provision of induction 4.2 Obtain feedback on the induction process from: •practitioners •others in the work setting 4.3 Use feedback to identify areas for improvement within the induction process
5. Implement improvements to the induction process in adult care services	5.1 Work with others to identify improvements within the induction process 5.2 Work with others to implement changes required to address areas for improvement within the induction process

Additional Information

Practitioners could include:

- new recruits
- existing employees who have taken on additional responsibilities
- existing employees who have taken on a new role
- temporary or agency workers
- workers transferring from another setting
- students on placement
- volunteers

Individuals are those accessing care or services

Others may include:

- workers/practitioners
- carers
- significant others
- individuals who access services
- line managers
- other professionals

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

INSML020 - Recruit, induct and retain employees into their roles

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Lead interactive training**
Unit Number	**M/650/1182**
Level	**5**
Credit Value	**4**
GLH	**31**

Unit Aim

This unit is aimed at learners whose role includes managing or training others to deliver direct support and assistance to individuals

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the theoretical background to person centred interactive training	1.1 Explain the process of **person-centred interactive training** 1.2 Evaluate the key factors that make training effective in improving others performance and the service outcomes 1.3 Explain how the **three-stage training model** can be used in interactive training 1.4 Summarise the theory of positive interaction
2. Be able to plan person-centred interactive training sessions to enhance whole team performance	2.1 Involve others in developing the training plan, to ensure the needs of individuals are met 2.2 Develop a timetable of scheduled training sessions for others working directly with individuals 2.3 Explain to **others** the preparation required prior to person-centred interactive training
3. Be able to lead person-centred interactive training sessions in situ	3.1 Determine aims and objectives of person-centred interactive training sessions with others to be trained 3.2 Assess the performance of others through direct observation using a structured format
4. Be able to provide support to improve the performance of others	4.1 Give constructive feedback to others on their performance 4.2 Act as a role-model to demonstrate desired performance to others 4.3 Assess when others have achieved a satisfactory level of performance
Additional Information	
Person-centred interactive training: Looks at a team members practice through delivery and observation, looking at that staff members development and making	

Copyright © 2026
Innovate Awarding Ltd

assessments on the individual staff member and not classroom-based education. **Three-stage training model:** Demonstration of verbal competence, demonstration of competence via role play in a simulated situation, demonstration of competence in the workplace or natural environment. **Others**: Could include managers, supervisors, colleagues, individuals at whom the training is targeted
Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2 and 4.1, 4.2, 4.3 must be assessed using real work activities.
Details of the relationship of the unit and relevant national occupational standards
CCSCCS18 - Peer training and mentoring

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Manage finance within own area of responsibility in adult care services**
Unit Number	**D/616/9312**
Level	**5**
Credit Value	**2**
GLH	**10**

Unit Aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in an adult care service. In addition, the unit explores identifying
budgetary needs and how to evaluate expenditure, adjusting planning as necessary.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand financial management in own work setting	1.1 Explain the importance of effective financial management systems within own work setting 1.2 Analyse sources of funding that are used to construct the budget for own work setting 1.3 Outline the roles, responsibilities and accountability of all those involved in budget management for own work setting 1.4 Analyse the impact of an insufficient budget on service delivery
2. Plan budget requirements for own area of responsibility	2.1 Work with **others** to calculate the financial resources required to meet objectives within own area of responsibility 2.2 Communicate budget requirements within remit of role and responsibility to inform overall budget build 2.3 Work with others to prioritise budget allocation in own area of responsibility
3. Be able to manage a budget	3.1 Explain the financial management systems that are available to monitor the budget for own area of responsibility 3.2 Agree roles and responsibilities of others in recording financial expenditure 3.3 Calculate planned expenditure over the **financial period**

Copyright © 2026
Innovate Awarding Ltd

	3.4 Monitor actual spend against planned expenditure 3.5 Analyse variances between planned and actual expenditure 3.6 Implement corrective action to address any variances 3.7 Make revisions to the budget to take account of variances and **new developments**
4. Be able to evaluate financial expenditure within own area of responsibility	4.1 Review actual expenditure against planned expenditure within financial period 4.2 Report findings from budget reviews 4.3 Make recommendations for adjustments for budget planning and management

Additional Information

Others may include:

- individuals and those important to them
- team members
- trustees, owners or other senior decision-makers
- regulators or commissioners

Financial period may include:

- monthly
- quarterly
- half year
- full year

New developments may include:

- change to service provision
- external economic factors
- government initiatives
- human resource requirements

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

INSML036 - Manage financial resources

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Facilitate the development of effective group practice in health and social care settings**
Unit Number	**F/650/1240**
Level	**5**
Credit Value	**6**
GLH	**5**

Unit Aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand how groups develop and function in health and social care settings	1.1 Analyse the impact of **theories and models** on group work practice 1.2 Explain how to form and maintain an effective group 1.3 Explain how different facilitation styles may influence: • group dynamics • lifecycle of the group • group outcomes • development of roles within the group 1.4 Explain the importance of a clear purpose and agreed outcomes for the group 1.5 Analyse the value of participant engagement in achieving group outcomes
2. Create a climate that facilitates effective groups in health and social care settings	2.1 Prepare an environment that is conducive to the functioning of the group 2.2 Work with the group to negotiate and agree: • behaviours • tasks • outcomes • ways of working
3. Facilitate a group in health and social care settings	3.1 Use appropriate methods to meet different learning styles within the group 3.2 Provide a group experience where participants are learning and engaged 3.3 Intervene effectively in a group session to improve the learning process

Copyright © 2026
Innovate Awarding Ltd

4. Enhance learning in health and social care settings	4.1 Ensure practice is inclusive when facilitating groups 4.2 Support consensus and manage conflict within a group 4.3 Manage diverse group behaviours
5. Monitor and review the work of a group in health and social care settings	5.1 Work with the group to agree monitoring and review processes 5.2 Implement systems and processes to monitor and review the progress of the group 5.3 Assess the effectiveness of the group in relation to identified outcomes 5.4 Analyse strengths and weaknesses in own practice of facilitating the group 5.5 Explain how to challenge discriminatory behaviour 5.6 Explain when to refer issues and areas of concern

Additional Information

Theories and Models: Tuckman, Rogers, Nudge, Belbin, Leadership Styles

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

AG27 Facilitating learning in groups"

HSC429 Work with groups to promote individual growth, development and independence

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Facilitate change in health and social care settings**
Unit Number	**T/616/9297**
Level	**5**
Credit Value	**2**
GLH	**8**

Unit Aim

The purpose of this unit is to assess knowledge, understanding and skills required to facilitate organisational change in a health and social care setting.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the principles of change management in health and social care settings	1.1 Analyse **factors** that drive change 1.2 Evaluate underpinning **theories** and tools supporting change management 1.3 Explain the importance of effective change management on service provision 1.4 Analyse **challenges** that occur during the process of change
2. Facilitate a shared understanding of the need to change in health and social care settings	2.1 Promote the benefits of **change** to **others** 2.2 Enable others to express views about proposed changes 2.3 Support others to recognise the reasons for change
3. Develop a change management plan	3.1 Analyse the impact of a proposed change to the service provision 3.2 Produce a change management plan that takes account of the identified **impact** 3.3 Establish criteria that can be used to evaluate the plan 3.4 Secure approval required for the **change management plan**
4. Gain support for a proposed change in the health and social care setting	4.1 Identify others who can promote the vision for change 4.2 Use strategies that challenge resistance to change 4.3 Implement a **communication strategy** to support others to understand a proposed change
5. Implement the approved change management plan	5.1 Identify roles and responsibilities for implementing the change management plan

Copyright © 2026
Innovate Awarding Ltd

	5.2 Support others to implement their agreed roles in the change management plan 5.3 Adapt the change management plan to address any issues that arise 5.4 Determine strategies for ensuring that the quality of service for individuals is maintained during the change
6. Evaluate the change management process	6.1 Implement systems to monitor the effectiveness of the change management plan 6.2 Work with others to review the change management plan against the identified criteria 6.3 Evaluate outcomes of the change

Additional Information

Factors: can be internal or external.
Theories: can include Nudge, John K Potter.
Challenges: can include anxiety, stress, resistance, fear, resources, competence.
Impact: can include risks, costs, benefits.
Change Management Plan: may include a workforce development plan, a resources plan, a support plan for individuals and others affected by the change, a communication plan, a contingency plan.
Others: can include individuals, practitioners, significant others, advocates, colleagues, other professionals, stakeholders.
Communication strategy: can include the incorporation of using a range of methods, adjusting the pace of information sharing, repeating key messages, clarifying and summarising, updating information as needed.
Change: may include sustainability, closure, growth, development, improvement, merger.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

SCDLMCA2 Lead and manage change within care services

Copyright © 2026
Innovate Awarding Ltd

Unit Title **Facilitate coaching and mentoring of practitioners in health and social care settings**
Unit Number **T/616/9297**
Level **5**
Credit Value **6**
GLH **41**

Unit Aim

The aim of this unit is to develop the learner's knowledge and understanding of coaching and mentoring in the workplace; also, to develop their skills when devising, implementing and reviewing plans for coaching and mentoring.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the benefits of coaching and mentoring practitioners in health and social care settings	1.1 Analyse the differences between **coaching** and **mentoring** 1.2 Explain circumstances when the appropriate method of supporting learning at work would be: • coaching • mentoring 1.3 Explain how coaching and mentoring complement other methods of supporting learning 1.4 Analyse how coaching and mentoring at work can promote the business objectives of the work setting 1.5 Evaluate the management implications of supporting coaching and mentoring in the work setting 1.6 Explain how coaching and mentoring in the work setting can contribute to a learning culture 1.7 Explain the importance of meeting the learning needs of coaches and mentors
2. Be able to promote coaching and mentoring of practitioners in health and social care settings	2.1 Promote the benefits of coaching and mentoring in the work setting 2.2 Identify learning needs where it would be appropriate to use: • coaching

Copyright © 2026
Innovate Awarding Ltd

	• mentoring • Support practitioners to identify learning needs where it would be appropriate to use mentoring 2.3 Explain the different types of information, advice and guidance that can support learning in the work setting 2.4 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting
3. Identify the coaching and mentoring needs of practitioners in health and social care settings	3.1 Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting 3.2 Plan coaching and mentoring activities
4. Be able to implement coaching and mentoring activities in health and social care settings	4.1 Support the implementation of coaching and mentoring activities 4.2 Select the most appropriate person to act as coach or mentor 4.3 Analyse the support needs of those who are working with peers as coaches or mentors 4.4 Provide in a work setting according to the agreed plan: • coaching • mentoring
5. Be able to review the outcomes of coaching and mentoring in health and social care settings	5.1 Review how the use of coaching and mentoring in the work setting has supported business objectives 5.2 Evaluate the impact of coaching and mentoring on practice 5.3 Develop plans to support the future development of coaching and mentoring in the work setting
Additional Information	
Coaching: Coaching is support given by an expert in the area. It is structured and planned. **Mentoring:** Is usually carried out on a 1-2-1 basis and gives the person to turn to and who will support them to learn how to carry out tasks in the field. Mentoring can be carried out by a more experiences member of the team.	

Copyright © 2026
Innovate Awarding Ltd

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4 and 5.3 evidence must come from real work activities.
Details of the relationship of the unit and relevant national occupational standards
CCSCCS18 - Peer training and mentoring

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Assess the individual in a health and social care setting**
Unit Number	**A/650/1177**
Level	**5**
Credit Value	**5**
GLH	**33**

Unit Aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required for developing, reviewing and implementing different forms of assessment with the individual and including partnership working.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand current legislative and policy frameworks for statutory assessment	1.1 Analyse how the legislative and policy frameworks for statutory assessment are applied in own work setting
2. Be able to lead and contribute to assessments	2.1 Initiate early assessment of the individual 2.2 Support the active participation of the individual in shaping the assessment process 2.3 Undertake assessments within the boundaries of own role 2.4 Make recommendations to support referral processes
3. Be able to manage the outcomes of assessments	3.1 Develop a care or support plan in collaboration with the individual that meets their needs 3.2 Implement interventions that contribute to positive outcomes for the individual 3.3 Ensure interventions and outcomes are recorded in the care or support plan
4. Be able to promote others' understanding of the role of assessment	4.1 Develop **others**' understanding of a range of assessment tools and their functions 4.2 Develop others' understanding of the positive and/or negative impact that assessment may have on an individual and their families 4.3 Develop others' understanding of their contribution to the assessment process
5. Review and evaluate the effectiveness of assessment	5.1 Review the assessment process based on feedback from the individual and/or others 5.2 Evaluate the outcomes of assessment based on feedback from the individual

Copyright © 2026
Innovate Awarding Ltd

	and/or others 5.3 Develop an action plan to address the findings

Additional Information

Others could include:

- other professionals
- carers / family members
- advocates
- colleagues

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 must be assessed in the work setting.
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

Sensory services 1, 2, 3, 4, 6, 11

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Understand advance care planning**
Unit Number	**D/650/1169**
Level	**4**
Credit Value	**4**
GLH	**25**

Unit Aim

The purpose of this unit is to assess the learner's knowledge and understanding of advance care planning.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the principles of advance care planning	1.1 Compare the differences of a **Care/Support Plan** with an **Advance Care Plan** 1.2 Explain the purpose of advance care planning 1.3 Identify the national, local and organisational agreed ways of working for advanced care planning 1.4 Explain the **legal position of an Advance Care Plan** 1.5 Explain what is involved in an '**Advance Decision to Refuse Treatment'** 1.6 Explain what is meant by a **'Do Not Attempt Cardiopulmonary Resuscitation' (DNACPR) order**
2. Understand the process of advance care planning	2.1 Explain when advance care planning may be introduced 2.2 Outline who might be involved in the advance care planning process 2.3 Describe the type of information an individual may need to enable them to make informed decisions 2.4 Explain how to use legislation to support decision-making about the capacity of an **individual** to take part in advance care planning 2.5 Explain how the individual's capacity to discuss advance care planning may influence their role in the process 2.6 Explain the meaning of **informed consent** 2.7 Explain own role in the advance care planning process 2.8 Identify how an Advance Care Plan can change over time 2.9 Outline the principles of record keeping in

Copyright © 2026
Innovate Awarding Ltd

	advance care planning 2.10 Describe circumstances when you can share details of the Advance Care Plan
3. Understand the person-centred approach to advance care planning	3.1 Describe the factors that an individual might consider when planning their Advance Care Plan 3.2 Explain the importance of respecting the values and beliefs that impact on the choices of the individual 3.3 Explain how the needs of **others** may need to be taken into account when planning advance care 3.4 Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning 3.5 Explain how an individual's care/ support plan may be affected by an Advance Care Plan

Additional Information

Care/Support Plan: A Care Plan looks at an individual's needs and preferences in their day to day lives and how their health is managed.
Advance Care Plan: An Advance Care Plan also includes things such as their end of life care including things like funeral arrangements, and their choices about treatment including resuscitation. It also looks at arrangements if they are deemed to no longer have capacity under the Mental Health Act.
Legal position of an Advance Care Plan: An Advanced Care Plan is for the people supporting the individual to try and ensure that their wishes are met. They are not legal bound to follow the plan.
Advance Decision to Refuse Treatment and 'Do Not Attempt Cardiopulmonary Resuscitation' (DNACPR) order: Although an Advance Decision to Refuse Treatment is legally binding as long as the individual has capacity to make that decision and is over 18 years old, a Do Not Attempt Cardiopulmonary Resuscitation order is not legally binding even though it is issued and signed by a Doctor.
Individual: is the person receiving support or care in the work setting.
Informed consent: is when the individual is given all the information to be able to make a choice based on both sides of the argument and with all information relevant to the choice to be made.
Others: Can also include the individual's partner, family, care worker, neighbours.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Copyright © 2026
Innovate Awarding Ltd

Details of the relationship of the unit and relevant national occupational standards
N/A

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Dementia: syndromes, diagnosis, approaches and impact**
Unit Number	**R/651/9554**
Level	**4**
Credit Value	**3**
GLH	**20**

Unit Aim

This unit develops understanding of dementia and its effects on individuals and care practice. Learners will examine diagnosis, progression, and lived experience to support effective person-centred practice.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand **dementia syndromes** and progression	1.1 Describe common dementia syndromes and their key neurological features. 1.2 Examine how memory impairment affects cognition, behaviour, and daily living. 1.3 Describe factors that contribute to progression and **fluctuation in abilities** over time.
2. Understand the impact of diagnosis	2.1 Examine **diagnostic pathways** and sources of post-diagnostic support. 2.2 Explain the role of **observation, recording, and reporting** within agreed ways of working. 2.3 Assess the impact of diagnosis on individuals and their families or carers.
3. Understand person-centred approaches to dementia care	3.1 Explain key principles of **person-centred** practice in relation to dementia care. 3.2 Explain approaches used to respond to changing and complex needs. 3.3 Explore the impact of attitudes and stigma on individuals with dementia.
Additional Information (normally shown by Learning Outcome)	
Dementia syndromes may include Alzheimer's disease, vascular dementia, Lewy body dementia, and frontotemporal dementia, with reference to typical patterns rather than detailed clinical diagnosis. **Fluctuation in abilities** Includes the influence of environment, physical health, medication, stress, fatigue, and sensory impairment on presentation and functioning. **Diagnostic pathways:** Refers to primary care referral, memory services, multidisciplinary assessment, and post-diagnostic support, including signposting to voluntary and community services. **Observation, recording and reporting:** Must reflect agreed ways of working, confidentiality, and accuracy, and be used to inform ongoing care planning and risk management.	

Copyright © 2026
Innovate Awarding Ltd

Person-centred Includes life history work, strengths-based practice, and adapting communication, environments and support strategies in response to changing needs.
Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with the Skills for Care Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards
SFHDEM1 Contribute to awareness of dementia **SFHDEM2** Support individuals with dementia to live well **SFHDEM3** Support individuals with dementia to communicate **SFHDEM4** Support the wellbeing of individuals with dementia

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Physical disability: inclusion and risk**
Unit Number	**T/651/9555**
Level	**5**
Credit Value	**4**
GLH	**22**

Unit Aim

This unit enables learners to evaluate physical disability through theoretical, legislative, and organisational perspectives. Learners will assess inclusion, independence, and positive risk-taking to inform decision-making in complex practice situations.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand physical disability and identity	1.1 Evaluate **models of disability** and their influence on identity, rights, and practice." 1.2 Assess the contribution of person-centred assessment to autonomy and wellbeing.
2. Understand the impact of physical disability	2.1 Assess types, causes, and **progression** of physical disability 2.2 Evaluate psychological and social impacts across the lifespan
3. Understand legislation and positive risk	3.1 Review the effectiveness and limitations of disability **legislation** 3.2 Assess **positive risk-taking** within legal, ethical, and duty of care frameworks.
4. Understand inclusion	4.1 Examine environmental, organisational, and attitudinal **barriers** to inclusion 4.2 Assess approaches used to promote **inclusion** and independence
Additional Information (normally shown by Learning Outcome)	
Models of disability medical, social, and biopsychosocial models **Progression** may include consideration of changing needs, cumulative impact, and transitions between services. **Barriers** may include physical environment, organisational practices, communication barriers, and attitudes that limit participation**.** **Legislation** may include the Equality Act 2010, Care Act 2014, Social Services and Well-being (Wales) Act 2014, Mental Capacity Act 2005, Health and Safety at Work etc. Act 1974, and relevant safeguarding legislation **Positive risk-taking:** Refers to structured decision-making that balances empowerment, safety, and legal responsibilities in complex situations.	

Copyright © 2026
Innovate Awarding Ltd

Inclusion may include reasonable adjustments, assistive technology, environmental adaptation, and collaborative working with individuals and families
Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with the Skills for Care Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards
SFHGEN1 Promote communication in health, social care or children's and young people's settings **SFHGEN2** Promote the health, safety and wellbeing of individuals **SFHGEN3** Promote equality, diversity and inclusion **SFHGEN5** Contribute to positive risk-taking to achieve wellbeing outcomes

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Explore models of disability**
Unit Number	**F/650/1179**
Level	**5**
Credit Value	**4**
GLH	**27**

Unit Aim

The aim of this unit is to provide the knowledge and skills required to understand models of disability and to develop the knowledge and skills of others in the workplace.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the complexities of models of disability	1.1 Explain different **theoretical models** of disability 1.2 Analyse how individuals experience each of the different theoretical models of disability 1.3 Analyse how different theoretical models of disability shape organisational structures and outcomes
2. Be able to review how models of disability underpin organisational practice	2.1 Analyse how agreed ways of working can promote particular models of disability 2.2 Make recommendations for agreed ways of working that actively promote empowerment and participation 2.3 Implement agreed actions in the context of own role
3. Develop others' awareness of models of disability	3.1 Develop activities that increase others' understanding of: • models of disability • how they are experienced by individuals • how they shape organisational structure and agreed ways of working 3.2 Implement planned activities 3.3 Review the outcomes of planned activities
Additional Information	
Theoretical models could include medical, social, economic, tragedy/charity.	

Copyright © 2026
Innovate Awarding Ltd

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.2, 2.3 and 3.1, 3.2, 3.3 must come from real work activities.
Details of the relationship of the unit and relevant national occupational standards
N/A

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Promote awareness of sensory loss**
Unit Number	**T/650/1166**
Level	**4**
Credit Value	**3**
GLH	**18**

Unit Aim

The aim of the unit is to enable the learner to understand what sensory loss may entail for individuals and how to raise awareness to enable others to understand the impact of sensory loss.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand how to raise awareness of sensory loss	1.1 Identify methods for raising awareness of **sensory loss** 1.2 Explain how different agencies can provide opportunities to raise awareness of sensory loss
2. Raise awareness of sensory loss	2.1 Select and agree actions with the individual and/or others to promote awareness of sensory loss 2.2 Support **others** to carry out the agreed actions
3. Review action to promote awareness of sensory loss	3.1 Review the outcomes of awareness raising in relation to: • individuals with sensory loss • own work • partnership work 3.2 Review the effectiveness of agreed ways of working in relation to raising awareness of sensory loss 3.3 Provide feedback on the effectiveness of an awareness raising activity
Additional Information	
Sensory loss includes: • Hearing loss • Sight loss But can also include: • Loss of smell • Loss of touch • Loss of taste • Lack of spatial awareness **Others** could include: • other professionals	

Copyright © 2026
Innovate Awarding Ltd

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 2.1, 2.2, 3.3 must be assessed in the work setting. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
SCDHSC0414 Assess individual preferences and needs **SCDHSC0431** Lead practice to promote the well-being and protection of individuals **SCDHSC0434** Lead practice in providing information, advice and guidance **SCDHSC0429** Work in partnership with families, carers and others **SCDLMCA1** Manage and develop yourself and your workforce within care services **SCDHSC0035** Promote the safeguarding of individuals **SCDHSC0024** Support the safeguarding of individuals

Copyright © 2026
Innovate Awarding Ltd

Unit Title **Support individuals with sensory loss with communication**
Unit Number **Y/650/1167**
Level **4**
Credit Value **3**
GLH **23**

Unit Aim

This unit provides the knowledge and skills needed to discriminate between language and communication and to support the use of a range of communication methods.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand language development	1.1 Explain the difference between language and communication 1.2 Analyse the relationship between culture and language 1.3 Explain how an understanding of language and communication informs practice
2. Understand factors that affect the language and communication of an individual with sensory loss	2.1 Compare and contrast the impact of **congenital and acquired sensory loss** on: • communication • language 2.2 Explain the potential impacts of a deteriorating condition on an individual's communication
3. Understand the complexities of specialist communication systems	3.1 Identify when specialist communication systems may be used 3.2 Evaluate the strengths and weakness of specialist communication systems
4. Support the individual with communication	4.1 Evaluate the suitability of a range of communication methods to meet the needs of the individual 4.2 Demonstrate a range of suitable communication methods to the individual and/or others 4.3 Adapt communication methods according to need and context
5. Support others to make use of specialist communication	5.1 Advise others about specialist communication 5.2 Support **others** to make use of specialist communication with the individual
Additional Information	

Copyright © 2026
Innovate Awarding Ltd

Congenital and acquired sensory loss: Congenital is when someone is born with their sensory loss whereas an acquired sensory loss is where it has developed over time or as a result of an injury or illness. **Others** could include: • other professionals • carers/family members • advocates • colleagues
Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 4.2, 4.3, 5.1, 5.2 must be assessed in the work setting. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
Sensory Services 4, 5, 6, 7, 8, 9, 11

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Understand the impact of acquired brain injury on individuals**
Unit Number	**A/650/1168**
Level	**4**
Credit Value	**4**
GLH	**27**

Unit Aim

The aim of the unit is to acquire knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand Acquired Brain Injury	1.1 Define Acquired Brain Injury 1.2 Describe possible causes of Acquired Brain Injury 1.3 Explain the difference between a **Traumatic Brain Injury and other forms of Acquired Brain Injury** 1.4 Describe brain injuries that are; • mild • moderate • severe
2. Understand the impact on individuals of Acquired Brain Injury	2.1 Discuss initial effects of Acquired Brain Injury on an **individual** 2.2 Explain the long term effects of Acquired Brain Injury 2.3 Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers
3. Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1 Define **dysphasia** and **dysarthria** 3.2 Explain the effects of dysphasia and dysarthria on communication 3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria 3.4 Evaluate different intervention strategies and assistive tools that support communication
4. Understand the impact that personality changes can have on an individual and those providing support	4.1 Explain the impact of personality changes on the individual 4.2 Explain the impact of **personality changes** on those caring for the individual 4.3 Explain how lack of **self-awareness**/insight may affect the

Copyright © 2026
Innovate Awarding Ltd

	individual 4.4 Describe the skills needed to support the individual and family/**carers** to understand and cope with personality changes
5. Understand the impact of challenging behaviour	5.1 Explain behaviours which are considered challenging 5.2 Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour 5.3 Explain measures that should be taken to manage the risk from challenging behaviour 5.4 Explain the process for reporting and referring challenging behaviour

Additional Information

Traumatic Brain Injury and other forms of Acquired Brain Injury: A traumatic brain injury is caused by an external force such as a car accident, (for example) where as an acquired brain injury happens within such as through a stroke or brain tumour (for example).

Dysphasia and dysarthria: Dysphasia is a language disorder and dysarthria is speech disorder. Both can affect communication. They can cause difficulties with speaking, understanding and expressing.

Individual: The individual is the person requiring support. An advocate may need to act on behalf of an individual.

Personality changes:

- irritability
- disinhibited behaviour
- frustration
- loss of social skills
- lack of self-awareness

Self-Awareness: Is the ability to understand the impact of behaviour on others.

Carers can also include:

- spouse/partner
- child
- parent
- sibling
- friend

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Copyright © 2026
Innovate Awarding Ltd

Details of the relationship of the unit and relevant national occupational standards
SCDHSC0414 Assess individual preferences and needs **SCDHSC0431** Lead practice to promote the well-being and protection of individuals **SCDHSC0430** Lead practice to support families and carers **SCDHSC0434** Lead practice in providing information, advice and guidance **SCDHSC0035** Promote the safeguarding of individuals **SCDHSC0024** Support the safeguarding of individuals **SCDHSC0436** Lead practice to support individuals' positive behaviour **SCDLMCA1** Manage and develop yourself and your workforce within care services

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Support families who are affected by acquired brain injury**
Unit Number	**F/616/9285**
Level	**4**
Credit Value	**4**
GLH	**12**

Unit Aim

This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers including putting them at the centre of the intervention, recognising the emotional impact of acquired brain injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state	1.1 Explain the impact on the family of caring for an **individual** in a minimally responsive or vegetative state 1.2 Describe how **theories of loss** and grief provide a framework for practice 1.3 Describe the long-term adjustments families and friends may need to make
2. Understand the long-term effects of acquired brain injury on family	2.1 Explain the emotional impact of acquired brain injury on families 2.2 Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury 2.3 Describe the socio-economic impact on the family of the long-term effects of acquired brain injury 2.4 Explain the impact on families of personality changes in the individual 2.5 Describe changes that may occur in **relationships** as a result of acquired brain injury
3. Understand legislation that is relevant to carers of an individual effected by acquired brain injury	3.1 Identify legislation and policy specific to carers of an individual affected by acquired brain injury 3.2 Explain the key principles within legislation and policy which are applicable to carers of an individual affected by acquired brain injury 3.3 Outline the obligations on social care organisations as a result of legislation

Copyright © 2026
Innovate Awarding Ltd

4. Assess the support required by families who hold the primary caring role	4.1. Work together with **primary carers** to establish the support they require 4.2. Agree with the primary carer a plan of support 4.3. Identify support which can best be provided by others 4.4. Identify unmet needs and report to significant professionals/agencies where there are unmet needs
5. Be able to work in partnership with other professionals and agencies	5.1. Explain the role of other professionals and agencies working with individuals with acquired brain injury 5.2. Work in partnership with other professionals and agencies to support families 5.3. Evaluate outcomes for families of partnership working

Additional Information

The **individual** is the person with acquired brain injury.

Theories of loss and grief:
- Elizabeth Kübler-Ross
- Warden

Primary carers:
- Spouse/partner
- Child
- Parent
- Sibling
- Friend

Relationships:
- Spouse/partner
- Child
- Parent
- Sibling
- Friend

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

SCDHSC0430 Lead practice to support families and carers

Copyright © 2026
Innovate Awarding Ltd

SCDHSC0431 Lead practice to promote the well-being and protection of individuals
SCDHSC0429 Work in partnership with families, carers and others
SCDHSC0434 Lead practice in providing information, advice and guidance
SCDHSC0414 Assess individual preferences and needs
SCDHSC0035 Promote the safeguarding of individuals
SCDHSC0024 Support the safeguarding of individuals
SCDLMCA1 Manage and develop yourself and your workforce within care services

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Support individuals with multiple conditions or disabilities**
Unit Number	**K/650/1180**
Level	**4**
Credit Value	**3**
GLH	**24**

Unit Aim

This unit aims to provide the knowledge and skills required when working in service provision for individuals with multiple conditions and/or disabilities.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the implications of multiple conditions and/or disabilities for the individual	1.1 Explain the correlation between multiple conditions and/or disabilities and • Gender • Age • Ethnicity • socio-economic status 1.2 Analyse how multiple conditions and/or disabilities can impact on the individual 1.3 Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities
2. Be able to support an individual with multiple conditions and/or disabilities	2.1 Work collaboratively with the individual and/or others to support the individual 2.2 Provide advice and expertise to support the assessment and/or referral of and individual with multiple conditions and/or disabilities 2.3 Use referral processes to secure services for the individual
3. Be able to develop others to support the individual with multiple conditions and/or disabilities	3.1 Advise and inform others about the implications of multiple conditions 3.2 Devise strategies to improve the practice of others • at an individual level • at an organisational level
4. Be able to review service provision in respect of individual with multiple	4.1 Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities

Copyright © 2026
Innovate Awarding Ltd

conditions and/or disabilities	

Additional Information
N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 1.3, 2.1, 2.2, 2.3 and 3.1, 3.2 must come from real work activities.

Details of the relationship of the unit and relevant national occupational standards
SCDHSC0414 Assess individual preferences and needs **SCDHSC0431** Lead practice to promote the well-being and protection of individuals **SCDHSC0434** Lead practice in providing information, advice and guidance **SCDHSC0429** Work in partnership with families, carers and others **SCDLMCA1** Manage and develop yourself and your workforce within care services **SCDHSC0035** Promote the safeguarding of individuals **SCDHSC0024** Support the safeguarding of individuals

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Leading practice in supporting neurodiverse individuals**
Unit Number	**Y/651/9556**
Level	**5**
Credit Value	**4**
GLH	**20**

Unit Aim

This unit aims to develop the knowledge, skills, and leadership capacity to promote inclusive, person-centred, and strengths-based practice in supporting neurodiverse individuals, such as those with Autism, ADHD, Dyslexia, Dyspraxia, and other cognitive variations, within health and social care settings.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand neurodiversity and its implications for practice	1.1 Analyse the concept of **neurodiversity** and its significance for inclusive practice. 1.2 Review historical and current perspectives on neurodevelopmental conditions. 1.3 Evaluate person-centred and strengths-based **approaches** to supporting neurodiverse **individuals.** 1.4 Analyse how societal attitudes, bias, and stigma impact the experiences of neurodiverse individuals. 1.5 Explain the types of sensory, perceptual, and cognitive differences experienced by neurodiverse individuals
2. Understand the legal, policy, and ethical framework underpinning neurodiverse support	2.1 Analyse the impact of **current legislation, policy, and guidance** on the support of neurodiverse individuals. 2.2 Explain the role and influence of advocacy, co-production, and self-advocacy movements within the neurodiverse community.
3. Lead positive and inclusive practice in supporting neurodiverse individuals	3.1 Support others to adapt approaches, interventions, and strategies to meet individual neurocognitive needs. 3.2 Develop and implement practice guidance to ensure consistency, predictability, and accessibility within environments and routines. 3.3 Model and promote inclusive language and attitudes towards neurodiversity. 3.4 Support others to recognise and reduce risks of exploitation, exclusion, or distress.

Copyright © 2026
Innovate Awarding Ltd

4. Lead communication and interaction strategies for neurodiverse individuals	4.1 Analyse the relationship between communication, **behaviour,** and sensory regulation. 4.2 Support others to implement effective, respectful communication approaches, including augmentative and alternative systems. 4.3 Work collaboratively with families, carers, and **professionals** to enhance communication and understanding.
5. Lead strategies to support sensory and environmental needs	5.1 Collaborate within a multi-disciplinary team to design and implement sensory support strategies. 5.2 Support others to create neuro-inclusive environments that minimise sensory overload and enhance regulation and participation.

Additional Information

Neurodiversity is used to encompass a range of neurological variations rather than framing these as medical disorders.

Current legislation, policy, and guidance may include Equality Act 2010, Autism Act 2009, SEND Code of Practice, Children and Families Act 2014 Care Act 2014, Mental Capacity Act 2005, Core Capabilities Framework for Autism and Learning Disability, Oliver McGowan Code of Practice
Approaches: should include multi-agency approaches.
An **individual** is someone requiring care or support.
Vulnerability: covers areas such as being exploited or abused; violating the law
Behaviour: includes non-verbal communication and behaviour that can present challenges.
Professionals: can include speech and language professionals, psychologists, specialist nurses.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 3, 4 and 5 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

Copyright © 2026
Innovate Awarding Ltd

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.
Details of the relationship of the unit and relevant national occupational standards
SCDLMCA1 Lead person-centred practice **SCDHSC0439** Develop and sustain effective working relationships with staff in other agencies **SCDHSC0450** Lead practice that promotes the rights, responsibilities, equality and diversity of individuals **SCDHSC0452** Lead practice in promoting the well-being and resilience of individuals

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Leading trauma informed practice**
Unit Number	**A/651/9557**
Level	**5**
Credit Value	**6**
GLH	**45**

Unit Aim

Trauma-informed practice means recognising the prevalence & impact of trauma; ensuring services do not re-traumatise; promoting safety, choice, collaboration, empowerment, and trust. In adult care settings this unit supports learners to embed trauma-informed principles in their practice, improving outcomes for people who have experienced harm or abuse.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Define trauma and its effects on adults.	1.1 Define trauma 1.2 Describe types of trauma 1.3 Describe the short-term and long-term effects of trauma on adults 1.4 Explain how past trauma may impact current health, relationships, behaviour 1.5 Summarise **research and theories** that have influenced trauma informed practice 1.6 Evaluate how trauma manifests across **different populations.**
2. Recognise signs of trauma and risks of re-traumatisation.	2.1 Identify signs and symptoms of trauma in individuals 2.2 Describe ways that care settings may inadvertently re-traumatise 2.3 Describe examples of adapting care to reduce risk of re-traumatisation 2.4 Assess risk of re-traumatisation in complex cases. 2.5 Propose improvements to reduce risk of re-traumatisation
3. Apply trauma-informed communication and care approaches.	3.1 Use individuals preferred communication methods. 3.2 Give individuals choices, involving them in decisions 3.3 Ensure individuals feel psychologically and physically safe in interactions 3.4 Lead training or peer coaching in trauma-informed practice

Copyright © 2026
Innovate Awarding Ltd

4. Follow legal, ethical and organisational requirements in trauma-related situations.	4.1 Describe relevant **policies and legal and ethical frameworks** 4.2 Apply organisational procedures in responding to disclosures 4.3 Adhere to workplace and legislative confidentiality requirements when sharing information 4.4 Lead review of trauma informed practice within the setting 4.5 Propose changes to trauma informed practice. 4.6 Ensure compliance across multidisciplinary teams.
5. Reflect on personal practice and maintain your resilience when supporting individuals affected by trauma.	5.1 Reflect on own values, attitudes, emotional responses in working with people who have experienced trauma 5.2 Identify sources of **support** 5.3 Develop a personal plan for self-care and resilience
6. Support the resilience of colleagues affected by trauma informed practice	6.1 Evaluate impact on colleagues of supporting individuals affected by trauma 6.2 Facilitate reflective practice sessions. 6.3 Propose strategies to overcome impact on colleagues of supporting individuals affected by trauma

Additional Information

Research and theories may include:

- Attachment Theory:
- Betrayal Trauma Theory
- Cognitive Models of PTSD:
- Dual Representation Theory:
- Polyvagal Theory:
- Social Identity Theory:
- Intergenerational/Historical Trauma Theory: T
- Neurobiology:
- Adverse Childhood Experiences (ACEs):
- Complex PTSD (CPTSD):
- Post-Traumatic Growth (PTG):

Different populations may include:

- Age,
- Gender
- Race/ethnicity

Copyright © 2026
Innovate Awarding Ltd

- Cultural and socioeconomic factors.

Policies and Legal Frameworks may include

- Office for Health Improvement & Disparities (OHID) Working Definition:
- NHS Long Term Plan (2019):
- Public Health England Guidance:
- Devolved Administration Guidance
- Professional Body Guidelines:
- Confidentiality and Data Protection
- Safeguarding:
- Mental Health Act 1983
- Care Act 2014:
- Informed Consent:

Support may include

- Supervision
- Peer support
- Mentorship

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 3 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding

Copyright © 2026
Innovate Awarding Ltd

organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.
Details of the relationship of the unit and relevant national occupational standards
SCDHSC0335 Contribute to the support of individuals who have experienced trauma, harm or abuse Adult Care NOS Level 5: leadership, supervision, organisational culture, and service improvement.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Support individuals at the end of life**
Unit Number	**R/616/9307**
Level	**4**
Credit Value	**3**
GLH	**20**

Unit Aim

This unit provides the learner with the knowledge and skills required to support end of life care, ensuring agreed ways of working and the individual's wishes are adhered to.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the requirements to protect the rights of individuals at the end of life	1.1 Describe the legal requirements and agreed ways of working protecting the rights of individuals in end of life care 1.2 Explain how legislation designed to protect the rights of individuals in end of life care influences own job role
2. Understand factors affecting end of life care	2.1 Describe theories about the emotional and psychological processes that **individuals** and others may experience with the approach of death 2.2 Explain how the beliefs, religion and culture of individuals and **others** influence end of life care 2.3 Explain why **key people** may have a distinctive role in an individual's end of life care 2.4 Explain why support for an individual's health and well-being may not always relate to their terminal condition
3. Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care 3.2 Explain the purpose of advance care planning in relation to end of life care 3.3 Describe own role in supporting and recording decisions about advance care 3.4 Outline ethical and legal issues that may arise in relation to advance care planning

Copyright © 2026
Innovate Awarding Ltd

4. Provide support to individuals and others during end of life care	4.1 Support the individual and others to explore their thoughts and feelings about death and dying 4.2 Adapt the support provided to reflect the individual's and other's changing needs 4.3 Provide support for the individual and others that respects their beliefs, religion and culture 4.4 Provide information to the individual and others about the individual's illness and the support available
5. Understand how to address sensitive issues in relation to end of life care	5.1 Explain the importance of recording significant conversations during end of life care 5.2 Explain factors that influence who should give significant news to an individual or key people 5.3 Describe conflicts and legal or ethical issues that may arise in relation to end of life care 5.4 Analyse ways to address such conflicts
6. Understand the role of organisations and support services in relation to end of life care	6.1 Describe the role of **support organisations and specialist services** that may contribute to end of life care 6.2 Analyse the role of an advocate in relation to end of life care 6.3 Explain how to establish when an advocate may be beneficial 6.4 Explain why support for spiritual needs may be especially important at the end of life 6.5 Describe sources of support to address spiritual needs
7. Access support for the individual or key people from the wider team	7.1 Identify when support would best be offered by **other members of the team** 7.2 Liaise with other members of the team to provide identified support for the individual or key people
8. Support individuals through the process of dying	8.1 Carry out own role in an individual's care 8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways 8.3 Adapt support to reflect the individual's changing needs or responses 8.4 Assess when an individual and key people need to be alone

Copyright © 2026
Innovate Awarding Ltd

9. Take action following the death of individuals	9.1. Explain why it is important to know about an individual's wishes for their after-death care 9.2. Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working 9.3. Describe ways to support key people immediately following an individual's death
10. Manage own feelings in relation to the dying or death of individuals	10.1. Explain how to manage own feelings in relation to an individual's dying or death 10.2. Utilise support systems to deal with own feelings in relation to an individual's dying or death

Additional Information

Individual: The person using the care or support service

Others/key people may include:

- carers, family members and friends
- advocates
- paid workers
- other professionals

Support organisations and specialist services: may include: nursing and care homes, specialist palliative care services, domiciliary, respite and day services, funeral directors.

Other members of the team may include: line manager, religious representatives, specialist nurse, occupational or other therapist, social worker, key people.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

SCDHSC0385 - Support individuals at the end of life

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Principles of leading support for sexuality and sexual health**
Unit Number	**D/651/9558**
Level	**5**
Credit Value	**5**
GLH	**30**

Unit Aim

This unit enables learners to lead the development of organisational policy and practice regarding sexuality and sexual health for individuals with learning disabilities, ensuring a rights-based approach that balances empowerment with safeguarding.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the evolution of human sexuality and rights within marginalised groups	1.1 Evaluate theories of sexual development and their application to **marginalised groups.** 1.2 Analyse how historical and legislative shifts have impacted the sexual rights of individuals with learning disabilities.
2. Lead practice in navigating complex factors influencing sexual expression	2.1 Evaluate the impact of cognitive impairment and mental capacity on consent and sexual decision-making. 2.2 Develop strategies to challenge socio-cultural and religious barriers to sexual expression within a care setting.
3. Lead practice in the provision of sexual health and well-being	3.1 Design **organisational protocols** for integrating sexual health into holistic person-centred planning. 3.2 Establish and manage **partnerships** with specialist local health and social care systems and national sexual health services, and specialist third-sector organisations.

Additional Information (normally shown by Learning Outcome)

Marginalised groups: May include individuals with profound and multiple learning disabilities (PMLD), neurodivergent individuals, or those from specific cultural/religious backgrounds where sexuality is stigmatized.

Organisational Protocols: Should address staff training, environmental factors (privacy in residential settings), and the integration of "Positive Risk Taking" frameworks.

Partnerships: Refers to strategic collaboration with Integrated Care Boards (ICBs), sexual health clinics, and advocacy groups like CHANGE or Respond, regional Partnership Boards and Local Health Boards in Wales

Copyright © 2026
Innovate Awarding Ltd

Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with the Skills for Care Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards
SCDHSC0043: Lead practice that promotes the rights, responsibilities, equality and diversity of individuals. **SCDHSC0447:** Support the protection of individuals. **SCDHSC0524:** Support individuals to access and use services and facilities

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Promote access to healthcare for individuals with learning disabilities**
Unit Number	**H/650/1241**
Level	**5**
Credit Value	**4**
GLH	**24**

Unit Aim

This unit is aimed at providing knowledge and understanding for those who manage staff who support individuals with a learning disability to access healthcare. This knowledge and understanding can be drawn on to ensure that individuals are supported to access the best possible healthcare services.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand issues related to access to health care services for individuals with learning disabilities	1.1 Explain the rights based approach to accessing health care services 1.2 Identify inequalities in relation to access to health care services for individuals with learning disabilities 1.3 Evaluate how different investigations, inquiries and reports have demonstrated the need for improved access to services for individuals with learning disabilities 1.4 Describe the **legislation policy, or guidance** which enables individuals with a learning disability to access health care services 1.5 Analyse how legislation, policy or guidance on capacity and consent should be used for individuals considering and receiving treatment
2. Understand the health care needs that may affect individuals with learning disabilities	2.1 Analyse trends relating to health care needs among individuals with learning disabilities 2.2 Explain systemic approaches that may support better health and health care for individuals with a learning disability 2.3 Analyse the difficulties in diagnosing health conditions in individuals with a learning disability
3. Understand good practice in supporting people with a learning disability to access health care services	3.1 Evaluate the effectiveness of existing communication systems and practices in supporting individuals to meet their health care

Copyright © 2026
Innovate Awarding Ltd

	needs 3.2 Evaluate ways of working in partnership to support individuals to meet their health care needs 3.3 Explain how to promote access to health care through the use of reasonable adjustments 3.4 Analyse the rights of **significant others** to be involved in planning health care services
4. Explain how to support others to develop' implement, monitor and review plans for health care	4.1 Explain how to champion a person-centred focus to the health care planning process 4.2 Analyse factors to consider when supporting others to develop and implement plans for health care 4.3 Explain how to support others to monitor and review plans for health care 4.4 Explain how to challenge health care providers and services when advocating with or on behalf of individuals 4.5 Explain how to support others to raise concerns and challenge health care services
5. Be able to develop processes to support others to meet the health care needs of individuals with a learning disability	5.1 Develop a person-centred strategy to underpin work with an individual to identify and meet their health care needs 5.2 Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability 5.3 Ensure systems are used by others in meeting the health care needs of individuals 5.4 Evaluate the impact of systems in meeting individual's healthcare needs 5.5 Utilise the findings from the evaluation to amend systems accordingly
6. Be able to promote good practice to others in their support of individuals with learning disabilities accessing health care	6.1 Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them 6.2 Promote partnership working to meet the health care needs of individuals with learning disabilities 6.3 Promote awareness of the use of reasonable

Copyright © 2026
Innovate Awarding Ltd

	adjustments to enable individuals with learning disabilities to access health care services 6.4 Ensure the appropriate involvement of significant others to the individual in planning and delivering health care

Additional Information

Legislation, policy or guidance may include Equality Act 2010, Autism Act 2009, SEND Code of Practice, Children and Families Act 2014 Care Act 2014, Mental Capacity Act 2005, Core Capabilities Framework for Autism and Learning Disability, Oliver McGowan Code of Practice

Significant others: a person who is important to the individual's wellbeing; especially a spouse or one in a similar relationship.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

SCDHSC0414 Assess individual preferences and needs

SCDHSC0431 Lead practice to promote the well-being and protection of individuals

SCDHSC0430 Lead practice to support families and carers

SCDHSC0429 Work in partnership with families, carers and others

SCDHSC0434 Lead practice in providing information, advice and guidance

SCDHSC0035 Promote the safeguarding of individuals

SCDHSC0024 Support the safeguarding of individuals

SCDHSC0436 Lead practice to support individuals' positive behaviour

SCDHSC0442 Lead practice in supporting individuals to maintain health and well-being

SCDLMCA1 Manage and develop yourself and your workforce within care services

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Providing independent mental capacity advocacy-deprivation of liberty safeguards**
Unit Number	**J/650/1242**
Level	**5**
Credit Value	**2**
GLH	**9**

Unit Aim

This unit explores the skills and understanding required to provide Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards, adhering to legislation and policy guidance.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand legislation underpinning Deprivation of Liberty Safeguards or the formal provisions of the Mental Health Act	1.1 Identify when an Independent Mental Capacity Advocate-Deprivation of Liberty Safeguards (IMCA DOLS) must be **instructed** 1.2 Identify factors which may determine whether a person is or is not being deprived of their liberty 1.3 Identify the managing authority and supervisory body where someone may be deprived of their liberty 1.4 Analyse the principles of the Mental Capacity Act (2005) 1.5 Summarise the relationship between the Mental Capacity Act (2005) and Mental Health Act (1983)
2. Provide the statutory Independent Mental Capacity Advocate Deprivation of Liberty Safeguards (IMCA DOLS) service	2.1 Distinguish between standard and urgent authorisations 2.2 Identify the requirements of each of the six assessments for authorisations 2.3 Summarise the responsibilities and boundaries for the Independent Mental Capacity Advocate-Deprivation of Liberty Safeguards roles 2.4 Identify factors which may or may not make a deprivation of liberty in a person's best interest
3. Construct an Independent Mental Capacity Advocate Deprivation of Liberty	3.1 Explain good practice in recording case work 3.2 Explain the impact of data protection legislation

Copyright © 2026
Innovate Awarding Ltd

Safeguards (IMCA DOLS) written report that meets statutory requirements	on the recording of work 3.3 Identify a range of issues that should be addressed within an IMCA DOLS **report** 3.4 Complete an IMCA DOLS report
4. Be able to challenge Independent Mental Capacity Advocate Deprivation of Liberty Safeguards (IMCA DOLS) decisions	4.1 Map out the potential routes for formal challenges 4.2 Explain how to: • raise informal and formal concerns • provide feedback • highlight concerns

Additional Information

Instructed: may include representing people who are being assessed for standard authorisation or being assessed for a potential unlawful deprivation of liberty(39A), standing in as a person's representative (39C) for people who are subject to an authorisation when no other representative is available, supporting the person who is subject to an authorisation or his/her representative where the persons' representative is unpaid (39D).
Report: including reports to assessors as part of the assessment process and IMCA reports provided to the supervisory body for 39A, 39C and 39D roles.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

SCDHSC0434 Lead practice in providing information, advice and guidance

SCDHSC0414 Assess individual preferences and needs

SCDHSC0431 Lead practice to promote the well-being and protection of individuals

SCDLMCA1 Manage and develop yourself and your workforce within care services

SCDHSC0035 Promote the safeguarding of individuals

SCDHSC0024 Support the safeguarding of individuals

SCDHSC0430 Lead practice to support families and carers

Copyright © 2026
Innovate Awarding Ltd

Unit Title **Support the use of assistive technology**
Unit Number **L/650/1181**
Level **4**
Credit Value **3**
GLH **21**

Unit Aim

This unit aims to develop the learner's knowledge, understanding and skills when supporting individuals to use assistive technology.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the contribution that assistive technology can make to the lives of individuals	1.1 Investigate and report on the range and availability of **assistive technology** to meet identified needs 1.2 Describe how the use of assistive technology can result in positive outcomes for individuals
2. Be able to facilitate the use of assistive technology	2.1 Analyse how a range of assistive technology solutions can be adapted according to need and context 2.2 Assess the risks associated with the range of assistive technology solutions 2.3 Describe assessment and referral processes which are used to secure assistive technology 2.4 Support the individual to secure the provision of appropriate assistive technology 2.5 Support the individual to use assistive technology 2.6 Provide information and guidance to **others** to facilitate the use of assistive technology
3. Be able to review the provision of assistive technology	3.1 Review the assessment and referral processes used to secure assistive technology 3.2 Review the outcomes of assistive technology support to individuals against identified needs
Additional Information	
Assistive technology: Is a huge industry and can include but is definitely not restricted to: • Electronic medication reminders • Automated lights • Emergency call button (usually on a necklace and linked to an organisation who	

Copyright © 2026
Innovate Awarding Ltd

will summon help)

- Hearing aids and other communication support devises
- Cognitive aids
- Computer software and hardware
- Mobility devises such as mobility scooters
- Electronic doors
- Lifts
- Dictation devises
- Safety devises to support everyday life
- Hoists
- Remote controlled devices
- Pressure relief mattresses and adjustable beds

Others: would be individuals, carers and families, friends, colleagues and advocates.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.4, 2.5, 2.6 and 3.1,

Details of the relationship of the unit and relevant national occupational standards

CHS239 - Enable individuals to use assistive devices and assistive technology

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Managing housing and accommodation support services**
Unit Number	**F/651/9559**
Level	**5**
Credit Value	**6**
GLH	**40**

Unit Aim

This unit provides the knowledge and skills required to manage the delivery of housing support services, including strategic planning, inter-agency working, and the evaluation of service efficacy.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the **strategic landscape** of housing and accommodation	1.1 Analyse the impact of **national housing policy** and funding streams on local service provision. 1.2 Critically evaluate the suitability of diverse **housing models**
2. Lead multi-agency approaches to housing access	2.1 Develop and implement cross-sector protocols for supporting individuals into sustainable accommodation. 2.2 Lead negotiations with housing providers to ensure reasonable adjustments and person-centred outcomes.
3. Quality assure the housing support process	3.1 Evaluate the effectiveness of organisational systems used to identify and plan for housing needs. 3.2 Monitor and review the impact of housing transitions on individual well-being and service outcomes
Additional Information (normally shown by Learning Outcome)	
Strategic Landscape: Refers to local authority commissioning cycles, "Housing First" principles, and the impact of the Social Housing Regulator. **National Housing Policy:** Includes the Care Act 2014, the Mental Capacity Act, and specific housing legislation e.g., Supported Housing Regulatory Oversight Act 2023. **Housing Models**: may include extra care, extra care housing; supported living; host families/shared lives; Housing First	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
This unit must be assessed in accordance with the Skills for Care Assessment Principles.	

Copyright © 2026
Innovate Awarding Ltd

Details of the relationship of the unit and relevant national occupational standards
SCDHSC0431: Support individuals to purchase and manage their own housing and accommodation. **SCDHSC0434:** Lead and manage the development of services to meet housing and accommodation needs. **SCDHSC0522:** Lead and manage multi-agency working to support individuals.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Work with families, carers and individuals during times of crisis**
Unit Number	**R/650/1174**
Level	**4**
Credit Value	**5**
GLH	**35**

Unit Aim

The unit has been designed to assess the knowledge, understanding and skills of the learner working with individuals and support network during times of crisis and change.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand current legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1 Describe legislation, policy and practice relevant to risk management 1.2 Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider 1.3 Explain the different types of support and intervention available in times of crisis to; • individuals • carers • families 1.4 Explain the **factors** that influence the types of support offered in times of crisis
2. Develop risk management strategies when working with individuals, carers and families in times of crisis	2.1 Assess the risk of crisis situations occurring 2.2 Provide opportunities for individuals, carers and families to contribute to the identification a of a risk management strategy 2.3 Support the participation of individuals, carers and families during the: • agreement of a risk management strategy • review of a risk management strategy 2.4 Formulate a risk management strategy using risk assessments 2.5 Ensure that activities, roles and responsibilities within a risk management strategy are agreed by all stakeholders 2.6 Complete documentation in line with **agreed ways of working**

Copyright © 2026
Innovate Awarding Ltd

3. Be able to respond during times of crisis	3.1 Evaluate the seriousness of a request for action 3.2 Work with families, carers and individuals to agree the response to a crisis situation 3.3 Record the agreed actions 3.4 Communicate the agreed action 3.5 Implement agreed actions in line with agreed ways of working
4. Be able to review the outcomes of requests for action during times of crisis	4.1 Explain how to conduct a comprehensive review in line with agreed ways of working Review outcomes of: • actions taken • decisions made 4.2 Analyse the results of the review to inform: • future risk management strategies • actions to be taken

Additional Information

Factors include:

- economic and social factors
- any illnesses which the individual may have
- risk assessment
- restrictions which may apply under legislation

Agreed ways of working: will include policies and procedures where these exist.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 and 4.2, 4.3 must be assessed from real work activities.

Details of the relationship of the unit and relevant national occupational standards

MH13.2012 Work with families, carers and individuals during times of relapse or crisis

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Develop provision for family support**
Unit Number	**R/650/1183**
Level	**5**
Credit Value	**5**
GLH	**32**

Unit Aim

This unit aims to develop the learner's knowledge, understanding and skills when developing provision for family support.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the key policies and legislative frameworks that govern the provision of family support	1.1 Evaluate current key policies and legislative frameworks that govern the provision for family support 1.2 With reference to current research analyse the impact of key policies and legislative frameworks on the range of provision for family support
2. Understand how to develop provision for family support	2.1 Propose and justify the scope, aims, and purpose of provision to meet identified needs including contingency and development and taking account of potential change 2.2 Evaluate the challenges that a provision's aims and purpose will be encounter 2.3 Explain how to provide detailed, factual and accessible information to others about the provision
3. Understand how to implement provision for family support	3.1 Analyse how to work with families and others to identify the specific provision required to meet their needs 3.2 Explain how to support workers to select and justify a range of interventions, tools and resources to meet the needs of families 3.3 Evaluate workers practice in the provision of family support and provide constructive feedback 3.4 Work with families and others to interpret how their needs have been recommending

Copyright © 2026
Innovate Awarding Ltd

	further action and further change 3.5 Explain how information that will be shared with others is clarified with families
4. Understand how to support others to establish positive relationships with families	4.1 Explain the principles of establishing positive relationships with families with reference to current research • Propose and justify strategies to support workers in using a solution focused approach to address difficulties in establishing relationships with families 4.2 Suggest and justify strategies to support workers in sharing best practice in relation to establishing positive relationships with families

Additional Information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.1, 2.2, 3.3, 3.4 and 4.2, 4.3 must be assessed using real work activities.

Details of the relationship of the unit and relevant national occupational standards

SCDHSC0430 Lead practice to support families and carers

SCDHSC0431 Lead practice to promote the well-being and protection of individuals

SCDHSC0429 Work in partnership with families, carers and others

SCDHSC0414 Assess individual preferences and needs

SCDHSC0434 Lead practice in providing information, advice and guidance

SCDLMCA1 Manage and develop yourself and your workforce within care services

SCDHSC0035 Promote the safeguarding of individuals

Copyright © 2026
Innovate Awarding Ltd

SCDHSC0024 Support the safeguarding of individuals

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Support individuals to access education, training or employment**
Unit Number	**J/650/1170**
Level	**4**
Credit Value	**4**
GLH	**33**

Unit Aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the value of engagement in training, education or employment for individuals	1.1 Explain how engagement in education, training or employment opportunities can have a positive impact on the **wellbeing** and quality of life of individuals
2. Understand how legislation, guidance and codes of practice supports an individual to access training, education or employment	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment 2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment 2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
3. Understand the support available to individuals accessing education, training or employment	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment 3.2 Describe the support provided by the various agencies
4. Support an individual to identify and access education, training and employment that meets their needs and preferences	4.1 Work with individuals to identify the education, training or employment opportunities taking account of their: • aspirations • skills and abilities • interests • experience

Copyright © 2026
Innovate Awarding Ltd

	• qualifications • support needs • preferred career pathway • personal circumstances • language/communication needs 4.2 Work with the individual and/or **others** to source accessible information about education, training or employment opportunities 4.3 Support the individual to select preferred education, training or employment 4.4 Support the individual to complete applications to access education, training or employment 4.5 Support the individual to prepare for the interview or selection for education, training or employment
5. Support individuals to undertake education, training or employment	5.1 Outline role of others in providing support to an individual to undertake education, training or employment 5.2 Work with the individual and/or others to identify **assistive technology**; resources and support that may be needed to undertake education, training or employment
6. Be able to evaluate engagement in education, training or employment	6.1 Review with the individual and/or others how well the education, training or employment opportunity has met expectations and identified outcomes 6.2 Review with the individual and/or others the continued support required to undertake education, training or Employment 6.3 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences
Additional Information	
Wellbeing: • emotional • psychological • physical • dignity • mental health • control over own life • contribution to society • living arrangements	

Copyright © 2026
Innovate Awarding Ltd

- financial wellbeing
- aspirations

Others: could include:

- other professionals
- specialist employment agencies
- careers services
- job coach
- learning providers
- employers
- carers/family members
- advocates
- colleagues

Assistive technology: Can include but is not restricted to:

- Communication Aids
- Equipment
- Software

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5,5.2, 6.1, 6.2, 6.3 must be assessed in the work setting.
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to

Details of the relationship of the unit and relevant national occupational standards

SCDHSC0421 Promote employment, training and education opportunities for individuals

CHS140.2014 Select assistive devices or assistive technology to meet an individual's needs

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Lead active support**
Unit Number	**Y/650/1176**
Level	**5**
Credit Value	**5**
GLH	**38**

Unit Aim

This unit is designed to assess the knowledge, skills and understanding of the learner when leading active support. It is suitable for managers and others working to directly support and assist individuals.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand how the active support model translates values into person- centred practical action with individuals	1.1 Evaluate the extent to which the outcomes for a range of individuals conform to **contemporary person-centred** values and aims using the principles of the **active support** model 1.2 Analyse the practical changes which need to be made within a work setting to improve **individual**s' independence, informed choice and quality of life 1.3 Explain how to lead the implementation of practical changes within a work setting to improve individuals' independence, informed choice and quality of life
2. Use practice leadership to promote positive interaction	2.1 Explain the principles behind **practice leadership** 2.2 Demonstrate how others are supported to understand positive interaction 2.3 Demonstrate how others are supported to develop skills to interact positively with individuals 2.4 Demonstrate how others are supervised and given constructive feedback to others on their positive interaction with individuals
3. Use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation	3.1 Demonstrate how others are supported to develop daily plans to promote participation 3.2 Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences 3.3 Support others to identify and take remedial action to ensure a valued range of activities for

Copyright © 2026
Innovate Awarding Ltd

	individuals are available throughout the day, avoiding lengthy periods of disengagement
4. Use practice leadership in supporting others to maintain individuals' quality of life	4.1 Demonstrate how others are supported to review and revise the quality of support provided to individuals 4.2 Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle 4.3 Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and social image

Additional Information

Individual: is someone requiring care or support.
Contemporary person-centred: values and aims are derived from Social Role Valorisation and are commonly expressed as the five service accomplishments of Respect, Competence, Participation, Community Presence and Choice.
Active support: model comprises a person-centred model of how to interact positively with individuals combined with daily planning systems that promote participation and enhance quality of life.

Practice leadership: refers to the development and maintenance of high quality support, involving a constant focus on promoting an optimum quality of life for individuals.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 and 4.1, 4.2, 4.3 evidence must come from real work activities.

Details of the relationship of the unit and relevant national occupational standards

SCDHSC0414 Assess individual preferences and needs

SCDHSC0035 Promote the safeguarding of individuals

SCDHSC0024 Support the safeguarding of individuals

Copyright © 2026
Innovate Awarding Ltd

SCDHSC0234 Lead practice that promotes the rights, responsibilities and diversity of individuals

SCDHSC0431 Lead practice to promote the well-being and protection of individuals

SCDLMCA1 Manage and develop yourself and your workforce within care services

SCDLMCA4 Lead and manage practice that promotes the safeguarding of individuals

SCDHSC0436 Lead practice to support individuals' positive behaviour

SCDHSC0427 Lead the planning, implementation and review of daily living activities

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Lead and manage group living for adults**
Unit Number	**H/616/9294**
Level	**5**
Credit Value	**1**
GLH	**5**

Unit Aim

This unit is to assess the learner's knowledge and skills required to manage group living facilities to provide opportunities to achieve positive outcomes.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Know how to develop the group living environment to promote positive outcomes for individuals	1.1 Analyse **theoretical approaches** to group living provision for adults 1.2 Explain how legal and regulatory requirements impact on a group living environment 1.3 Describe the challenges of maintaining a safe and secure environment that facilitates freedom and choice 1.4 Explain how the group living environment can support **wellbeing**
2. Facilitate positive outcomes in a group living environment	2.1 Enable others to plan and implement daily living activities that meet the individual's needs and preferences 2.2 Develop systems to ensure individuals are involved in decision making 2.3 Evaluate how the group living environment enables positive outcomes for individuals 2.4 **Make recommendations** for improving the environment to achieve positive outcomes for individuals 2.5 Implement changes to the environment in order to achieve positive outcomes for individuals
3. Manage a team to support a positive group living environment	3.1 Evaluate the impact of working schedules and patterns on a group living environment 3.2 Recommend changes to working schedules and patterns as a result of the evaluation 3.3 Develop a workforce development plan for

Copyright © 2026
Innovate Awarding Ltd

	the group living environment 3.4 Support staff to understand professional boundaries whilst developing and maintaining positive relationships with individuals 3.5 Raise staff awareness of group dynamics in a group living environment 3.6 Review the effectiveness of resource management in maintaining a positive group living environment

Additional Information

Theoretical approaches: may include person centred care, community inclusion, the personalisation agenda and best practice in relation to supporting independence.
Wellbeing: means a subjective state of being content and healthy.

Make recommendations: may include changes to working schedules, the environment, group living activities, systems and processes, boundaries.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. LO2 and 3 must be assessed in the work setting

Details of the relationship of the unit and relevant national occupational standards

LMCB7 Lead and manage group living provision within care services

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Manage domiciliary care services**
Unit Number	**Y/616/9292**
Level	**5**
Credit Value	**2**
GLH	**8**

Unit Aim

The purpose of this unit is to assess the knowledge, understanding and skills required to manage domiciliary care services, supporting the practice of a dispersed workforce.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand factors influencing the management of domiciliary care services	1.1 Explain how the management of domiciliary care is influenced by: • current legislative framework • evidence based research • organisational policies and protocols • person centred practice 1.2 Analyse ethical dilemmas and conflicts experienced by managers and their teams 1.3 Explain how the cost of domiciliary care is calculated
2. Be able to manage domiciliary care services	2.1 Allocate practitioners to support the needs of an individual 2.2 Support **practitioners** to understand their duties and responsibilities 2.3 Manage record keeping to meet legislative and regulatory requirements
3. Be able to implement systems for working safely in domiciliary care services	3.1 Apply agreed ways of working that support the safety and protection of individuals and **others** 3.2 Support practitioners to: • anticipate • manage • report risks 3.3 Manage systems for risk or incident reporting
4. Support practitioners to promote individual's needs	4.1 Support practitioners to place the individual's needs and preferences at the centre of their practice

Copyright © 2026
Innovate Awarding Ltd

and preferences in domiciliary care services	4.2 Manage systems that evaluate the effectiveness of practitioners in promoting individual needs and preferences 4.3 Explain the importance of supporting practitioners to challenge systems and ways of working 4.4 Support practitioners to develop innovative and creative approaches to their work 4.5 Support practitioners to balance the needs and preferences of the individuals with potential risks
5. Respond to day to day changes and emergencies in domiciliary care services	5.1 Explain the challenges of addressing day to day changes and emergencies in domiciliary care services 5.2 Manage day to day changes and emergencies in domiciliary care services
6. Manage human resources required for domiciliary services	6.1 Plan human resource requirements for domiciliary care services 6.2 Review contingency arrangements for planned and unforeseen circumstances 6.3 Implement systems for supervision of a dispersed workforce 6.4 Arrange induction and training for practitioners to support their roles and individual needs 6.5 Support practitioners to comply with agreed ways of working 6.6 Take action when practitioners do not comply with agreed ways of working

Additional Information

Practitioners: can include carers, support workers, registered practitioners, managers in adult services.
Others: can include self, practitioners, significant others, visitors to the work setting.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

Copyright © 2026
Innovate Awarding Ltd

SCDLMCA5 Manage the allocation, progression and quality of work in care service provision **SCDLMCA1** Manage and develop yourself and your workforce within care services **SCDHSC0024** Support the safeguarding of individuals **SCDHSC0035** Promote the safeguarding of individuals **SCDHSC0414** Assess individual preferences and needs **SCDHSC0029** Support individuals to meet their domestic and personal needs

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Support the development of community partnerships**
Unit Number	**D/616/9293**
Level	**5**
Credit Value	**1**
GLH	**6**

Unit Aim

The purpose of this unit is to assess knowledge and understanding and skills required for practitioners to support the development of community partnerships

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the role of community partnerships	1.1 Explain the concept of community partnerships 1.2 Analyse the benefits of community partnerships 1.3 Explain others who may be involved in community partnerships
2. Identify where community partnerships could inform and support practice	2.1 Work with **others** to identify needs that could be met through community partnerships 2.2 Gather and share information about community partnerships to meet identified needs 2.3 Evaluate information about existing community partnerships and identify gaps 2.4 Work with others to determine how identified gaps could be filled with another community provision
3. Be able to support the setting up of partnerships	3.1 Identify and disseminate information to others who may wish to be involved in the partnership 3.2 Invite participation in the proposed partnership 3.3 Gather information about good practice from partnerships with shared purposes 3.4 Gather information about potential cost and sources of funding for the partnership 3.5 Provide information gathered to potential members of the partnership 3.6 Work with others to agree • membership of the partnership • aims and objectives • **roles and responsibilities** • activities and practices

Copyright © 2026
Innovate Awarding Ltd

4. Contribute to the running of community partnerships	4.1 Carry out own responsibilities to support community partnerships 4.2 Support the community partnership to **operate effectively** 4.3 Support the community partnership when a member disengages
5. Contribute to the review of community partnerships	5.1 Support members of the partnership to monitor its activities 5.2 Support members of the partnership to agree how to evaluate the effectiveness of the partnership 5.3 Contribute to evaluating the partnership 5.4 Contribute to agreeing changes to the partnership's practice

Additional Information

Others: e.g. agencies, networks, organisations, individuals, families and friends, internal and external colleagues
Roles and responsibilities: may include contribution of resources, time or allocating tasks

Operating effectively: will include working inclusively, respecting and valuing all members, supporting members to participate, abiding by agreements, resolving conflicts

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

CLDSCCD15 Support collaborative and partnership work

CLDSCCD16 Strategically co-ordinate networks and partnerships

CLDSCCD01 Integrate and use the values and process of community development

CLDSCCD07 Get to know a community

CLDSCCD21 Advise on organisational structures to support community development

Copyright © 2026
Innovate Awarding Ltd

Unit Title **Implement the positive behavioural support model**
Unit Number **D/650/1178**
Level **4**
Credit Value **9**
GLH **56**

Unit Aim

The aim of this unit is to assess the learner's skills, knowledge and understanding when supporting individuals with challenging behaviour and on-going needs within the Positive Behaviour Support Model.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the context of the Positive Behavioural Support model	1.1 Explain how Positive Behavioural Support has been influenced by: • **Applied Behaviour Analysis** (ABA) • **Social Role Valorisation** (SRV) 1.2 Identify and summarise current legislation and policy guidance relating to Positive Behavioural Support
2. Understand the term 'challenging behaviour'	2.1 Define the term '**challenging behaviour**' 2.2 Explain the reasons for the term challenging behaviour coming into use 2.3 Analyse key **factors** that lead to a behaviour being defined as challenging
3. Understand the context in which challenging behaviour occurs	3.1 Summarise key **environmental risk factors** for challenging behaviours 3.2 Explain how slow and fast **triggers** contribute to challenging behaviour 3.3 Analyse the role of **reinforcement** in maintaining behaviour 3.4 Explain the **time intensity model**
4. Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1 Describe the key components of functional analysis 4.2 Explain the key methods of analysing behaviour 4.3 Complete accurate records of behaviour using a structured method 4.4 Identify environmental risk factors for an individual's challenging behaviour 4.5 Identify possible slow and fast triggers for an individual's challenging behaviour 4.6 Identify factors that may contribute to reinforcement of an individual's challenging behaviour

Copyright © 2026
Innovate Awarding Ltd

	4.7 Evaluate the importance of **functional analysis** in effective person-centred behavioural intervention for individuals
5. Understand the key characteristics of Positive Behavioural Support	5.1 Explain the key characteristics of Positive Behavioural Support 5.2 Explain the role of prevention strategies within Positive Behavioural Support 5.3 Analyse Agree the importance of social validity in the Positive Behavioural Support model
6. Be able to implement primary prevention strategies	6.1 Demonstrate an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice 6.2 Demonstrate the importance of effective communication and positive interaction in primary prevention for individuals 6.3 Demonstrate interaction with an individual by providing the level of help and reinforcement that enables them to participate in an activity 6.4 Evaluate the **social validity** of an agreed primary prevention strategy for an individual
7. Be able to use a person-centred approach to develop plans that promote participation	7.1 Demonstrate how active support can help prevent challenging behaviour by improving an individual's quality of life 7.2 Evaluate the role of structure and daily planning in a person-centred approach 7.3 Evaluate an individual's routine for opportunities to increase participation and choice 7.4 Produce a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task 7.5 Evaluate the skills that need to be developed with an individual to enable greater participation in day-to-day activities
8. Be able to implement secondary prevention strategies	8.1 Explain when secondary prevention strategies should be used with individuals 8.2 Evaluate early warning signs of behavioural agitation in an individual

Copyright © 2026
Innovate Awarding Ltd

	8.3 Evaluate possible secondary prevention strategies that may be used with an individual 8.4 Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
9. Be able to implement non-aversive reactive strategies	9.1 Describe the key characteristics and types of non-aversive reactive strategies 9.2 Identify the risks in the use of non-aversive reactive strategies 9.3 Evaluate possible non-aversive reactive strategies that may be used for an individual 9.4 Use an agreed non-aversive reactive strategy using least restrictive practice whilst respecting the individual's dignity, rights and preferences 9.5 Establish an individual's preferred post-incident support 9.6 Identify and explain own preferred post-incident support
10. Be able to implement Positive Behavioural Support Plans	10.1 Evaluate the key components of a Positive Behaviour Support Plan for individuals 10.2 Use agreed procedures in an individual's Positive Behavioural Support Plan 10.3 Contribute to the review and revision of an individual's Positive Behavioural Support Plan

Additional Information

Applied Behaviour Analysis: focuses on positive behaviour change for individuals, groups of people, and society at large.
Social Role Valorisation: is the name given to a concept for transacting human relationships and human service.
Challenging behaviour could include:

- Aggression
- self-harm
- verbally abusive
- disruptive
- withdrawn
- obsessive

Factors could include:
Biological causes, Stereotypical behaviours, abuse, communication issues, anger, frustration, pain.

Copyright © 2026
Innovate Awarding Ltd

Environmental risk factors could include:
Under or over stimulation; poor physical environment too hot/cold, staffing level, staff turnover, training.
Triggers: any stimulus that occurs before the behaviour and influences the likelihood that the behaviour will occur.
Reinforcement: an incentive given to an individual who complies with some request for behaviour change.
Time intensity model: The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.
Functional analysis: Aims to shed light on the particular needs which a person gets met through their behaviour.
Social validity: refers to interventions that are ethical.

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 4.3, 6.2, 6.3, 7.1, 7.4, 8.1, 8.4, 9.4, 9.5, 10.2, 10.3 must be assessed in the work setting. Simulation may be used for 8.4 if learner is unable to demonstrate this in the working environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

SCDHSC0436 Lead practice to support individuals' positive behaviour

SCDHSC0431 Lead practice to promote the well-being and protection of individuals

SCDHSC0414 Assess individual preferences and needs

SCDLMCA1 Manage and develop yourself and your workforce within care services

SCDHSC0035 Promote the safeguarding of individuals

SCDHSC0024 Support the safeguarding of individuals

SCDHSC0427 Lead the planning, implementation and review of daily living activities

SCDHSC0434 Lead practice in providing information, advice and guidance

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Lead the management of transitions**
Unit Number	**T/650/1175**
Level	**5**
Credit Value	**3**
GLH	**24**

Unit Aim

This unit is designed to assess the knowledge, understanding and skills of a learner who has managerial responsibility over their team to support workers engaging with individuals who are experiencing transitions and change.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the impact of change and transitions on the well-being of individuals	1.1 Explain ways in which transitions and significant life events affect individuals' well-being 1.2 Analyse how theories on change inform approaches to the management of transitions 1.3 Explain the concept of resilience in relation to transitions and significant life events 1.4 Analyse the **factors** that affect individuals' ability to manage transitions and changes
2. Lead and manage provision that supports workers to manage transitions and significant life events	2.1 Explain how solution focused practice is used to support the management of transitions 2.2 Lead a culture that supports and encourages individuals to explore challenges 2.3 Support workers to encourage individuals to identify their own strengths and abilities 2.4 Support workers to engage with individuals and **others** to identify outcomes and targets that build on their strengths and abilities 2.5 Ensure workers **support** individuals to implement plans to meet identified outcomes and targets 2.6 Enable workers to identify any additional support they may require to support
Additional Information	
Factors may include: • positive/negative identity and self esteem	

Copyright © 2026
Innovate Awarding Ltd

- stable/unstable relationships and networks
- secure/insecure attachments
- experience of discrimination/social exclusion
- experience of abuse or harm

Others may include:

- self
- workers / practitioners
- carers
- significant others
- other professionals
- people who use services

Support may include:

- training
- emotional support
- support to manage tensions and dilemmas

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards

SCDLMCSB3 - Manage provision of care services that deals effectively with transitions and significant life events

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Advanced management of substance misuse and risk**
Unit Number	**R/651/9545**
Level	**4**
Credit Value	**6**
GLH	**35**

Unit Aim

This unit focuses on the managerial oversight of substance misuse and risks, including the development of risk management frameworks and the supervision of staff responding to immediate danger.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand substance misuse pathology and risk	1.1 Evaluate the physiological and psychological effects of **complex poly-substance misuse.** 1.2 Analyse the efficacy of current **risk-assessment tools** in identifying immediate and long-term danger.
2. Lead the organisational response to substance-related emergencies	2.1 Develop and audit organisational procedures for responding to overdose and self-harm incidents. 2.2 Lead a post-incident debriefing process to evaluate staff performance and individual safety outcomes.
3. Manage information and referral pathways	3.1 Use robust systems for recording and reporting substance misuse data in compliance with legal requirements. 3.2 Evaluate the effectiveness of referral **pathways** and initiate improvements in inter-agency information sharing.
Additional Information (normally shown by Learning Outcome)	
Complex Poly-substance Misuse: Includes the interaction between prescribed medication, "legal highs" (NPS), and illegal substances, specifically in individuals with co-occurring mental health issues (Dual Diagnosis). **Risk Assessment Tools:** Refers to the management of tools like the DASH (Domestic Abuse, Stalking and Honour Based Violence) or specialist substance misuse screening tools (e.g., AUDIT, DUDIT) at a supervisory level**.** **Pathways:** Includes the transition from emergency care back into community support and the integration of Needle Exchange or Naloxone distribution programs.	
Assessment requirements specified by a sector or regulatory body (if appropriate)	

Copyright © 2026
Innovate Awarding Ltd

This unit must be assessed in accordance with the Skills for Care Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards
SCDHSC0414: Assess individual preferences and needs (at a specialist/advanced level). **AD1:** Raise awareness about substances, their use and effects. **AB5:** Identify and act upon immediate risk of danger to substance users. **SCDHSC0433**: Develop and implement risk management plans to support individuals.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Emerging technologies in health and social care**
Unit Number	**M/651/9544**
Level	**5**
Credit Value	**9**
GLH	**50**

Unit Aim

This unit explores the application and ethical use of emerging digital technologies—including the **Internet of Things (IoT), Artificial Intelligence (AI), Virtual Reality (VR), Augmented Reality (AR),** and **automation**, within health and social care settings. Learners will investigate how these technologies enhance care quality, safety, efficiency, and accessibility for individuals with diverse needs. The unit also develops understanding of ethical, governance, and leadership responsibilities in adopting and implementing digital innovations.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand emerging technologies and their applications	1.1 Explain the concept of emerging technology and its significance in health and social care. 1.2 Describe the functionality and applications of IoT, AI, VR, AR, and automation within care settings. 1.3 Analyse the potential benefits of emerging technologies for individuals, practitioners, and organisations. 1.4 Evaluate current trends and future directions for technological innovation in the sector.
2. Understand how IoT and AI technologies can enhance care delivery	2.1 Explain how IoT devices support daily living, independence, and wellbeing for individuals with diverse needs. 2.2 Evaluate how AI systems can support predictive care, risk assessment and personalised recommendations. 2.3 Assess the advantages and limitations of using AI-driven data analytics in care planning and service improvement. 2.4 Discuss the **potential risks** associated with AI and IoT technologies.
3. Explore the role of VR and AR in care and workforce development	3.1 Explain how VR and AR technologies can be used for simulation, training, and professional development.

Copyright © 2026
Innovate Awarding Ltd

	3.2 Evaluate how immersive learning environments improve understanding of health conditions and care scenarios. 3.3 Assess the benefits of using VR/AR for service users 3.4 Discuss the challenges of integrating immersive technologies into everyday practice
4. Understand the use of automation in health and social care systems	4.1 Analyse how automation technologies support functions such as medication management, scheduling, digital care planning, and reporting. 4.2 Evaluate the impact of automation on efficiency, accuracy, and workforce deployment. 4.3 Discuss potential challenges, including technology acceptance, staff retraining, and system reliability. 4.4 Examine how automation can complement rather than replace human-centred care.
5. Understand ethical, governance, and leadership considerations in the use of emerging technologies	5.1 Explain the ethical principles underpinning the responsible use of technology in care. 5.2 Evaluate the legal and regulatory frameworks governing digital health and data protection 5.3 Analyse the leadership responsibilities in implementing new technologies safely and effectively. 5.4 Discuss the importance of transparency, informed consent, and inclusivity in technological adoption. 5.5 Develop recommendations for fostering a positive digital culture and overcoming resistance to technological change.
6. Be able to lead innovation and promote digital inclusion within a care setting	6.1 Design a proposal for introducing or enhancing the use of emerging technology within a care environment. 6.2 Evaluate the potential impact of the proposed innovation on care quality, staff efficiency, and user experience. 6.3 Outline strategies to promote digital literacy and confidence among staff and service users.
Additional Information	
Internet of Things (IoT): Smart sensors, wearable devices, home monitoring, interoperability. **Artificial Intelligence (AI):** Predictive analytics, virtual assistants, clinical decision support, fall risk algorithms.	

Copyright © 2026
Innovate Awarding Ltd

Virtual & Augmented Reality (VR/AR): Simulation-based learning, dementia therapy, rehabilitation, empathy training.

Automation: Care management systems, rostering software, digital medication dispensing, reporting tools.

Potential risks may include

- Bias
- data privacy
- over-reliance on automation

Ethical & Governance Frameworks: Data protection, consent, equality of access, digital inclusion, professional accountability.

Leadership & Change Management: Building digital confidence, managing innovation, engaging stakeholders, overcoming resistance.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 6 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Details of the relationship of the unit and relevant national occupational standards

SCDHSC0450 Lead the management of service development to achieve positive outcomes for individuals

Copyright © 2026
Innovate Awarding Ltd

SCDHSC0430 Lead practice to promote the wellbeing and resilience of individuals
CFAM&LBA6 Provide leadership in your area of responsibility
SFHICTC2 Use information and communication technology within health and care practice
SFHICTC3 Promote and support the effective use of assistive and digital technology
SFHGEN51 Ensure your actions support sustainability and environmental good practice

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Safeguarding in a digital age**
Unit Number	**L/651/9543**
Level	**5**
Credit Value	**8**
GLH	**40**

Unit Aim

This unit explores the safeguarding risks associated with digital technologies and online environments in health and social care settings. Learners will examine digital abuse, online scams, financial exploitation, and coercion, with a focus on vulnerable populations. The unit also addresses digital inclusion, ethical responsibilities, and practical strategies for promoting safe and responsible digital access for service users.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand safeguarding risks in digital environments	1.1 Identify **safeguarding risks** associated with digital technologies 1.2 Describe the impact of technology-related safeguarding risks on the wellbeing of individuals. 1.3 Analyse the populations most **vulnerable** to digital exploitation. 1.4 Evaluate the link between **digital exclusion** and increased vulnerability.
2. Understand legal, regulatory, and ethical frameworks for digital safeguarding	2.1 Explain the **legal and regulatory requirements** for safeguarding in digital contexts. 2.2 Describe **ethical responsibilities** when supporting individuals with digital access and online engagement. 2.3 Evaluate the role of organisational policies and procedures in protecting individuals online. 2.4 Explain the responsibilities of practitioners to recognise, report, and respond to digital abuse or exploitation.
3. Explore strategies to prevent digital exploitation and abuse	3.1 Assess methods to identify and mitigate risks associated with digital technologies. 3.2 Analyse approaches to supporting digital inclusion and literacy for vulnerable populations. 3.3 Evaluate the role of partnerships with community organisations to enhance safe digital access.

Copyright © 2026
Innovate Awarding Ltd

	3.4 Develop strategies to implement safeguards for individuals who rely on others for digital access, such as supervised use or consent protocols.
4. Understand leadership and workforce responsibilities in digital safeguarding	4.1 Analyse the responsibilities of leaders in promoting a digitally safe culture within health and social care settings. 4.2 Evaluate training and development strategies to equip staff with knowledge and skills to manage digital safeguarding risks. 4.3 Discuss how monitoring and review mechanisms can ensure ongoing protection against digital exploitation. 4.4 Examine the role of reporting, escalation procedures, and multidisciplinary collaboration in safeguarding digitally.
5. Be able to lead and implement digital safeguarding practices	5.1 Develop an action plan to promote wellbeing and resilience within a health or social care workforce. 5.2 Implement leadership strategies that support staff mental health, engagement, and resilience. 5.3 Monitor and evaluate the effectiveness of interventions designed to improve staff wellbeing. 5.4 Reflect on own leadership style and its impact on workforce resilience and organisational culture.

Additional Information

Safeguarding Risks: Online scams, phishing, romance fraud, cyberbullying, financial exploitation, coercion, identity theft.

Vulnerable Populations: Older adults, people with disabilities, low-income groups, individuals with mental health conditions.

Digital Exclusion: Access barriers, reliance on others, risks of undue influence.

Legal and regulatory requirements including data protection and financial safeguarding legislation.

Ethical responsibilities may include inclusivity and equity, data privacy and security, maintaining transparency and accountability, promoting user well-being and digital literacy**.**

Safeguarding Strategies: Digital literacy assessment, supervised access, safe online practices, consent management, reporting mechanisms.

Copyright © 2026
Innovate Awarding Ltd

Leadership and Governance: Policies, staff training, monitoring and evaluation, cross-sector collaboration. **Policy and Guidance:** Data Protection Act, Care Act, local safeguarding boards, CQC standards, NHS Digital guidance on online safety.
Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge and skill-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.
Details of the relationship of the unit and relevant national occupational standards
SCDHSC0035 Promote the safeguarding of individuals **SCDHSC0430** Lead practice to promote the wellbeing and resilience of individuals **SCDHSC0450** Lead the management of service development to achieve positive outcomes for individuals **SFHGEN51** Ensure your actions support sustainability and environmental good practice **SCDHSC0341** Promote effective communication, team working and collaboration **SFHICTC3** Promote and support the effective use of assistive and digital technology

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Sustainability and environmental impact**
Unit Number	**K/651/9542**
Level	**5**
Credit Value	**7**
GLH	**45**

Unit Aim

This unit enables learners to critically evaluate sustainability within the health and social care sector in the context of the UK's national target to achieve net zero carbon emissions by 2050. Learners will explore the environmental, social, and governance (ESG) dimensions of sustainability, assessing their interconnections and impact on care delivery, ethical leadership, and community wellbeing.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the principles of sustainability and environmental impact	1.1 Explain the concept of sustainability and its relevance to the health and social care sector. 1.2 Identify the UK's national sustainability targets, including the carbon net zero by 2050 goal. 1.3 Evaluate the impact of health and social care operations on the environment 1.4 Assess the implications of **environmental** sustainability for infection prevention, control, and patient safety.
2. Evaluate environmental strategies for sustainable practice	2.1 Analyse strategies for reducing carbon footprints in care settings. 2.2 Examine opportunities for **sustainable procurement**. 2.3 Critically appraise innovations in sustainable PPE and infection control. 2.4 Develop recommendations for implementing environmentally sustainable practices within a health or care organisation.
3. Understand governance and ethical leadership for sustainable care provision	3.1 Explain the governance structures that support sustainability and accountability in health and social care. 3.2 Evaluate how transparency in reporting enhances public trust and ethical practice. 3.3 Analyse the role of ethical leadership in promoting sustainable and inclusive care services.

Copyright © 2026
Innovate Awarding Ltd

	3.4 Discuss strategies to manage conflicts of interest and ensure financial sustainability. 3.5 Assess how organisational culture and leadership behaviours influence sustainability outcomes.
4. Be able to lead and promote sustainable and ethical practices within a health or care setting	4.1 Design an action plan to embed environmental and social sustainability within a care setting. 4.2 Implement leadership strategies that promote ethical, transparent, and sustainable decision-making. 4.3 Critically evaluate the effectiveness of implemented sustainability initiatives, identifying lessons learned. 4.4 Reflect on personal leadership responsibilities in contributing to a sustainable health and social care system.

Additional Information

Environmental: Carbon reduction, energy efficiency, green procurement, waste management, circular economy, sustainable PPE.

Sustainable procurement, including supplier selection, packaging reduction, and biodegradable materials
Social: Health equity, wellbeing, inclusion, dignity, workforce development, social prescribing, community partnerships.
Governance: Leadership, accountability, compliance, transparency, ethical decision-making, sustainable finance.

Frameworks & Policies: NHS Net Zero Plan, Care Quality Commission (CQC) sustainability standards, UN Sustainable Development Goals (SDGs), Environmental Protection Act 1990.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Copyright © 2026
Innovate Awarding Ltd

Learning Outcome 5 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.
Details of the relationship of the unit and relevant national occupational standards
SCDHSC0035: Promote the safeguarding of individuals **SCDHSC0430**: Lead practice to promote the wellbeing and resilience of individuals **SCDHSC0450**: Lead the management of service development to achieve positive outcomes for individuals **CFAM&LBA6**: Provide leadership in your area of responsibility S**FHGEN51**: Ensure your actions support sustainability and environmental good practice

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Digital communication fundamentals in health and social care**
Unit Number	**M/651/9472**
Level	**3**
Credit Value	**3**
GLH	**25**

Unit Aim

This unit develops advanced skills and knowledge in using secure digital communication tools, particularly email, within health and social care environments. Learners will learn to manage and organise digital correspondence, apply best practice in information governance, and support colleagues to use digital communication systems safely and effectively.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Compose, format, and send professional digital messages	1.1 Select and use appropriate **digital communication tools** 1.2 Compose and format digital messages clearly, using professional tone, correct grammar, and accessible layout. 1.3 Attach, reference, and manage documents securely and appropriately. 1.4 Explain how to maintain confidentiality, professionalism, and respect for others when using digital communication.
2. Manage and organise digital communication effectively	2.1 Manage incoming and outgoing digital communications using folders, tags, or rules to prioritise workload. 2.2 Archive, delete, or store messages in line with organisational retention and information governance policies. 2.3 Create and maintain address books or distribution lists for efficient communication. 2.4 Explain why and how to automate responses appropriately. 2.5 Respond appropriately to **common digital communication issues**.

Copyright © 2026
Innovate Awarding Ltd

3. Support safe, secure, and responsible use of digital communication tools	3.1 Identify **risks and vulnerabilities** associated with digital communication. 3.2 Apply organisational protocols for data protection, email encryption, and confidentiality. 3.3 Explain how to support colleagues in maintaining digital professionalism and online safety. 3.4 Identify strategies for improving communication efficiency across digital systems.

Additional Information

Digital communication tools could include:

- Email
- Instant Messaging Apps
- Video Conferencing Tools
- Social Media Platforms
- Websites and Web Portals
- Digital Forms and Surveys
- Assistive Communication Tools
- Electronic Patient/Client Record Systems (EPR/ECR)

Automate responses could include:

- Out-of-office messages
- Appointment Confirmations
- Appointment Reminders
- Medication or Treatment Reminders
- Acknowledgement Messages
- Alerts for Missed Actions
- Safety or Risk Notification
- System or Record Updates
- Password or Security Prompts
- Service User Monitoring Alerts

Common digital communication issues could include:

- Misunderstood messages
- Delays in responding
- Technical problems
- Misunderstanding of tones
- Accessibility barriers
- Undelivered messages
- Access restrictions

Copyright © 2026
Innovate Awarding Ltd

Risks and vulnerabilities could include:

- Cybersecurity Risks
- Phishing
- Hacking
- Weak passwords
- Data Protection and Privacy Issues
- Malware attacks

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2 must be assessed in a real working environment.

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must demonstrate compliance with information governance, confidentiality, and ethical standards for digital working in health and social care.

Details of the relationship of the unit and relevant national occupational standards

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Communication and Collaboration communicating effectively across teams and care partners.

Digital Safety and Data maintaining confidentiality, data protection, and cyber resilience.

Digital Capability and Confidence promoting digital professionalism in everyday work.

Essential Digital Skills Framework (DfE, 2023)

- Communicating
- Managing Information
- Being Safe and Responsible Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0219**: Support effective communication in health and social care settings.
- **SFHICT3:** Use digital technologies to support communication and record-keeping in health and care contexts.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Digital internet use in health and social care**
Unit Number	**R/651/9473**
Level	**3**
Credit Value	**5**
GLH	**35**

Unit Aim

This unit develops the advanced skills and knowledge needed to use the internet safely, efficiently, and responsibly within health and social care environments. Learners will explore how to access, evaluate, and share digital information to support person-centred care and service improvement.
They will also learn how to manage online safety, security, and data integrity in accordance with national and organisational standards.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Set up and maintain secure internet connections	1.1 Identify different **connection methods** and explain their benefits and risks 1.2 Set up secure connections using approved devices, software, and organisational protocols. 1.3 Troubleshoot connection issues and apply appropriate fault-finding procedures. 1.4 Explain how connectivity choices can affect data security and service accessibility in care settings.
2. Use browsers and digital tools to access, search, and retrieve online information	2.1 Use **advanced browser tools and techniques** to locate relevant information. 2.2 Evaluate online content for credibility, reliability, and bias. 2.3 Download, organise, and store online materials in line with copyright, data protection, and accessibility requirements. 2.4 Maintain a clear audit trail for information gathered to support care decisions or quality improvement.
3. Share and communicate information safely online	3.1 Use secure portals, websites, or collaborative tools to publish or exchange information. 3.2 Apply accessibility and inclusivity principles when posting or sharing digital content. 3.3 Moderate and manage contributions in **online spaces .** 3.4 Explain how digital communication supports integrated care and multi-agency collaboration.

Copyright © 2026
Innovate Awarding Ltd

4. Apply digital safety, security, and ethical practices when working online	4.1 Identify threats to **data security** . 4.2 Implement measures to protect personal and organisational data when online. 4.3 Follow data protection, confidentiality, and organisational cybersecurity procedures. 4.4 Promote and model safe digital behaviours within their workplace.

Additional Information

Connection methods may include Wi-Fi, VPN, mobile data

Advanced browser tools and techniques may include filters, Boolean searches, bookmarks

Online spaces may include shared portals, internal forums, care dashboards

Data security may include phishing, ransomware, social engineering

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must demonstrate compliance with GDPR, confidentiality agreements, and ethical use of digital information in care.

Details of the relationship of the unit and relevant national occupational standards

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Data and Information managing, accessing, and evaluating online information securely.

Digital Safety and Cybersecurity protecting systems, users, and data from harm.

Digital Collaboration using online tools to connect across care systems and organisations.

Essential Digital Skills Framework (DfE, 2023)

Handling Information and Content

Communicating

Copyright © 2026
Innovate Awarding Ltd

Being Safe and Responsible Online

Health and Social Care NOS (Skills for Care):

SCDHSC0033: Develop your practice through reflection and learning.

SCDHSC0035: Promote the safeguarding of individuals.

SFHICT3: Use digital technologies to support service delivery and communication.

SFHICT6: Promote and ensure cyber safety in health and care digital environments.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Digital project management in health and social care**
Unit Number	**F/651/9478**
Level	**3**
Credit Value	**4**
GLH	**30**

Unit Aim

This unit enables learners to use digital tools and systems to plan, monitor, and evaluate projects in health and social care. It focuses on applying project management principles through digital platforms to support service improvement, innovation, and compliance with quality standards. Learners will explore how project planning, scheduling, and reporting software can improve collaboration, accountability, and evidence-based decision-making.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Plan and define a digital project to meet organisational needs	1.1 Explain the **purpose, scope**, and **objectives** of a digital project in a care context. 1.2 Identify key stakeholders, milestones, and success indicators. 1.3 Select suitable **digital tools** to plan and track progress. 1.4 Create a digital project plan with timelines, resources, and measurable outcomes.
2. Use digital tools to coordinate, monitor and govern project activities	2.1 Input, edit, and update task data using digital project management software. 2.2 Assign responsibilities and manage resources through digital collaboration platforms. 2.3 Track project progress against baselines and milestones. 2.4 Record and resolve issues, risks, or delays within the digital tool. 2.5 Apply data protection, information governance, and cyber-security principles in digital project management.
3. Analyse project data and report outcomes using digital systems	3.1 Use digital dashboards and analytics to evaluate project performance. 3.2 Create clear, accessible progress reports for different audiences 3.3 Present findings visually using graphs, Gantt charts, or summaries.
Additional Information	

Copyright © 2026
Innovate Awarding Ltd

Purpose: Why the project is being done.

Scope: What the project will include.

Objectives: What the project aims to achieve.

Digital tools could include:

- Applications
- Software
- Devices
- Emails
- Teams/zoom
- Digital care planning systems
- eMAR
- Calendar
- e-learning platforms
- Screen readers
- Voice to text
- PowerPoint
- Word
- Excel

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 must be assessed in a real working environment.

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must comply with organisational information-governance procedures and demonstrate ethical, inclusive use of digital tools.

Details of the relationship of the unit and relevant national occupational standards

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Collaboration and Leadership – using digital tools to coordinate projects and teams.

Digital Data and Information – analysing and interpreting digital information for improvement.

Digital Safety and Cybersecurity – protecting data throughout digital project lifecycles.

Essential Digital Skills Framework (DfE, 2023)

Copyright © 2026
Innovate Awarding Ltd

- Handling Information and Content
- Communicating
- Problem Solving
- Being Safe Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0431:** Support quality improvement initiatives in care settings.
- **SFHICT8:** Use digital project management tools to plan and monitor care system implementation.
- **SFHICT9:** Apply information governance principles within digital projects.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Digital presentation and communication for health and social care**
Unit Number	**H/651/9479**
Level	**3**
Credit Value	**4**
GLH	**35**

Unit Aim

This unit enables learners to use digital presentation and communication tools to convey complex information clearly, professionally, and effectively in health and social care contexts. Learners will develop advanced digital skills in designing, producing, and delivering multimedia presentations that engage audiences, promote inclusion, and support organisational goals. The unit also reinforces best practice in digital accessibility, data security, and professional communication

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Design and prepare digital presentations for professional use	1.1 Identify the purpose, audience, and outcomes for a digital presentation. 1.2 Plan the structure, layout, and style of the presentation using accessible design principles. 1.3 Select appropriate **digital tools** and multimedia formats to meet needs. 1.4 Explain how copyright, confidentiality, and accessibility considerations affect presentation design.
2. Create, edit, and enhance digital presentations using multimedia tools	2.1 Combine text, images, charts, video, and audio to enhance understanding and engagement. 2.2 Use interactive or animation features appropriately to improve clarity and flow. 2.3 Apply consistent formatting and design for readability and inclusivity. 2.4 Save, retrieve, and back up presentation materials securely in accordance with data protection standards.
3. Deliver and evaluate digital presentations effectively	3.1 Present information clearly using appropriate tone, pace, and digital tools 3.2 Adapt delivery methods for different audiences 3.3 Use feedback and self-reflection to evaluate presentation effectiveness. 3.4 Identify improvements for future digital communication and presentation delivery.

Copyright © 2026
Innovate Awarding Ltd

Additional Information
Digital tools e.g. PowerPoint, Canva, Google Slides
Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. All evidence must demonstrate ethical use of digital tools, compliance with confidentiality standards, and consideration for accessibility and inclusion.
Details of the relationship of the unit and relevant national occupational standards
Digital Skills for Health and Care (NHS England & Skills for Care, 2022) **Digital Communication and Collaboration** presenting and communicating effectively using digital technologies. **Digital Inclusion and Accessibility** ensuring digital outputs are accessible to all audiences. **Digital Capability and Confidence** demonstrating professional and confident use of digital tools. **Essential Digital Skills Framework (DfE, 2023)** Communicating Creating and Editing Handling Information and Content **Health and Social Care NOS (Skills for Care):** **SCDHSC0021:** Support effective communication in health and social care settings. **SCDHSC0431:** Contribute to quality improvement through digital engagement and reporting. **SFHICT10:** Use digital media and presentation tools to share information within health and care environments.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Digital data and spreadsheet management in health and social care**
Unit Number	**L/651/9480**
Level	**3**
Credit Value	**5**
GLH	**35**

Unit Aim

This unit develops learners' ability to manage, analyse, and present digital data using spreadsheet and related applications within health and social care. Learners will explore how spreadsheets can support decision-making, improve service efficiency, and evidence compliance.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Create and organise digital data effectively	1.1 Identify **data types and sources** relevant to health and social care practice 1.2 Structure and enter data accurately within spreadsheets using appropriate headings and formats. 1.3 Combine or link data from multiple sources to produce complete datasets. 1.4 Store and retrieve spreadsheet files securely following organisational procedures.
2. Analyse and interpret digital data using spreadsheet tools	2.1 Select and apply formulas, functions, and data-analysis tools to identify trends or insights. 2.2 Use validation and conditional formatting to improve data accuracy and interpretation. 2.3 Employ forecasting or comparison techniques to support planning and quality improvement. 2.4 Check and correct formula errors to ensure reliability of results
3. Present and communicate data professionally	3.1 Use charts, graphs, and tables to present information clearly for different audiences. 3.2 Format spreadsheets consistently for readability and accessibility. 3.3 Create printable or shareable versions of data reports that comply with confidentiality and data-protection standards.

Copyright © 2026
Innovate Awarding Ltd

	3.4 Evaluate whether data presentation meets organisational and regulatory requirements.
4. Ensure data integrity and ethical compliance	4.1 Explain how data protection (UK GDPR) and information-governance policies apply to digital data. 4.2 Maintain confidentiality and minimise risk when storing or sharing spreadsheets. 4.3 Apply audit trails or version control to protect data integrity. 4.4 Reflect on how responsible data handling supports transparency, accountability, and person-centred care.

Additional Information

Data types and sources.

Types of data could include:

- Personal
- Health
- Care and support.
- Behavioural
- Observational
- Safeguarding
- Health and safety
- Communication

Sources of data could include:

- Care staff
- Service users
- Family members
- Carers
- HR
- Managers
- Other professionals
- Outside agencies
- Monitoring devices
- Care plans

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 must be assessed in a real working environment.

Copyright © 2026
Innovate Awarding Ltd

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. All evidence must adhere to organisational information-governance standards and UK GDPR.
Details of the relationship of the unit and relevant national occupational standards
Digital Skills for Health and Care (NHS England & Skills for Care, 2022) **Digital Data and Information** – collecting, analysing, and interpreting digital data responsibly. **Digital Safety and Cybersecurity** – protecting data integrity and confidentiality. **Digital Collaboration and Improvement** – sharing digital data to drive quality outcomes. **Essential Digital Skills Framework (DfE, 2023)** • Handling Information and Content • Creating and Editing • Problem Solving • Being Safe Online **Health and Social Care NOS (Skills for Care):** • **SCDHSC0431:** Support quality-improvement initiatives through data analysis. • **SCDHSC0033:** Develop your practice through reflection and learning. • **SFHICT11:** Use digital-data tools to collect, analyse, and report information in health and care settings. • **SFHICT9:** Apply data-protection and information-security principles.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Digital website and online content development for health and social care**
Unit Number	**M/651/9481**
Level	**3**
Credit Value	**5**
GLH	**40**

Unit Aim

This unit develops the knowledge and skills required to design, build, and maintain digital web pages and online content for use in health and social care contexts. Learners will explore how to create accessible, inclusive, and compliant digital information that reflects organisational values and supports communication with stakeholders, service users, and the public. The unit promotes understanding of accessibility standards, ethical communication, and responsible online publishing.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Plan and design digital content for health and social care websites	1.1 Identify the purpose, target audience, and scope of online content to be created. 1.2 Plan site structure, navigation, and layout to support clarity and ease of use. 1.3 Explain how copyright, accessibility, and confidentiality requirements influence design. 1.4 Select and justify suitable **digital tools** or platforms for website creation and management.
2. Develop and edit online content using appropriate digital tools	2.1 Create web pages using templates, content-management systems, or web design software. 2.2 Combine text, media, and interactive elements to enhance user engagement. 2.3 Apply consistent branding and formatting in line with organisational or sector standards. 2.4 Test functionality, navigation, and display across different devices and browsers
3. Publish, maintain, and review online content securely and ethically	3.1 Upload and publish online content using secure methods and access controls. 3.2 Check and update online materials regularly to ensure accuracy and relevance. 3.3 Apply data protection, safeguarding, and ethical principles when sharing content. 3.4 Evaluate website performance using feedback, analytics, or accessibility tools.

Copyright © 2026
Innovate Awarding Ltd

Additional Information
Digital tools in this context could include: Wix WordPress Squarespace Google sites Weebly
Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 must be assessed in a real working environment. This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.
Details of the relationship of the unit and relevant national occupational standards
Digital Skills for Health and Care (NHS England & Skills for Care, 2022) **Digital Communication and Collaboration** – creating and managing online information for engagement. **Digital Inclusion and Accessibility** – ensuring digital content is usable and accessible for all. **Digital Data and Information** – maintaining accurate and reliable online content. **Essential Digital Skills Framework (DfE, 2023)** • Communicating • Creating and Editing • Being Safe and Responsible Online **Health and Social Care NOS (Skills for Care):** • **SCDHSC0021:** Support effective communication in health and social care. • **SCDHSC0431:** Contribute to quality improvement through digital innovation. • **SFHICT12:** Develop and maintain accessible and compliant digital information for health and care audiences. • **SFHICT9:** Apply data-protection and information-security principles to online publishing.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Digital evidence portfolio for continuing professional development**
Unit Number	**R/651/9482**
Level	**3**
Credit Value	**4**
GLH	**30**

Unit Aim

This unit develops the knowledge and skills required to create, manage, and share digital evidence, e.g. in the form of an electronic portfolio, for assessment, performance review, and quality improvement in health and social care. Learners will explore how to use digital platforms to record competence, support reflective learning, and maintain secure digital records of evidence.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the principles of digital evidence management	1.1 Explain what constitutes valid, authentic, current, and sufficient evidence in digital assessment. 1.2 Describe different types of **digital evidence** 1.3 Explain how information governance and UKGDPR apply to digital evidence storage and sharing. 1.4 Identify advantages and potential risks of digital assessment platforms in care environments.
2. Use digital systems to collect and record evidence of competence	2.1 Select appropriate digital tools or platforms to record and upload evidence 2.2 Use file management and tagging systems to organise evidence efficiently. 2.3 Ensure evidence meets agreed assessment or audit criteria. 2.4 Apply security settings and permissions to protect personal and sensitive data.
3. Review, share, and evaluate digital evidence securely	3.1 Share digital evidence appropriately with assessors, supervisors, or verifiers using secure channels. 3.2 Review and reflect on digital evidence to identify strengths and areas for development. 3.3 Use digital feedback tools to respond to comments or guidance. 3.4 Evaluate the reliability and usability of digital evidence for ongoing professional development.

Copyright © 2026
Innovate Awarding Ltd

4. Promote continuous learning and improvement through digital assessment	4.1 Use digital platforms to track progress toward learning or performance goals. 4.2 Identify how digital evidence supports reflective and person-centred practice. 4.3 Support others in using digital tools to evidence learning or improvement. 4.4 Evaluate how digital assessment contributes to workforce development and quality assurance.

Additional Information

Digital evidence could include:

- Documents
- Hard drives
- Browser history
- Deleted files
- Text messages and call logs
- App data
- GPS history
- Photos and videos
- Health app data
- IP addresses
- Router logs
- Firewall logs
- Wi-Fi connection history
- Emails
- Cloud storage
- Social media platforms
- CCTV footage
- Smart speakers
- Smart doorbells
- Fitness trackers

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 4.1, 4.3 must be assessed in a real working environment.

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

Details of the relationship of the unit and relevant national occupational standards

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Copyright © 2026
Innovate Awarding Ltd

Digital Learning and Development – using digital tools to record, assess, and support learning.

Digital Data and Information – managing information securely and accurately.

Digital Capability and Confidence – promoting effective use of digital assessment systems.

Essential Digital Skills Framework (DfE, 2023)

- Handling Information and Content
- Communicating
- Creating and Editing
- Being Safe and Responsible Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0431:** Support quality-improvement and audit processes.
- **SFHICT13:** Use digital platforms to collect, assess, and share evidence in health and care environments.
- **SFHICT9:** Maintain data-protection and information-governance standards.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Digital inclusion and accessibility in health and social care**
Unit Number	**T/651/9483**
Level	**3**
Credit Value	**4**
GLH	**30**

Unit Aim

This unit enables learners to understand and apply the principles of digital inclusion and accessibility in health and social care. It focuses on ensuring that staff, service users, and stakeholders can access, understand, and use digital technologies effectively, regardless of ability, language, culture, or digital confidence.

Learners will explore inclusive design, assistive technology, and strategies to overcome barriers to digital participation.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the principles of digital inclusion and accessibility	1.1 Define digital inclusion and explain its importance in health and social care. 1.2 Identify **barriers** that may prevent individuals or groups from accessing digital services. 1.3 Describe legislation, standards, and policies relating to digital accessibility 1.4 Explain how inclusive digital practice supports equality, diversity, and human rights
2. Support digital access and participation for service users and colleagues	2.1 Assess digital access and confidence needs of individuals or teams. 2.2 Demonstrate how to adapt digital tools or interfaces to meet accessibility requirements. 2.3 Provide guidance or support in using digital devices or platforms. 2.4 Promote inclusive communication practices through plain language, translation, or alternative formats.
3. Use assistive and adaptive technologies to enhance inclusion	3.1 Identify common **assistive technologies** 3.2 Configure accessibility settings on devices or applications to meet user needs. 3.3 Support individuals to select and use appropriate assistive tools safely. 3.4 Evaluate how assistive technology can improve independence, engagement, and wellbeing.

Copyright © 2026
Innovate Awarding Ltd

4. Promote an inclusive digital culture in care settings	4.1 Contribute to policies and initiatives that promote digital inclusion within the organisation. 4.2 Advocate for training, resources, or infrastructure that reduce digital inequality. 4.3 Share best practice examples of inclusive digital approaches in care. 4.4 Reflect on their own digital skills and identify ways to champion inclusion.

Additional Information

Barriers could include:

- Digital skills and knowledge
- Access to technology
- Internet connections
- Battery levels on portable equipment
- Accessibility
- Financial capabilities
- Disability
- Literacy
- Cultural and social
- Cognitive
- Emotional

Assistive technologies could include:

- Smart phones
- Tablets
- Laptops
- Assistive communication devices
- Smart watches
- Fall detectors
- Telecare and Telehealth devices
- Environment control systems
- Text to speech
- Zoom and magnifier tools
- Closed captions
- Voice control
- Colour filters

Assessment requirements specified by a sector or regulatory body (if appropriate)

Copyright © 2026
Innovate Awarding Ltd

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 4.2, 4.3 must be assessed in a real working environment. This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.
Details of the relationship of the unit and relevant national occupational standards
Digital Skills for Health and Care (NHS England & Skills for Care, 2022) **Digital Inclusion and Accessibility** – promoting equal access and participation. **Digital Communication and Collaboration** – ensuring communication methods are inclusive. **Digital Capability and Confidence** – supporting others to develop digital skills. **Essential Digital Skills Framework (DfE, 2023)** • Communicating • Handling Information and Content • Being Safe and Responsible Online **Health and Social Care NOS (Skills for Care):** • **SCDHSC0021:** Support effective communication in health and social care. • **SCDHSC0431:** Contribute to promoting equality and inclusion in care environments. • **SFHICT14:** Support and promote digital inclusion and accessibility within health and social care settings**.** • **SCDHSC0033:** Develop your practice through reflection and learning.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**The use of technology and data in adult social care**
Unit Number	**R/651/4298**
Level	**5**
Credit Value	**6**
GLH	**30**

Unit Aim

This unit aims to develop learners' understanding of how technology and data are used within adult social care, including the national context, legislation and policy that shape digital practice. Learners will explore how technology and data can improve the quality, safety and personalisation of care, while also examining issues of privacy, safeguarding, ethics and data governance. The unit supports learners to recognise risks, understand legal responsibilities, and appreciate the role of effective data management in delivering high-quality, person-centred care

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the national context around the use of technology and data in the delivery of care	1.1 Outline the **current legislation and policy** relating to the use of technology and data in adult social care. 1.2 Analyse how **key drivers, enablers and priorities** affect the use of technology and data within adult social care organisations.
2. Understand how technology and the use of data benefits people and the quality of care they receive	2.1 Identify what technology is important and beneficial to the delivery of care. 2.2 Outline the value and importance of the types of data that are stored, processed and shared within your organisation. 2.3 Assess how using technology and data can innovate, transform and personalise the delivery of care, and support people's wider health, wellbeing and independence.
3. Understand the role of data protection, safeguarding and ethical practice when using technology in the delivery of care	3.1 Explain the rules and processes that exist around people's rights to privacy, and their rights to consent, in the use and sharing of personal and sensitive data involved in the delivery of their care. 3.2 Explain how the use of technology can support the autonomy, empowerment and choices of people accessing care. 3.3 Analyse potential risks presented by the use of technology and sharing of data in the delivery of care. 3.4 Propose ways to identify, manage and address these risks.

Copyright © 2026
Innovate Awarding Ltd

4. Understand the legal requirements and governance of data within your organisation	4.1 Explain the value and importance of processes in place to meet legal responsibilities and data governance requirements. 4.2 Describe the actions and procedures required in the event of a data breach, and the different roles involved.

Guidance

Learning Outcome 1

Learners should show an understanding of the national and strategic picture behind the use of technology and data within adult social care.

This can include the wider strategic initiatives for the digitisation of care, the integration of health and social care and wider sharing of digital information through the development of Integrated Care Systems and improving cybersecurity across the health and care sectors.

Current legislation and policy could include:

- People at the Heart of Care (2021)
- A Plan for Digital Health and Social Care (2022)
- Data Saves Lives (2022)
- Health and Care Act (2022)
- Transforming for a Digital Future (2022)
- Digital Skills Framework (2023)
- CQC Guidance (Information, Records & Technology) (2023)
- Cybersecurity Strategy for Health and Social Care to 2030 (2023)

Key drivers, enablers and priorities could include:

- improvements in the quality of care and care outcomes
- digitisation in adult social care
- local authorities and their wider digitisation strategy
- integrated care systems and improved data sharing and interoperability
- developing a highly skilled workforce that can implement new technologies and address emerging challenges (e.g., AI)
- cybersecurity.

Please see the "References" section in the Appendix for a wider list of documentation and background reading for learners that can supplement this guidance.

Learning Outcome 2

Assessment Criterion 2.1

Copyright © 2026
Innovate Awarding Ltd

Learners can reference technology that can benefit people's quality of life, the quality of their care, and the provision of their care.

Examples of technology that can benefit people's quality of life can include:

- wearable and acoustic technologies
- devices that can remind or notify people of events and information
- smart home technologies
- communication technologies
- GPS tracking
- equipment to aid mobility
- assistive technologies (to support people with accessibility requirements in accessing information and services)
- access to the internet and web browser software
- smartphone applications.

Examples of technology that can benefit people's quality of care can include:

- technologies worn by staff
- telecare
- diagnostic tools
- digital care records
- electronic care plans.

Examples of technology that can benefit people's provision of care can include:

- rota and care management systems
- databases
- business software
- AI and robotics.

Assessment Criterion 2.2

Learners could differentiate the data items held to support the delivery of care. Examples can include:

- demographic and personal details
- contact details
- medical history
- medications
- allergies
- capacity
- power of attorney
- care plans and assessments.

The learner can also raise how data can provide useful insights and intelligence for improving care delivery.

Copyright © 2026
Innovate Awarding Ltd

Assessment Criterion 2.3

Learners should be able to assess how different technology and the use of data benefits people and the delivery of their care, within a care setting or in their own home.

This could include improved responsiveness and effectiveness in the delivery of care due to improved and faster access to electronic information.

It could also include improved care outcomes due to better access to technologies that can provide greater empowerment, autonomy and opportunities to people accessing care.

Learning Outcome 3

Assessment Criterion 3.1

This answer can include reference to the rules and processes around individuals' right to privacy, and their rights to consent or opt-out around the sharing of personal or sensitive data held about them. It can include reference to a privacy notice, and how people are informed of their rights over the use and sharing of their data.

There could also be clarification of the role of a Caldicott Guardian within their organisation. A Caldicott Guardian is a senior role within an adult social care organisation and responsible for the safeguarding and confidentiality of the personal information of people accessing care, and that the data is used ethically, legally and appropriately.

Assessment Criterion 3.2

Learners could provide insights and illustrations into how technology can support people to make independent decisions and choices.

It could include examples in how technology can help an individual to personalise their care, and to give them opportunities to engage with their communities, build their careers, and pursue interests and social activities.

Assessment Criterion 3.3

This answer can explore areas where technology can have a detrimental and harmful impact on individuals either working or accessing care within a care setting or in a person's own home.

Examples could include exposure to online content or interactions which could cause psychological harm, such as cyberbullying or inappropriate material. There could also be the risks of exploitation, fraud and identity theft.

Copyright © 2026
Innovate Awarding Ltd

Technology may also be detrimental for people with particular conditions who may benefit more from differently accessible solutions. People may exercise their choice and control over their preference and use of technology, and may not wish to be forced to use particular systems or devices.

There are also risks with the use of language software and the AI generation of content from data where it may not be appropriate, reliable or quality-checked if used to improve the quality or provision of a person's care.

Assessment Criterion 3.4

These issues could be managed either through finding alternative technology solutions, or non-technological solutions. Learners may wish to provide case examples or illustrations.

There can be reference to risk management processes to identify, manage and mitigate/resolve risks.

Learning Outcome 4

Assessment Criterion 4.1

This can include reference to CQC regulations and key lines of enquiry, and reporting requirements in how social care data is managed by the organisation. There should be an understanding about what legal responsibilities there are under the Data Protection Act and the General Data Protection Regulation (GDPR) in how data is processed, shared, archived and deleted. There could also be reference to the Data Security and Protection Toolkit (DSPT).

Assessment Criterion 4.2

There is an expectation that learners will already know the definition of a data breach within their organisation, but can describe their responsibilities to report the incident and notify the Data Security and Protection Lead in their organisation.

If the breach is serious and risks people's individual rights and freedoms, it should be reported to the Information Commissioners Office (ICO). There should be a plan of action for addressing the breach and mitigating/preventing any future risk.

There should be an understanding of how a breach impacts different stakeholders, including people accessing care and support, their families, staff etc.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Implementing technology in adult social care**
Unit Number	**T/651/4299**
Level	**5**
Credit Value	**3**
GLH	**15**

Unit Aim

This unit aims to equip learners with the knowledge and skills needed to plan, assess and implement new technology within a care setting. Learners will examine the organisational, technical and stakeholder considerations involved in selecting and embedding digital technologies, and understand how strong external partnerships can support innovation and sustainable use of technology. The unit enables learners to make informed, evidence-based decisions that support service improvement and enhance outcomes for people accessing care.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Know how to plan, assess and select new technology for use within a **care setting**	1.1 Identify the key benchmarks, outcomes and success factors that need to be measured when introducing new technology within a care setting. 1.2 Distinguish the factors you need to consider when planning to embed digital technology within a care setting. 1.3 Identify the key stakeholders and decision-makers involved in the planning and selection of technology. 1.4 Describe how you would consult and engage with your stakeholders to inform implementation. 1.5 Explain the processes for how you would assess and select technology to meet your organisation's informational and service requirements.
2. Understand how external relationships influence the delivery and ongoing use of technology	2.1 Assess how good relationships with external organisations could support innovation, planning, introduction and ongoing use of technology within a care setting.

Guidance

Learning Outcome 1

Care setting may include the home of an individual accessing care. Please see the definition of 'care setting' in the appendix for more detail.

Copyright © 2026
Innovate Awarding Ltd

Assessment Criterion 1.1

Successful outcomes with the use of technology could be measured quantifiably such as through increased volume of data and user traffic, but also qualitatively through discussions and testimonials with staff and people accessing care over how technology has improved their experiences and quality of life.

Examples of success factors can include:

- a demonstrable increase in the volume and use of digital information involved in the delivery of a person's care
- people accessing care being able to contact family and friends more frequently or take up new social or work opportunities because of increased use of the internet and communications technologies
- improved access and uptake in the use of technology by people who may have accessibility requirements in their ability to use technology (e.g. devices and software).

Assessment Criterion 1.2

These organisational factors could include infrastructural constraints, for example:

- electrical lines
- phone lines
- internet connectivity
- existing technology and its compatibility
- existing commercial arrangements (such as what licenses or service agreements are in place for existing technology)
- data requirements for service delivery
- internal and external data reporting, and sharing with other organisations
- data protection requirements.

Assessment Criterion 1.3

Stakeholders can include people accessing services, staff, technology suppliers, local authorities and commissioners, health practitioners (including GPs, ICS teams), regulatory bodies, carers and family members of people accessing care.

Assessment Criterion 1.4

This answer can illustrate how a digital leader would capture the stakeholder needs to establish the specifications of technology to be selected and/or inform implementation. This could include stakeholder mapping, strengths/weaknesses/opportunities/threats (SWOT), cost/benefit analysis, options appraisals, understanding accessibility requirements, and other needs-gathering exercises (e.g. surveys, polls, risk assessments and consultation/focus groups).

Assessment Criterion 1.5

Copyright © 2026
Innovate Awarding Ltd

This answer can include reference to tendering and procurement processes for the review and selection of technology products and services. It can include analysis and appraisal of options against requirements and technical specifications, and how decisions are informed, fair and transparent.

There needs to be consideration of how solutions are sustainable, and potential exit strategies if there are dependencies on particular areas or types of technology.

There should be emphasis on proper understanding of terms and conditions within a contract, including additional charges and arrangements concerning the access of data, and exit clauses (such as to avoid vendor 'lock-in').

Learning Outcome 2

Assessment Criterion 2.1

This can include detail on how to manage different stakeholders, and the development of networks or communities of practice to support innovation and planning around new technology, and to influence or negotiate an organisation's technology strategy. It could reference integrated care systems.

There needs to be emphasis that relationships with suppliers involve mutual understanding of business and services being provided, and the current level of digital maturity* within the care setting.

*For a definition of 'digital maturity', please see the 'appendix'.

Copyright © 2026
Innovate Awarding Ltd

Unit Title	**Leading change, learning and improvement in adult social care**
Unit Number	**H/651/4300**
Level	**5**
Credit Value	**3**
GLH	**15**

Unit Aim

This unit aims to enable learners to lead digital change and foster a positive, confident digital learning culture within adult social care. Learners will explore challenges faced by staff and people accessing services when using technology, and understand how to provide leadership, support and solutions to overcome these barriers. The unit also develops learners' capacity to promote digital skills, collaborate with stakeholders, and drive continuous improvement through the effective use of technology, learning, and reflective practice.

Learning outcome **The learner will**	**Assessment criteria** **The learner can**
1. Understand the challenges to using new and existing technology within a care setting and how to overcome them	1.1 Identify what challenges exist for staff and people accessing services in learning and using new technology. 1.2 Assess how the organisation can overcome these challenges and the role of a leader in providing assurance, direction and support.
2. Understand how to lead a positive digital learning environment and provide opportunities for staff to build their digital skills, confidence and wellbeing	2.1 Analyse how digital skills requirements and gaps are addressed within staff processes (e.g. induction and appraisals) and embedded within staff learning and development. 2.2 Explain what resources can ensure staff are supported to reflect upon and self-assess their digital skills (e.g. policies and procedures, external guidance). 2.3 Assess the value of peer-to-peer support, the sharing of good practice, and the role of a **digital champion** in embedding the use of technology, and co-producing solutions and new innovations. 2.4 Explain how the organisation facilitates continuous digital learning and development for the workforce and people accessing services, building on opportunities for developing people's **digital confidence**.
3. Understand how to work with and learn from stakeholders about the	3.1 Explain how you could work with **stakeholders** to learn, develop and promote digital learning opportunities for your staff and colleagues.

Copyright © 2026
Innovate Awarding Ltd

ways in which technology can support staff learning	
4. Understand how to drive continuous improvement in the use of technology in the delivery of care	4.1 Explain how your organisation could monitor and evaluate outcomes and feedback from the use of technology, and how this can enable continuous innovation and improvement.

Guidance

Learning Outcome 1

Assessment Criterion 1.1

Challenges to the uptake of technology within a care setting or within a person's home could include:

- cost (affordability of the purchase and maintenance of the technology)
- time (the limited capacity of staff to be able to learn and develop skills with technology against ongoing responsibilities and work pressures)
- infrastructural (can the technology be implemented within the setting if there are structural limitations e.g. electrical lines, phone lines etc.)
- linguistic (people may have challenges with technology due to language barriers)
- confidence in using technology
- existing knowledge, skills and capabilities
- accessibility (people may have learning or sensory impairments that make it difficult for them to access or benefit from the use of technology)
- technological (existing technology may not be compatible with new technology, and an organisation may be limited and constrained to a particular group of compatible technologies or 'product stack').

Assessment Criterion 1.2

This could include an action plan and risk assessment, with an explanation on how the learner is drawing on information to overcome identified challenges.

Learning Outcome 2

Assessment Criterion 2.1

This could include reference to the digital skills framework, the use of a training needs analysis, use of a learning management system, and detail about the organisational processes involved in the appraisal, induction and ongoing training of staff in line with learning requirements.

Assessment Criterion 2.2

Copyright © 2026
Innovate Awarding Ltd

Learners may wish to reference their own organisation's resources or outline potential ways that this personal reflection can be achieved through appraisals, supervisions, workshops or other staff events.

Assessment Criterion 2.3

This answer could include reference to digital champions in providing detail on peer-to-peer support and good practice with technology.

For a definition of **digital champion**, please see the Appendix.

Assessment Criterion 2.4

The learner may wish to reference policies, procedures, tools and resources, enabling the continuous learning and development of staff.

For a definition of **digital confidence**, please see the Appendix.

Learning Outcome 3

Assessment Criterion 3.1

This can include detail of stakeholder management practice and reference to developing, attending, and contributing to external networks or communities of practice to support wider learning opportunities for staff.

This can inform staff learning around using, or relating to technology in the delivery of care.

Examples of **stakeholders** can include (this list is not exhaustive):

- internal staff
- people accessing care and support
- family members and carers of people accessing care and support
- other care organisations
- integrated care systems
- local authorities.

Learning Outcome 4

Assessment Criterion 4.1

This answer can include reference to an iterative cycle of development, where technology is implemented, reviewed and then further developed in line with feedback and changing outcomes and requirements.

Learners can explain how different stakeholders are feeding back into the technology that is being used.

Copyright © 2026
Innovate Awarding Ltd

There should be detail in how data being collected is being used to improve performance, and an appraisal of the current benefits of technology for person-centred care (against performance metrics and indicators) to determine if further changes and improvements are needed.

Copyright © 2026
Innovate Awarding Ltd

APPENDIX

Copyright © 2026
Innovate Awarding Ltd

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three 'Entry' levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit Values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours.

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional

Copyright © 2026
Innovate Awarding Ltd

learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently. **S**

RQF Terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding organisations.

Skills for Care and Development Assessment Principles

The Innovate Awarding Level 5 Diploma in Leading and Managing an Adult Care Service must be delivered and assessed in accordance with the Skills for Care and Development Assessment Principles. The following information has been adapted from the principles and applies to Innovate Awarding, training providers approved by Innovate Awarding, tutors, assessors and internal and external quality assurers.

1. **Assessment Principles**

1.1. Good practice dictates the following:

- Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units.
- Centres should have in place processes to identify and recognise opportunities for use of Accredited Prior Learning (APL) and/or Recognition of Prior Learning (RPL), and these should meet the requirements of the awarding organisation.
- Centres should also have in place processes to support reasonable adjustments, and again, these should meet the requirements of the awarding organisation.

Copyright © 2026
Innovate Awarding Ltd

1.2. The centre must monitor that learners are registered with the awarding organisation **before** formal assessment continues.

Assessors must be able to fully evidence and justify the assessment decisions they have made in line with the principles of validity, authenticity, reliability, currency and sufficiency. Assessment records should be accurate, legible and complete, and meet requirements set out by the awarding organisation and associated assessment strategy where this is in place.

1.3. Skills-based assessment must include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation must be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers.

Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted. These approaches must be standardised, and the centre must discuss and agree this with the awarding organisation.

1.4. Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

1.5. Assessors must demonstrate occupational competence and sector knowledge at or above the level they assess, maintaining this through ongoing continual professional development.

- In examples where assessors are returning to practice, a professional development plan should be in place to ensure current sector competency against the level, the subject matter being assessed, and overall assessment practices.
- If an assessor is occupationally competent but not yet qualified, a qualified assessor must make the final assessment decisions. These must be validated through countersigning and supported by robust internal quality assurance, sampling plans and activities until qualification requirements are met.
- It is the responsibility of the AO/B to confirm that assessors in centres are suitably qualified and competent to make assessment decisions.

1.6. Simulation must only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the awarding organisation or agreed with the External Quality Assurer acting on behalf of the awarding organisation.

Copyright © 2026
Innovate Awarding Ltd

1.7. Witness testimony from others, including those who use services, their families and professionals, can be an important contribution to evidence in the assessment process and can enrich and triangulate other evidence obtained. A witness testimony does not replace direct observation and should not be used as the only evidence of skills. A witness testimony and an expert witness testimony are two different types of evidence. Informed consent must be gained for those providing witness testimonies.

1.8. Expert witnesses play an important role in assessments. They must:

- have a working knowledge of the relevant units
- be occupationally competent in the relevant units, and
- have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise.

1.9. Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the awarding organisation.

1.10. The expert witness is a reliable source of evidence:

- where the assessor is not occupationally competent in a specialist area e.g. a healthcare task, an expert witness testimony can be used for direct observation of the unit (not the whole qualification) where they have occupational expertise in the specialist area.
- when used as a method to enrich, supplement, and add triangulation to other assessment methods and outcomes.
- in supporting flexibility where there are valid and genuine factors in not being able to obtain direct observation in the workplace e.g. individual considerations, environment and practice sensitivities. Occasions where this is needed must be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations.
- where allowed as per the assessment strategy.

1.11. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and AO/B requirements for assessment of units within the qualification and the sector. The assessor remains responsible for supporting the expert witness through the process and making the final assessment decision.

2 Assessment of knowledge-based learning outcomes:

2.1. The assessment of knowledge-based learning outcomes:

Copyright © 2026
Innovate Awarding Ltd

- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- must be robust, reliable, valid and current
- can be supported by eLearning programmes to support overall summative assessment, by helping learners acquire and review knowledge, but they cannot replace practical assessment in a real work environment
- may include pre-set automated tests (such as multiple-choice questions) which contribute evidence towards summative decisions. However, they must be complemented by direct assessment methods that demonstrate the learner's ability to apply knowledge in real work situations
- must take into account APL/RPL to avoid duplication of learning.

3 Recording and documentation

a. All assessment and quality assurance evidence, regardless of format, must comply with confidentiality and data protection laws. Information must be traceable, auditable, authenticated, and meet assessment principles. In addition, no recordings should compromise anyone's privacy or dignity. As such, clear and robust referencing is necessary to establish a relationship between the evidence and the assessment standard, which validates competence. Referencing should clearly indicate the specific location within the evidence where the relevant skills and knowledge are claimed, either in paper-based or e-portfolios.

4 Use of technology in the assessment process

4.1. Centres should have in place robust policies and procedures regarding Artificial Intelligence (AI) and technology, and these must meet requirements as set out by the awarding organisation.

4.2 Technology, platforms, and e-portfolios can support assessment by enabling planning, reviews, learner reflection, professional discussions, and capturing evidence from expert witnesses. When using technology in these contexts, ensure:

- recording, storage, and access comply with confidentiality and data protection legislation
- individuals receiving care or support and others are not unintentionally recorded
- informed consent must be freely given by everyone involved in the assessment and this must be documented.

4.3. Using technology to observe and verify learner competency (remote observation) is not allowed if it risks anyone's privacy, dignity, or confidentiality.

Copyright © 2026
Innovate Awarding Ltd

4.4. Where permitted by sector or qualification guidelines, technology may be used to remotely observe learners' task-based competencies, such as online meetings or remote support to colleagues. Such evidence must be clearly marked and distinguished from other types. It should not be used when there is a requirement for direct interaction with individuals using care or support services or others.

4.5 The remote observation approach in 4.4 is supplementary and does not replace direct observation as the primary assessment method. It should be used to support and enhance planned direct assessments throughout the qualification.

4.6 Centre practices in the use of technology are to be monitored and assured by the awarding organisation, and this should include centre consideration of the following:

- Use aligns to adherence to any additional guidance set by the awarding organisation, the qualification, which is being assessed, any specific sector considerations and associated assessment strategies in place.
- The centre understands the ethical considerations in the use of technology in the sectors and has policies and procedures in place to support use.
- Robust approaches to risk assessment are used to ensure risks to individuals and others are eradicated.
- Centre practices and approaches are guided and supported by thorough standardisation.
- Technology and programmes used are standardised, accessible, safe and reliable.
- If the centre allows assessor and internal quality assurer use of personal devices (e.g. phones, tablets, or personal laptops), then procedures should be in place to ensure data and confidentiality aspects. This includes consideration of where and how devices are accessed to view learner evidence.
- Assessment planning and discussion should capture the relevant and safe opportunities to use technology, along with the approach used to explore and mitigate any risks.
- Evidence recording methods and assessment outcome processes do not increase the risk of any data or confidentiality breaches.
- Assessment outcomes and decisions and outcomes generated by use of technology in the process are reliable, sufficient and traceable.
- All protocols are upheld in the 'observation' context e.g. permissions sought and confirming the purpose of the assessment activity.
- Assessment activities where technology is used, must be incorporated in internal and external quality assurance sampling planning and activities.
- Learners are not disadvantaged by the use of technology and they are aware of its use.

Copyright © 2026
Innovate Awarding Ltd

- Learning requirements, support, skill development or other developmental needs of the learner are fully supported throughout the qualification process.
- Technology is used well to genuinely enhance the assessment process, experience, outcomes and digital skills of the learner.
- Practices and lessons learned should be shared by all to support review and continuous improvement.

4. Internal quality assurance

5.1 Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. This process should be supported by robust sampling plans and activity that takes place at beginning, middle and end of the qualification journey and accounts for any potential risks in the assessment process. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the awarding organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

4.1 If the internal quality assurer is knowledgeable but not yet qualified, a qualified internal quality assurer must make final decisions. A clear countersigning strategy should support and confirm decisions by unqualified staff until they are fully qualified.

4.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

5.4 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the awarding organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

5. Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements of the specific qualification units they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification, while the final

Copyright © 2026
Innovate Awarding Ltd

assessment decision for a qualification remains with the lead assessor. Being occupationally competent also means being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor and internal quality assurer should possess knowledge and understanding relevant to the specific qualifications and / or units they are assessing or internally quality assuring. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development. It is crucial that internal quality assurers understand the nature and context of the assessors' work and that of their learners.

Qualified to make assessment decisions: This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. A list of general assessor qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Qualified to make quality assurance decisions: The awarding organisation will determine what qualifies those undertaking internal and external quality assurances to make decisions about that quality assurance. A list of general internal qualification assurance qualifications is included below. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Witness testimony: Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.

Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/context specific or relevant to tutoring assessing or quality assurance)

Copyright © 2026
Innovate Awarding Ltd

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Qualified Teacher Status
- Relevant predecessor tutor qualifications, such as Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF), Certificate in Education in Post Compulsory Education (PCE) or L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

Assessors

Assessors must hold or be working towards any of the following:

- Level 5 Diploma in Teaching (Further Education and Skills) (September 2024) to be discussed with Awarding Organisation to ensure relevant units have been undertaken
- Level 3 Learning and Skills Assessor Apprenticeship (March 2023)
- Level 5 Learning and Skills Teacher Apprenticeship (January 2019)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland) (2015)
- L&D9D - Assessing workplace competence using Direct methods (Scotland) (2015)
- Level 5 Diploma in Education and Training (2014)

Relevant assessing units:

  - Teaching, learning and assessment in education and training
  - Developing teaching, learning and assessment in education and training

- Level 4 Certificate in Education and Training (2014)

Relevant assessing units:

  - Assessing learners in education and training
  - Assess occupational competence in the work environment
  - Assess vocational skills, knowledge and understanding

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence (2012)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (2012)
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (2012, 2007)
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only) (2010)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only) (2010)
- Level 3 Certificate in Assessing Vocational Achievement (2010)

Copyright © 2026
Innovate Awarding Ltd

- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation (2002)
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education

Internal Quality Assurers

Internal Quality Assurers must hold or be working towards any of the following:

- Level 5 Diploma in Education and Training (2014)

Relevant IQA unit:

  - Internally assure the quality of assessment
- Level 4 Certificate in Education and Training (2014)

Relevant IQA units:

  - Assessing learners in education and training
  - Internally assure the quality of assessment
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (2014) or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (2014)
- D34 Unit Internally verify the assessment process (2012)
- V1 Verifiers Award (2012)
- L&D11- Internally Monitor and Maintain the Quality of Workplace Assessment (Scotland) (2010)

External Quality Assurers

External Quality Assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

External verifiers holding historical qualifications such as unit V2 – Conduct External Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Copyright © 2026
Innovate Awarding Ltd

- **Occupational Competence Requirements**

Tutors, Assessors and Quality Assurance Staff

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/context specific or relevant to tutoring assessing or quality assurance)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Qualified Teacher Status
- Relevant predecessor tutor qualifications, such as Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF), Certificate in Education in Post Compulsory Education (PCE) or L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

Assessors

List of acceptable qualifications

must hold or be working towards any of the following:

- Level 5 Diploma in Teaching (Further Education and Skills) (September 2024) to be discussed with Awarding Organisation to ensure relevant units have been undertaken
- Level 3 Learning and Skills Assessor Apprenticeship (March 2023)
- Level 5 Learning and Skills Teacher Apprenticeship (January 2019)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland) (2015)
- L&D9D - Assessing workplace competence using Direct methods (Scotland) (2015)
- Level 5 Diploma in Education and Training (2014) ***Relevant assessing units:***
    - Teaching, learning and assessment in education and training
    - Developing teaching, learning and assessment in education

Copyright © 2026
Innovate Awarding Ltd

and training

- Level 4 Certificate in Education and Training (2014) ***Relevant assessing units:***
    - Assessing learners in education and training
    - Assess occupational competence in the work environment
    - Assess vocational skills, knowledge and understanding
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence (2012)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (2012)
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (2012, 2007)
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only) (2010)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only) (2010)
- Level 3 Certificate in Assessing Vocational Achievement (2010)
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation (2002)
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education

Copyright © 2026
Innovate Awarding Ltd

Internal Quality Assurers

List of acceptable qualifications

must hold or be working towards any of the following:

- Level 5 Diploma in Education and Training (2014) ***Relevant IQA unit:***
  - Internally assure the quality of assessment
- Level 4 Certificate in Education and Training (2014) ***Relevant IQA units:***
  - Assessing learners in education and training
  - Internally assure the quality of assessment
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (2014) or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (2014)
- D34 Unit Internally verify the assessment process (2012)
- V1 Verifiers Award (2012)
- L&D11- Internally Monitor and Maintain the Quality of Workplace Assessment (Scotland) (2010)

External Quality Assurers

External Quality Assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

External verifiers holding historical qualifications such as unit V2 Conduct External Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Copyright © 2026
Innovate Awarding Ltd

Additional Information

Centre Approval

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems.

Email contactus@innovateawarding.org or call 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and Appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Copyright © 2026
Innovate Awarding Ltd

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Use of Artificial Intelligence (AI) and referencing

Learner submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the learner's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

Copyright © 2026
Innovate Awarding Ltd

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL, and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved, centres must adhere to the Centre Agreement and Information and Guidance for Centres.

Copyright © 2026
Innovate Awarding Ltd

Innovate Awarding
Block F, 291 Paintworks, Arnos Vale,
Bristol, BS43AW

innovateawarding.org

contactus@innovateawarding.org

+44 (0)117 314 2800