

# SPECIFICATION

**IAO Level 5 Diploma for Assistant Practitioners  
in Healthcare**

**Qualification Number: 603/2777/7**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**

**Business and Management**

**Childcare**

**Employability**

**Retail**

**Health and Social Care**

**Hospitality and Catering**

**IT**

**Logistics**

**Education and Training**

We currently offer over 120 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org)

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”*

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/2777/7
<b>Qualification review date</b>	31 <sup>st</sup> October 2022
<b>Guided Learning Hours (GLH)</b>	Minimum 479 hours
<b>Total Qualification Time (TQT)</b>	Minimum 930 hours
<b>RQF level</b>	5
<b>Qualification credit value</b>	93 credits
<b>Minimum credits at/above level</b>	80 credits
<b>Assessment requirements</b>	<p>Portfolio of Evidence</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>
<b>Aims and objectives of the qualification</b>	<p>This qualification develops knowledge and skills needed when working in a senior role with adults in health care environments, such as hospitals, GP Surgeries, community based and residential care. It develops the knowledge and skills required for working in a senior role with adults in health care environments including mental health, occupational therapy, general practice, emergency medicine, stroke rehabilitation, personal, social or rehabilitative care.</p>
<b>Entry guidance</b>	<p>There are no formal entry requirements for this qualification. This qualification is suitable for those who work within the health care workforce. It provides learners with an opportunity to demonstrate their competence in a wide range of job roles.</p>
<b>Progression opportunities</b>	<p>With training and experience this role could lead to progression to healthcare professions such as nursing.</p>
<b>Funding</b>	<p>For details on eligibility for government funding please refer to the following websites:</p> <p><a href="http://www.education.gov.uk/section96">http://www.education.gov.uk/section96</a></p> <p><a href="https://www.gov.uk/government/organisations/skills-funding-agency">https://www.gov.uk/government/organisations/skills-funding-agency</a></p>

## Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org)

### 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 us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### Complaints

If we do get things wrong, we'll 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.

### 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.

**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 IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## 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.

## Skills for Health Assessment Principles

### 1. Introduction

1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2 This document sets out principles and approaches to the assessment of regulated qualifications not already described by the qualifications regulators in England, Wales and Northern Ireland. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

1.4 These principles apply to qualifications and the units therein that assess occupational competence.

1.5 Throughout this document the term unit is used for simplicity but this can mean module or any other similar term.

### 2. Assessment Principles

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal assessor qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

2.4 Competence based units must include direct observation in the workplace as the primary source of evidence.

2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.7 Assessment decisions for knowledge only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy.

### 3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal internal quality assurance qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal internal quality assurance qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

## 4. Definitions

4.1 Occupationally competent: This means that each assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continued learning and professional development. This can be demonstrated through current statutory professional registration.

4.2 Occupationally knowledgeable: This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continued learning and professional development.

4.3 Qualified to make assessment decisions: This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy.

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the qualification units on which their expertise is based;
- be occupationally competent in their area of expertise;
- have EITHER a qualification in assessment of workplace performance OR a
- professional work role which involves evaluating the everyday practice of staff.

## Qualification Structure

Learners must achieve:

The minimum Guided Learning Hours (GLH) for this qualification is 479 hours.

The Total Qualification Time (TQT) for this qualification is 930 hours.

### Unit Structures

Learners must complete all the mandatory units before selecting one unit from Optional Group 1 and one unit from Optional Group 2.

## Mandatory Units Table

Unit ref	Unit title	Level	Credit value	GLH
Y/602/2860	Understand safeguarding of children and young people (for those working in the adult sector)	3	1	11
L/602/2578	Promote professional development	4	4	33
A/602/3189	Work in partnership in health and social care or children and young people's settings	4	4	26
F/602/2335	Use and develop systems that promote communication	5	3	24
Y/602/3183	Champion equality, diversity and inclusion	5	4	34
K/602/3172	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5	5	33
R/602/2758	Manage quality in health and social care or children and young people's setting	5	5	36
J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80
A/616/7910	Perform and support others to perform physiological measurement	5	9	35
R/616/7914	Anatomy, physiology, health and well being	5	5	23
D/616/7916	Healthcare needs during an individual's lifespan	4	4	15
K/616/7921	Lead practice for communication and information management in care settings	5	4	20
F/616/7925	Promote and support others to promote effective nutrition and fluid balance	5	10	22
J/616/7926	Healthcare philosophy	5	5	18
L/616/7927	Manage infection prevention and control	5	8	28
R/616/7928	Lead the assessment of and support others to assess the health and wellbeing of individuals	5	6	21

## Optional Units Table

### Optional Group 1

Unit ref	Unit title	Level	Credit value	GLH
L/616/7930	Safeguarding and protection of children and young people	5	5	10
R/602/2856	Safeguarding and Protection of Vulnerable Adults	5	5	37

### Optional Group 2

Unit ref	Unit title	Level	Credit value	GLH
Y/616/7932	Principles of developing and leading a health care work team	5	5	17
H/616/7934	Lead and manage a team in healthcare settings	5	2	10

<b>Title:</b>	<b>Y/602/2860 Understand safeguarding of children and young people (for those working in the adult sector)</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>11</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the policies, procedures and practices for safe working with children and young people	1.1 Explain the policies, procedures and practices for safe working with children and young people
2. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 2.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting 2.3 Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The purpose of this unit is to assess the learner's knowledge required to understand the safeguarding of children and young people. These workers do not work directly with children, but need to know how to recognise and respond to abuse and/or neglect should they come across it in the course of their work with adults.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles



Meets Skills for Health qualification design criteria



**Details of the relationship of the unit and relevant National Occupational Standards**

CCLD 305, LDSS 1, HSC 34

<b>Title:</b>	<b>L/602/2578 Promote professional development</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>33</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand principles of professional development	<p>1.1 Explain the importance of continually improving knowledge and practice</p> <p>1.2 Analyse potential barriers to professional development</p> <p>1.3 Compare the use of different <b>sources and systems of support</b> for professional development</p> <p>1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date</p>
2. Be able to prioritise goals and targets for own professional development	<p><b>2.1</b> Evaluate own knowledge and performance against <b>standards and benchmarks</b></p> <p>2.2 Prioritise development goals and targets to meet expected standards</p>
3. Be able to prepare a professional development plan	<p>3.1 Select learning opportunities to meet development objectives and reflect personal learning style</p> <p>3.2 Produce a plan for own professional development, using an appropriate source of support</p> <p>3.3 Establish a process to evaluate the effectiveness of the plan</p>
4. Be able to improve performance through reflective practice	<p>4.1 Compare models of reflective practice</p> <p>4.2 Explain the importance of reflective practice to improve performance</p> <p>4.3 Use reflective practice and feedback from others to improve performance</p> <p>4.4 Evaluate how practice has been improved through: <ul style="list-style-type: none"> <li>• reflection on best practice</li> <li>• reflection on failures and mistakes</li> </ul> </p>

### Additional information about this unit

#### Sources and systems of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Mentoring
- Within the organisation
- Beyond the organisation

#### Standards and benchmarks may include:

- Codes of practice
- Regulations
- Minimum / essential standards

<b>Unit aim (s)</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	HSC 43, LMCS A1, D3 CCLD 429, LDSS/GCU6.

<b>Title:</b>	<b>A/602/3189 Work in partnership in health and social care or children and young people's settings</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand partnership working	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with: <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• <b>Other professionals</b></li> <li>• <b>Others</b></li> </ul> 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working
2. Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues 2.2 Develop and agree common objectives when working with colleagues 2.3 Evaluate own working relationship with colleagues 2.4 Deal constructively with any conflict that may arise with colleagues
3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals 3.2 Develop procedures for effective working relationships with other professionals 3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities 3.4 Evaluate procedures for working with other professionals 3.5 Deal constructively with any conflict that may arise with other professionals

<p>4. Be able to work in partnership with others</p>	<p>4.1 Analyse the importance of working in partnership with others</p> <p>4.2 Develop procedures for effective working relationships with others</p> <p>4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities</p> <p>4.4 Evaluate procedures for working with others</p> <p>4.5 Deal constructively with any conflict that may arise with others</p>
<p><b>Additional information about this unit</b></p> <p><b>Other professionals</b> may include:</p> <ul style="list-style-type: none"> <li>• Workers from other agencies or organisations</li> <li>• Advocates</li> <li>• Independent visitors</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Children and young people</li> <li>• Families</li> <li>• Carers</li> <li>• Friends of the individual</li> <li>• Advocates</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>LMCS B1, HSC 41, CCLD 405, 406.</p>

<b>Title:</b>	<b>F/602/2335 Use and develop systems that promote communication</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>24</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to address the range of communication requirements in own role	1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role 1.2 Explain how to support effective communication within own job role 1.3 Analyse the barriers and challenges to communication within own job role 1.4 Implement a strategy to overcome communication barriers 1.5 Use different <b>means of communication</b> to meet different needs
2. Be able to improve communication systems and practices that support positive outcomes for individuals	2.1 Monitor the effectiveness of communication systems and practices 2.2 Evaluate the effectiveness of existing communication systems and practices 2.3 Propose improvements to communication systems and practices to address any shortcomings 2.4 Lead the implementation of revised communication systems and practices
3. Be able to improve communication systems to support partnership working	3.1 Use communication systems to promote <b>partnership working</b> 3.2 Compare the effectiveness of different communications systems for partnership working 3.3 Propose improvements to communication systems for partnership working
4. Be able to use systems for effective information management	4.1 Explain legal and ethical tensions between maintaining confidentiality and sharing information

	<p>4.2 Analyse the essential features of information sharing agreements within and between organisations</p> <p>4.3 Demonstrate use of information management systems that meet legal and ethical requirements</p>
<p><b>Additional information about this unit</b></p> <p><b>Means of communication</b> may include:</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Sign</li> <li>• Pictorial</li> <li>• Written</li> <li>• Electronic</li> <li>• Assisted</li> <li>• Personal</li> <li>• Organisational</li> <li>• Formal</li> <li>• Informal</li> <li>• Public (information/promotional)</li> </ul> <p><b>Partnership Working:</b> Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes.</p>	
<b>Unit aim (s)</b>	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>LMCS E1 HSC 41</p>

<b>Title:</b>	<b>R/616/7914 Anatomy, physiology, health and well being</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>Calculated GL:</b>	<b>23</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the basic make-up of the human body	1.1 Describe the structure and function of a single human cell 1.2 Explain how cells make up systems in the human body 1.3 Evaluate the function of DNA and its effect on the human body
2. Understand the structure and function of body systems	2.1 Explain the different systems of the Human Anatomy. 2.2 Explain the main functions of each of the body systems 2.3 Analyse the relationships between the different body systems 2.4 Explain the concept of homeostasis and its links with the body systems
3. Understand the links between the human body and health and well being	3.1 Analyse positive and negative factors which affect each of the body systems 3.2 Explain what is meant by a 'healthy lifestyle'
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to understand the structure and functions of the human biology. Each of the human body systems are explored and the relationships between them. Learners will also explore the

	links between the human body and health and well-being.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>Y/602/3183 Champion equality, diversity and inclusion</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>34</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand diversity, equality and inclusion in own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility 1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility 1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility
2. Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion in policy and practice 2.2 Challenge discrimination and exclusion in policy and practice 2.3 Provide others with information about: <ul style="list-style-type: none"> <li>• the effects of discrimination</li> <li>• the impact of inclusion</li> <li>• the value of diversity</li> </ul> 2.4 Support others to challenge discrimination and exclusion
3. Understand how to develop systems and processes that promote diversity, equality and inclusion	3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion 3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility 3.3 Propose improvements to address gaps
4. Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care

	<p>4.2 Explain the principle of informed choice</p> <p>4.3 Explain how issues of individual capacity may affect informed choice</p> <p>4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required a whole systems approach to equality, diversity and inclusion The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>K/602/3172 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>Calculated GLH:</b>	<b>33</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings	<p>1.1 Explain the legislative framework for health, safety and risk management in the work setting</p> <p>1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements</p>
2. Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings	<p>2.1 Demonstrate compliance with health, safety and risk management procedures</p> <p>2.2 Support <b>others</b> to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work.</p> <p>2.3 Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with.</p> <p>2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements</p>
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings	<p>3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to <b>individuals</b> and others</p> <p>3.2 Work with individuals and others to assess potential risks and hazards</p> <p>3.3 Work with individuals and others to manage potential risks and hazard</p>

<p>4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings</p>	<p>4.1 Work with individuals to balance the management of risk with individual rights and the views of others 4.2 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking 4.3 Evaluate own practice in promoting a balanced approach to risk management 4.4 Analyse how helping others to understand the balance between risk and rights improves</p>
<p>5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings</p>	<p>5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others 5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting. 5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting 5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting</p>
<p><b>Additional information about this unit</b></p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Workers / Practitioners</li> <li>• Carers</li> <li>• Significant others</li> <li>• Visitors to the work setting</li> <li>• Inspectors / Regulators</li> </ul> <p>An <b>Individual</b> is someone accessing care or support.</p>	
<p><b>Unit aim (s)</b></p>	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health</p>

	and social care or children and young people's settings
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428

<b>Title:</b>	<b>R/602/2758 Manage quality in health and social care or children and young people's setting</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>Calculated GLH:</b>	<b>36</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the context of quality assurance in a health and social care or children and young people's setting	<p>1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting</p> <p><b>1.2</b> Analyse how quality standards influence positive outcomes for <b>individuals</b></p> <p>1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards</p>
2. Be able to implement quality standards in a health and social care or children and young people's setting	<p>2.1 Work with team members and others to:</p> <ul style="list-style-type: none"> <li>• agree quality standards for the service</li> <li>• select indicators to measure agreed standards</li> <li>• identify controls to support the achievement of agreed standards</li> </ul> <p>2.2 Develop systems and processes to measure achievement of quality standards</p> <p>2.3 Support team members to carry out their roles in implementing quality controls</p> <p>2.4 Explain how quality assurance standards relate to performance management</p>
3. Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting	<p>3.1 Support team members to carry out their roles in monitoring quality indicators</p> <p>3.2 Use selected indicators to evaluate the achievement of quality standards</p> <p>3.3 Work with <b>others</b> to identify:</p> <ul style="list-style-type: none"> <li>• areas of best practice</li> <li>• areas for improvement</li> </ul>

	3.4 Work with others to develop an action plan to improve quality of service
<p><b>Additional information about this unit</b></p> <p><b>Individuals</b> are those accessing care or support</p> <p><b>Others</b> important to the individual's well-being may include:</p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Advocates</li> <li>• Family members</li> </ul>	
<b>Unit aim (s)</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	LMC E3 LMC A5 CCLD 427 MSC F13 HSC436

<b>Title:</b>	<b>J/602/3499 Undertake a research project within services for health and social care or children and young people</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>10</b>
<b>Calculated GLH:</b>	<b>80</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project 1.2 Develop the <b>aims and objectives</b> of the research project 1.3 Explain <b>ethical considerations</b> that apply to the area of the research project 1.4 Complete a literature review of chosen area of research
2. Understand how the components of research are used	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. Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project 3.2 Formulate a detailed plan for a research project 3.3 Select research methods for the project 3.4 Develop research questions to be used within project 3.5 Conduct the research using identified research methods 3.6 Record and collate data
4. Be able to analyse research findings	4.1 Use data analysis methods to analyse the data 4.2 Draw conclusions from findings 4.3 Reflect how own research findings substantiate initial literature review

	<p>4.4 Make recommendations related to area of research</p> <p>4.5 Identify potential uses for the research findings within practice</p>
<p><b>Additional information about this unit</b></p> <p><b>Aims and objectives</b> – the reasons, understanding and methods for conducting the research project</p> <p><b>Ethical considerations</b> – confidentiality, sensitivity of data, seeking agreements with participants</p>	
<b>Unit aim (s)</b>	<p>The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>CCLD 420 Undertake a research project</p>

<b>Title:</b>	<b>A/616/7910 Perform and support others to perform physiological measurement</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>9</b>
<b>Calculated GLH:</b>	<b>35</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand legislation, policy and procedures relevant to undertaking physiological measurements	1.1 Evaluate current legislation, policy and local procedures relating to undertaking physiological measurement 1.2 Explain the competence requirements needed to safely and effectively take and record physiological measurements
2. Understand the anatomy and physiology associated with physiological measurements	2.1 Describe in detail the anatomy and physiology related to the <b>physiological measurement</b> being undertaken
3. Understand upper and lower parameters of physiological measurements	3.1 Explain the following in detail: <ul style="list-style-type: none"> <li>• Blood pressure maintenance</li> <li>• Systolic and diastolic pressure</li> <li>• Normal parameters of blood pressure</li> </ul> 3.2 Explain the following in detail: <ul style="list-style-type: none"> <li>• Maintenance of pulse</li> <li>• Normal parameters of pulse</li> </ul> 3.3 Explain the following in detail: <ul style="list-style-type: none"> <li>• Maintenance of respiration</li> <li>• Normal parameters of respiration</li> </ul> 3.4 Explain the following in detail: <ul style="list-style-type: none"> <li>• Maintenance of body temperature</li> <li>• Normal parameters of body temperature</li> </ul> 3.5 Explain the following in detail: <ul style="list-style-type: none"> <li>• Maintenance of fluid balance</li> <li>• Dehydration</li> </ul> 3.6 Explain the following in detail:

	<ul style="list-style-type: none"> <li>• Maintenance of oxygen levels in the blood stream</li> <li>• Normal parameters of oxygen levels in the blood stream</li> </ul>
4. Know conditions which affect physiological measurement	4.1 Explain conditions which have an effect on physiological measurement, including the effect of relevant physiological measurement
5. Perform and support others to perform physiological measurement	<p>5.1 Demonstrate the procedure for taking and recording physiological measurements</p> <p>5.2 Supervise individuals undertaking physiological measurements using the correct procedure</p> <p>5.3 Provide feedback on performance of physiological measurements</p>
<p><b>Additional information about this unit</b></p> <p><b>Physiological measurement</b> can include:</p> <ul style="list-style-type: none"> <li>• Blood pressure</li> <li>• Pulse</li> <li>• Respiration</li> <li>• Temperature</li> <li>• Fluid balance</li> <li>• Pulse oximetry</li> </ul>	
<b>Unit aim (s)</b>	The aim of this unit is to assess the learner's knowledge understanding and skills in undertaking a range of physiological measurements and their ability to support others. Relevant physiological measurements are explained and their relationship to the associated anatomy and physiology. Learners will demonstrate safe performance and how they support others to undertake safe and effective practice.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A



Meets Skills for Health qualification design criteria



<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A
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<b>Title:</b>	<b>D/616/7916 Healthcare needs during an individual's lifespan</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>Calculated GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the different stages of development over a lifespan	<b>1.1 Describe each stage of human development</b> <b>1.2 Explain theories of human development</b>
2. Understand the influences on health and wellbeing at different stages of life	<b>2.1 Analyse the factors that influence health and well-being for each stage of an individual's lifespan</b> <b>2.2 Explain different morbidity and mortality rates at each stage of life</b>
3. Understand care provision over different life stages	<b>3.1 Explain types of care provision for each stage of life</b> <b>3.2 Explain the need for targeted health promotion for each stage of human development</b> <b>3.3 Analyse the barriers to individuals accessing health care provision at each stage of development</b>
<b>Additional information about this unit</b>	
<p><b>Stage of human development:</b> in utero, infancy, childhood, adolescence, early adulthood, mid adulthood, late adulthood</p> <p><b>Theories of human development:</b> Grand theories, Mini theories, Developmental theories, Emergent theories</p> <p><b>Factors:</b> biological, social, psychological, lifestyle choices, ecological</p>	

<b>Unit aim (s)</b>	<p>The aim of this unit is to assess the knowledge and understanding of the learner on human development. The learner will explore stages of development and factors that influence health and well-being at each stage. Health care provision for each part of the human lifespan will be examined.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>N/A</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>N/A</p>

<b>Title:</b>	<b>K/616/7921 Lead practice for communication and information management in care settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>Calculated GLH:</b>	<b>20</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the role of communication in health settings	<p>1.1 Compare theoretical <b>models of communication</b> used in health settings</p> <p>1.2 Explain how to implement models of communication used in healthcare</p> <p>1.3 Explain why different systems of communication are needed in healthcare settings</p> <p>1.4 Analyse how communication underpins:</p> <ul style="list-style-type: none"> <li>• sustainable relationships</li> <li>• leadership and management of teams</li> <li>• partnership working</li> </ul> <p>1.5 Analyse the role of communication on achieving positive outcomes for individuals, families and carers</p> <p>1.6 Explain how communication can be utilised in conflict resolution</p>
2. Develop communication systems and practices that support positive outcomes	<p>2.1 Monitor the effectiveness of communication systems and practices</p> <p>2.2 Evaluate the effectiveness of communication systems and practices</p> <p>2.3 Propose improvements to communication systems and practices</p> <p>2.4 Implement revised communication systems and practices</p>
3. Implement systems for effective information management	<p>3.1 Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information</p>

	3.2 Manage systems to address potential legal and/or ethical conflicts that can arise between maintaining confidentiality and sharing information
<p><b>Additional information about this unit</b></p> <p><b>Models of communication</b> can include linear, interactive, transactional</p>	
<b>Unit aim (s)</b>	The purpose of this unit is to develop the learner's understanding and skills to communicate effectively in care settings. The unit explores the range of relationships where communication plays a vital role and the legal and ethical aspects influencing practice.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification will be assessed in line with Skills for Care and Development Assessment Principles
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	This unit links to the following standards: SCDLMCE1 and SCDHSC0434.

<b>Title:</b>	<b>F/616/7925 Promote and support others to promote effective nutrition and fluid balance</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>10</b>
<b>Calculated GLH:</b>	<b>22</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legislation, policies and procedures relevant to nutrition and fluid balance	<p>1.1 Explain the legislation, policies and procedures relating to nutrition and fluid balance</p> <p>1.2 Explain how legislation, policies and procedures influence own role and practice in terms of nutrition and fluid balance</p>
2. Understand the impact of social, cultural and lifestyle factors on an individual's nutrition and fluid balance	<p>2.1 Describe the components of a balanced diet</p> <p>2.2 Analyse the effect on an individual's nutrition and fluid balance of:</p> <ul style="list-style-type: none"> <li>• social factors</li> <li>• cultural factors</li> <li>• lifestyle factors</li> </ul> <p>2.3 Evaluate health promotion initiatives relevant to diet, nutrition and fluid balance</p>
3. Understand the impact of ill health on an individual's nutrition and fluid balance	<p>3.1 Describe health conditions which affect an individual's ability to maintain a balanced diet and fluid balance</p> <p>3.2 Explain the anatomy and physiology relevant to nutrition and fluid balance</p>
4. Understand the requirement for dietary and fluid supplements	<p>4.1 Explain the requirements for supplements to dietary and/or fluid intake</p> <p>4.2 Work with wider multidisciplinary team to identify what supplements individuals require</p>

	<p>4.3 Create a care plan based on the assessment for dietary and/or fluid supplements</p> <p>4.4 Use the care plan to provide support an individual's nutrition and fluid balance using supplements,</p> <p>4.5 Monitor an individual's use of and response to dietary and/or fluid supplements</p> <p>4.6 Report to the wider team and adjust the care plan as necessary</p>
<p>5. Promote nutrition and fluid balance</p>	<p>5.1 Formulate a person centred plan of care to address the nutrition and fluid balance needs of the individual, in partnership with multidisciplinary team</p> <p>5.2 Implement care plan to provide nutrition and fluid balance to individuals</p> <p>5.3 Monitor the individual's response to nutrition and fluid balance support</p>
<p>6. Support others to promote nutrition and fluid balance</p>	<p>6.1 Implement strategies to ensure that others are aware of the need to promote nutrition and fluid balance</p> <p>6.2 Communicate the care plan to the wider team</p> <p>6.3 Monitor others in promoting nutrition and fluid balance</p> <p>6.4 Give feedback to others on their performance in promoting nutrition and fluid balance</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is for the learner to demonstrate their knowledge and understanding of nutrition and fluid balance; dietary and fluid supplements; relevant anatomy and physiology. They will also demonstrate how they promote nutrition and</p>

	fluid balance and support others to promote nutrition and fluid balance.
<b>Details of the relationship between the unit and other standards or curricula (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>J/616/7926 Healthcare philosophy</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>Calculated GLH:</b>	<b>18</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the concepts which underpin the notion of healthcare	1.1 Define: <ul style="list-style-type: none"> <li>• health</li> <li>• well being</li> </ul> 1.2 Analyse the links between health and well being 1.3 Explain the influence on health and well-being of: <ul style="list-style-type: none"> <li>• lifestyle</li> <li>• culture</li> <li>• social factors</li> </ul>
2. Understand models of healthcare	2.1 Define the following models of healthcare: <ul style="list-style-type: none"> <li>• biomedical</li> <li>• social</li> <li>• psychological</li> <li>• biopsychosocial</li> <li>• ecological</li> </ul> 2.2 Analyse the advantages and disadvantages of models of healthcare
3. Understand how models of care influence their practice	3.1 Identify the models of care used in own practice 3.2 Evaluate own use of models of care in own practice
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	<p>This unit will assess the learner’s knowledge and understanding of models of healthcare and their use in practice. The unit enables the learner to explore the context of healthcare and factors that have an influence upon it.</p>
<b>Details of the relationship between the unit and other standards or curricula (if appropriate)</b>	<p>N/A</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>N/A</p>

<b>Title:</b>	<b>Manage quality in healthcare services</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>Calculated GLH:</b>	<b>5</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the context of quality assurance in healthcare services	<p>1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting</p> <p>1.2 Analyse how quality standards influence positive outcomes for <b>individuals</b></p> <p>1.3 Evaluate a range of <b>methods</b> that can be used to measure the achievement of quality standards</p> <p>1.4 Explain how quality assurance standards relate to performance management</p>
2. Implement quality standards in healthcare services	<p>2.1 Work with team members and <b>others</b> to:</p> <ul style="list-style-type: none"> <li>• agree quality standards for the service</li> <li>• select indicators to measure agreed standards</li> <li>• identify controls to support the achievement of agreed standards</li> </ul> <p>2.2 Develop systems and processes to measure achievement of quality standards</p> <p>2.3 Support team members to carry out their roles in implementing quality controls</p>
3. Lead the evaluation of quality processes in healthcare services	3.1 Support team members to carry out their roles in monitoring quality indicators

	<p>3.2 Use selected indicators to evaluate the achievement of quality standards</p> <p>3.3 Work with others to identify:</p> <ul style="list-style-type: none"> <li>• areas of best practice</li> <li>• areas for improvement</li> </ul> <p>3.4 Work with others to develop an action plan to improve quality of service</p>
<p><b>Additional information about this unit</b></p> <p><b>Individuals</b> are those accessing care or support</p> <p><b>Methods</b> e.g.: NICE quality standards, national targets, key performance indicators, specific indicators/standards, legal regulations, self-evaluation</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Advocates</li> <li>• Carers</li> <li>• Family members</li> <li>• Others important to the individual's well-being</li> </ul>	
<b>Unit aim (s)</b>	This unit assesses the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting. The unit also explores the evaluation of quality processes.
<b>Details of the relationship between the unit and other standards or curricula (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>L/616/7927 Manage Infection prevention and control</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>8</b>
<b>Calculated GLH:</b>	<b>28</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand legislation, policies and procedures relating to infection control processes	<p><b>1.1</b> Evaluate legislation, policies and procedures and local codes of practice relating to infection prevention and control in a range of <b>care settings</b></p> <p>1.2 Describe own role in infection prevention and control</p> <p>1.3 Describe own role in supporting others in infection prevention and control</p> <p>1.4 Explain the importance of sharing information about infection prevention and control</p> <p>1.5 Analyse the effectiveness of information sharing in relation to infection prevention and control</p>
2. Implement legislation, policies and procedures relating to infection prevention and control	<p>2.1 Explain differences in the application of infection prevention and control policies and procedures across a range of care settings</p> <p>2.2 Identify factors that contribute to the spread of infection</p> <p>2.3 Evaluate the concept of a <b>proportionate approach</b> in a range of care settings</p> <p>2.4 Apply legislation, policies and procedures to own practice area.</p> <p>2.5 Maintain records relating to infection prevention and control including outbreaks and/or isolated infections</p>

<p>3. Support others to apply infection prevention and control legislation, policies and procedures</p>	<p>3.1 Ensure that others are aware of the relevant legislation, policies and procedures relating to infection prevention and control</p> <p>3.2 Monitor compliance with legislation, policies, procedures and best practice initiatives</p> <p>3.3 Provide feedback to others on their performance relating to infection prevention and control</p> <p>3.4 Describe the procedure for dealing with non-compliance</p>
<p>4. Review the effectiveness of the legislation, policies and procedures for infection prevention and control and their implementation</p>	<p>4.1 Analyse non-compliance data</p> <p>4.2 Explore reasons for non-compliance</p> <p>4.3 Analyse data on infection rates and types</p> <p>4.4 Explain reasons for infection rates and types of infection</p> <p>4.5 Make recommendations based on findings from the data analysis</p>
<p><b>Additional information about this unit</b></p> <p><b>Care settings:</b> Individual's own home, Residential care settings, Nursing home settings, Community settings, Health care settings</p> <p><b>Proportionate approach:</b> The application of infection prevention and control policies and procedures (DoH Code of Practice for health and social care on the prevention and control of infections and related guidance)</p>	
<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is to assess the learner's knowledge and understanding of infection prevention and control and how to manage and support others.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>R/616/7928 Lead the assessment of and support others to assess the health and wellbeing of individuals</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>6</b>
<b>Calculated GLH:</b>	<b>21</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the process for assessing the health and well-being of individuals using a person-centred approach	<p>1.1 Summarise national and local policies and codes of practice relevant to the assessment of health and well-being of individuals</p> <p>1.2 Evaluate different processes related to the assessment of health and well-being of individuals</p> <p>1.3 Evaluate the role of others in the assessment of health and well-being of individuals</p> <p>1.4 Explain the importance of using a person-centred approach in the assessment of health and well-being of individuals</p>
2. Demonstrate effective assessment of the health and well-being of individuals	<p>2.1 Discuss the relevance of the assessment being undertaken with the individual</p> <p>2.2 Carry out the assessment process in accordance with national and local policies using a person-centred approach</p> <p>2.3 Overcome <b>barriers</b> to effective assessment during the assessment process</p> <p>2.4 Record the assessment according to national and local policies</p> <p>2.5 Report findings from the assessment to the wider team in accordance with national and local policies</p> <p>2.6 Evaluate the sources of data available during the assessment</p>

<p>3. Develop and review plans based on the assessment of the health and well-being of individuals</p>	<p>3.1 Identify actions as a result of the assessment undertaken</p> <p>3.2 Using a <b>person-centred</b> approach develop a plan of care based on the assessment</p> <p>3.3 Implement and review the effectiveness of the plan of care at regular intervals</p> <p>3.4 Adjust and update the plan as and when appropriate</p> <p>3.5 Ensure the wider team is advised of the plan, the review and any changes made.</p> <p>3.6 Discuss the importance of developing a person-centred plan of care</p>
<p>4. Support others to undertake assessment of the health and well-being of individuals</p>	<p>4.1 Demonstrate the assessment processes to others</p> <p>4.2 Demonstrate how to delegate assessment processes, taking into account the scope of practice of the individual undertaking the assessment</p> <p>4.3 Demonstrate how to assess others ability to undertake assessment processes</p> <p>4.4 Provide feedback to others undertaking assessments</p>
<p><b>Additional information about this unit</b></p> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Communication (such as language, visual impairment, hearing impairment)</li> <li>• Noise</li> <li>• Cultural</li> <li>• Illness such as dementia or confusion</li> <li>• Disability – physical or psychological</li> <li>• Environment</li> <li>• Family members</li> <li>• Lack of privacy</li> <li>• Capacity</li> </ul> <p><b>Person-centred</b> assessment</p> <p>Ensuring the person being assessed is at the centre of the assessment process. This includes ensuring:</p>	

<ul style="list-style-type: none"> <li>• Privacy</li> <li>• Dignity</li> <li>• Equality</li> <li>• Care</li> <li>• Compassion</li> </ul>	
<b>Unit aim (s)</b>	The aim of this unit is to assess the skills, knowledge and behaviours of those undertaking and supporting others in the assessment of health and well-being of individuals.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

### Optional Units

<b>Title:</b>	<b>R/602/2856 Safeguarding and Protection of Vulnerable Adults</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>Calculated GLH:</b>	<b>37</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the legislation, regulations and policies that underpin the protection of vulnerable adults	<p>1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults</p> <p>1.2 Evaluate the impact of <b>policy developments</b> on approaches to safeguarding vulnerable adults in own service setting</p> <p>1.3 Explain the legislative framework for safeguarding vulnerable adults</p> <p>1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults</p> <p>1.5 Explain the <b>protocols</b> and referral procedures when harm or abuse is alleged or suspected</p>
2. Be able to lead service provision that protects vulnerable adults	<p>2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices</p> <p>2.2 Provide information to others on: <ul style="list-style-type: none"> <li>• indicators of abuse</li> <li>• measures that can be taken to avoid abuse taking place</li> <li>• steps that need to be taken in the case of suspected or alleged abuse</li> </ul> </p> <p>2.3 Identify the policies and procedures in own work setting that contribute towards</p>

	<p>safeguarding and the prevention of abuse</p> <p>2.4 Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring</p> <p>2.5 Provide feedback to others on practice that supports the protection of vulnerable adults</p>
<p>3. Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults</p>	<p>3.1 Follow agreed protocols for working in partnership with other organisations</p> <p>3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations</p>
<p>4. Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults</p>	<p>4.1 Support the participation of vulnerable adults in a review of systems and procedures</p> <p>4.2 Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting</p> <p>4.3 Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults</p> <p>4.4 Recommend proposals for improvements in systems and procedures in own service setting</p>
<p><b>Additional information about this unit</b></p> <p><b>Policy developments</b> may include:</p> <ul style="list-style-type: none"> <li>• Our Health, our care, our say</li> <li>• Putting People First</li> <li>• No Secrets</li> <li>• In Safe Hands</li> <li>• Vetting and Barring Scheme / Independent Safeguarding Authority</li> <li>• Local Safeguarding Adults Boards</li> </ul> <p>Agreed <b>protocols</b> may include:</p> <ul style="list-style-type: none"> <li>• Boundaries</li> <li>• Areas of responsibility</li> <li>• Information sharing</li> <li>• Limits of authority</li> <li>• Decision making</li> <li>• Recording information</li> </ul>	

<p><b>Unit aim (s)</b></p>	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>HSC 45, 430</p>

<b>Title:</b>	<b>L/616/7930 Safeguarding and protection of children and young people</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>Calculated GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Evaluate current legislation, guidelines, policies and procedures which support the safeguarding of children and young people 1.2 Explain child protection within the wider context of safeguarding children and young people 1.3 Analyse how guidelines, policies and procedures impact upon own role in safeguarding children and young people 1.4 Explain the link between safeguarding children and young people and legislation regarding data protection and information sharing 1.5 Explain the need for serious case reviews and inquiries into cases of alleged breaches of safeguarding
2. Lead practice that supports the safeguarding and protection of children and young people	2.1 Lead the implementation of policies and procedures for safeguarding children and young people 2.2 Implement systems to ensure that children and young people feel able to raise concerns and complaints openly and honestly 2.3 Include children and young people in the review of systems and processes to support safeguarding and protection 2.4 Work in partnership with other agencies in order to safeguard and protect children and young people

	2.5 Evaluate the effectiveness of guidelines, policies and procedures in safeguarding and protecting children and young people
3. Support others to safeguard and protect children and young people	<p>3.1 Provide information and mentoring to team members about safeguarding and protection</p> <p>3.2 Challenge any identified poor practice and attitudes in relation to safeguarding and protection</p> <p>3.3 Monitor the implementation of guidelines, policies and procedures in relation to safeguarding and protection</p> <p>3.4 Give feedback on team and individual performance in safeguarding and protection</p> <p>3.5 Manage training for team members on safeguarding and protection issues</p>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The purpose of this unit is to assess the learner's understanding of safeguarding and protection of children and young people and their role within that.
<b>Details of the relationship between the unit and other standards or curricula (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>Y/616/7932 Principles of developing and leading a health care work team</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>Calculated GLH:</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand theories of leadership and management in terms of their impact on teams	1.1 Describe theories of management leadership 1.2 Explain the relationship between management and leadership 1.3 Explain the impact of management and leadership theories on teams
2. Understand theories of team development and team working	2.1 Explain theories of team development 2.2 Explain theories of effective team working 2.3 Evaluate the application of team working theories to own practice 2.4 Analyse different types of teams in health care settings
3. Understand management of team performance	3.1 Evaluate the impact of different management styles on team performance 3.2 Evaluate the impact of different leadership styles on team performance 3.3 Describe how to motivate teams in healthcare settings 3.4 Explain the importance of monitoring and reviewing team performance
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to assess the learner's knowledge and understanding of team theory

	and the practical application within the work setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>H/616/7934 Lead and manage a team in healthcare settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>Calculated GLH:</b>	<b>10</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand theories of leadership and management	<p>1.1 Describe theories of leadership and management</p> <p>1.2 Explain how theoretical models are applied to practice</p> <p>1.3 Analyse how to address conflicts relating to the application of leadership and management models</p>
2. Understand leadership and management in healthcare	<p>2.1 Analyse the impact of policy drivers on leadership and management in care services</p> <p>2.2 Explain the leadership and management skills needed in care settings</p> <p>2.4 Explain why leadership and management styles need to be adapted to manage different situations</p> <p>2.5 Evaluate the interaction between leadership and the values and culture of an organisation</p> <p>2.6 Describe the importance of learning from experience</p> <p>2.7 Explain how to establish a culture of continual learning and development in the setting</p>
3. Lead commitment to a vision for the service	<p>3.1 Contribute own ideas about the vision for the service and its future</p> <p>3.2 Support stakeholders to: <ul style="list-style-type: none"> <li>• be aware of the vision for the service</li> </ul> </p>

	<ul style="list-style-type: none"> <li>• understand the impact it will have on them</li> </ul> <p>3.3 Work with <b>others</b> to build support for the vision</p> <p>3.4 Implement measures to ensure the vision is shared and owned by those who will be implementing and communicating it</p>
<p>4. Be able to provide leadership for a team</p>	<p>4.1 Adapt leadership styles to reflect different stages in the team's development</p> <p>4.2 Establish trust and accountability within the team</p> <p>4.3 Build team commitment to the service and its values</p> <p>4.4 Contribute to the lifecycle of strategies to support a positive values-based culture in the team</p> <p>4.5 Promote team practice that:</p> <ul style="list-style-type: none"> <li>• champions diversity, equality and inclusion</li> <li>• challenges discrimination and exclusion</li> </ul>
<p>5. Be able to manage team working</p>	<p>5.1 Facilitate team members to actively participate in agreeing team objectives</p> <p>5.2 Implement ways to support team members to work towards personal and team objectives</p> <p>5.3 Monitor progress towards objectives for:</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• team</li> </ul> <p>5.3 Analyse how the <b>attributes</b> of the team contributed to meeting agreed objectives</p> <p>5.7 Provide feedback on performance to</p> <ul style="list-style-type: none"> <li>• individual team members <sup>[1]</sup><sub>[SEP]</sub></li> <li>• the team <sup>[1]</sup><sub>[SEP]</sub></li> </ul> <p>5.8 Work with team members to:</p> <ul style="list-style-type: none"> <li>• address any issues with performance</li> <li>• identify opportunities for</li> </ul>

	continuing development
<b>Additional information about this unit</b>	
<b>Others</b> can include colleagues, other professionals, individuals and their families and carers	
<b>Attributes</b> can include skills, interests, knowledge, development needs and expertise	
<b>Unit aim (s)</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in a care setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles
<b>Details of the relationship between the unit and other standards or curricula (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A