SPECIFICATION

IAO Level 5 Diploma in Leadership & Management for Adult Care
Qualification Number: 603/3056/9

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	Health and Social Care
Business and Management	Hospitality and Catering
Childcare	IT
Employability	Logistics
Retail	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

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

"*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.*"

Contents

Qualification summary

Qualification Accreditation Number (QAN)	603/3056/9
Qualification review date	To be confirmed
Guided Learning Hours (GLH)	Minimum 283 hours
Total Qualification Time (TQT)	800
RQF level	Level 5
Qualification credit value	80 credits
Minimum credits at/above level	44 credits
Assessment requirements	Portfolio of Evidence
	This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	This qualification is aimed at advanced practitioners in Adult Care. The qualification provides Learners with the skills and knowledge required to manage practice and lead others.
	This qualification confirms competence in these areas and serves as the required qualification for registration and regulatory requirements in the sector where appropriate.
Entry guidance	There are no formal entry requirements for this qualification however Learners must be at least 19 years of age.
	This qualification is suitable for those who work within the Adult Care sector as a manager or Adult Care team leader. It is recommended that learners hold a Level 3 qualification in a related area.
Progression opportunities	This qualification provides learners with an opportunity to demonstrate their experience in management roles within adult care services. This qualification will be the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.

Funding

For details on eligibility for government funding please refer to the following websites:
http://www.education.gov.uk/section96
https://www.gov.uk/government/organisations/skills-funding-agency

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

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 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 Care and Development Assessment Principles

1. Introduction

1.1   Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).

1.2   This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations

1.3   The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.

1.4   Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered: http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf

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

1.6   In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.7   Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice'

2. Assessment Principles

Good practice dictates the following:

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

2.2   Assessors must be able to evidence and justify the assessment decisions that they have made.

2.3   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.

2.4   Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.

2.5   Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

2.6   Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.

2.7   Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

2.8   Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

2.9   Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

2.10   Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

2.11   Assessment of knowledge based learning outcomes
- 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; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

2.12   It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

2.13   Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3 Quality Assurance

3.1   Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. 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.

3.2   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 (eg. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)

3.3   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.

3.4   Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4 Definitions

4.1   Occupationally competent: This means that each assessor must be capable of carrying out the full requirements of the area 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 assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2   Occupationally knowledgeable: This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3   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.

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

4.5   Expert witness: An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.6   Witness testimony: Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Qualification Structure

Learners must achieve at least 80 credits to gain this qualification. These are made of 48 credits from the mandatory and a minimum of 32 credits from the optional units.

The Minimum Guided Learning Hours (GLH) for this qualification is 283 hours.

The Total Qualification Time (TQT) for this qualification is 800 hours.

Unit Structures

Mandatory and optional units are listed below.

Mandatory Units Table

Unit ref	Unit title	Level	Credit value	GLH
D/616/9021	Lead practice for communication and information management in adult care	5	4	20
K/616/9264	Continuous improvement in adult care	5	1	4
M/616/9265	Understanding governance and regulatory processes for adult care	5	2	10
A/616/9267	Outcomes based person-centred practice in adult care	5	2	8
T/616/9266	Lead and manage a team in adult care	5	2	10
F/616/9268	Partnership working in adult care	5	4	20
J/616/9269	Decision making in adult care	5	1	5
A/616/9270	Entrepreneurial skills in adult care	5	3	11
F/616/9271	Equality, diversity and inclusion in adult care	5	2	9
L/616/9273	Health and safety, risk taking and risk management in adult care	5	5	12
Y/616/9275	Innovation and change in adult care	5	3	10
D/616/9276	Professional development in adult care	5	2	4
K/616/9278	Managing concerns and complaints in adult care	5	2	7
M/616/9279	Manage resources in adult care	5	3	10
H/616/9280	Manage self for leadership in adult care	4	4	15
K/616/9281	Safeguarding and protection in adult care	5	6	18
M/616/9282	Supervision and performance management in adult care	5	2	10

Optional Units Table

Unit ref	Unit title	Level	Credit value	GLH
F/616/9318	Understand advanced care planning	3	3	25
L/616/9287	Lead practice in the support of individuals with autistic spectrum conditions	5	2	10
L/616/9290	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	19
L/616/9306	Providing independent mental capacity advocacy deprivation of liberty safeguards	5	2	9
A/616/9298	Understanding professional supervision practice	4	1	4
F/616/9304	Develop procedures and practice to respond to concerns and complaints	5	1	4
R/616/9291	Support individuals to access housing and accommodation services	3	3	15
Y/616/9311	Manage quality in adult care services	5	2	10
D/616/9309	Manage an inter-professional team in an adult care setting	5	1	7
R/616/9310	Recruitment and selection within adult care services	4	1	6
D/616/9312	Manage finance within own area of responsibility in adult care services	5	2	10
H/616/9294	Lead and manage group living for adults	5	1	5
K/616/9295	Facilitate the development of effective group practice in health and social care settings	5	6	5
J/616/9322	Identify and act upon immediate risk of danger to substance misusers	3	4	13
M/616/9296	Understand how to manage a team	4	1	4

L/616/9323	Work with families, carers and individuals during times of crisis	4	4	23
T/616/9297	Facilitate change in health and social care settings	5	2	8
R/616/9324	Lead the management of transitions	5	4	14
J/616/9319	Support individuals to access education, training or employment	5	4	13
L/616/9340	Support the use of assistive technology	4	3	16
Y/616/9325	Lead active support	5	4	6
K/616/9314	Understand the process and experience of dementia	3	3	11
D/616/9326	Assess the individual in a health and social care setting	5	5	10
A/616/9284	Promote access to healthcare for individuals with learning disabilities	5	4	24
F/616/9321	Understand physical disability	3	3	17
A/616/9320	Undertake a research project within services for health and social care	5	10	20
F/616/9335	Explore models of disability	5	3	19
D/616/9343	Lead interactive training	5	3	14
F/616/9349	Develop provision for family support	5	5	14
Y/616/9292	Manage domiciliary care services	5	2	8
A/616/9351	Facilitate coaching and mentoring of practitioners in health and social care settings	5	3	16
Y/616/9289	Recognise indications of substance misuse and refer individuals to relevant services	3	3	24
M/616/9315	Promote awareness of sensory loss	4	2	7
T/616/9316	Support individuals with sensory loss with communication	4	4	16
F/616/9285	Support families who are affected by Acquired Brain Injury	4	4	12
D/616/9293	Support the development of community partnerships	5	1	6
Y/616/9339	Support individuals with multiple conditions or disabilities	5	3	14
R/616/9307	Support individuals at the end of life	4	3	20

H/616/9327	Implement the positive behavioural support model	4	8	28
R/616/9372	Manage induction in adult care services	5	2	11
T/616/9333	Understand partnership working	4	1	3
H/616/9313	Develop and evaluate operational plans for own area of responsibility	5	2	5
A/616/9317	Understand the impact of acquired brain injury on individuals	4	4	12

Mandatory Units

Title:	D/616/9021 Lead practice for communication and information management in adult care
Level:	5
Credit Value:	4
GLH:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**

1. Understand the role of communication in adult care settings	1.1 Compare theoretical **models of communication** used in adult care settings
	1.2 Explain how to implement models of communication used in adult care
	1.3 Explain why different systems of communication are needed in adult care settings
	1.4 Analyse how communication underpins:
	  • sustainable relationships
	  • positive outcomes for individuals, families and carers
	  • leadership and management of teams
	  • conflict resolution
	  • partnership working
	1.5 Explain how communication contributes to effective information sharing

2. Develop communication systems and practices that support positive outcomes	2.1 Monitor the effectiveness of communication systems and practices 2.2 Evaluate the effectiveness of communication systems and practices 2.3 Propose improvements to communication systems and practices 2.4 Lead the implementation of revised communication systems and practices
3. Implement systems for effective information management	3.1 Analyse the legal and ethical conflicts between maintaining confidentiality and sharing information 3.2 Manage systems to address potential legal and/or ethical conflicts that can

	arise between maintaining confidentiality and sharing information
Additional information about this unit Models of communication can include linear, interactive, transactional	
Unit aim (s)	The purpose of this unit is to develop the learner's understanding and skills to communicate effectively in adult care settings. The unit explores the range of relationships where communication plays a vital role and the legal and ethical aspects influencing practice.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	SCDLMCE1 SCDHSC 0434

Title:	K/616/9264 Continuous improvement in adult care
Level:	5
Credit Value:	1
GLH:	4

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand continuous improvement in practice in adult care	1.1 Explain continuous improvement in the context of adult care services 1.2 Explain roles and responsibilities in relation to continuous improvement 1.3 Explain how the whistleblowing procedure supports continuous improvement
2. Develop a culture of continuous improvement in adult care	2.1 Monitor and evaluate progress towards the achievement of positive outcomes and person-centred practice 2.2 Listen to the views of individuals and carers about the service provided 2.3 Use evidence-based research to identify best practice in outcomes based and person-centred practice 2.4 Act on lessons learned from incidents that have taken place 2.5 Review the impact of systems, processes and practice on the achievement of positive outcomes 2.6 Plan for and lead the implementation of improvements to systems and practice 2.7 Measure the impact of changes made as identified in quality improvement processes

Additional information about this unit	
N/A	

| Unit aim (s) | This unit explores how to lead continuous improvement in service delivery. The unit addresses how progress can be monitored to ensure positive outcomes and person-centred practice is achieved. The use of |

	evidence-based research is also covered, and its role in supporting the identification of best practice.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	D/602/2844, T/504/2197

Title:	M/616/9265 Understanding governance and regulatory processes for adult care
Level:	5
Credit Value:	2
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand key drivers influencing practice in adult care provision	1.1 Explain **legislative** and statutory requirements underpinning the delivery of adult care 1.2 Analyse the effect current drivers have on person-centred and outcomes based procedures and practice 1.3 Explain how **forums** can highlight conflicts that may develop between statutory frameworks and the values for best practice
2. Understand the role of governance and accountability in adult care	2.1 Evaluate the governance mechanisms in own organisation 2.2 Explain how governance mechanisms relate to own organisation's identity 2.3 Analyse own role and responsibilities in relation to accountability within the governance structure 2.4 Explain how agreed ways of working relate to governance and accountability
3. Understand requirements for regulation and inspection of adult care services	3.1 Explain the remit of the inspection system 3.2 Identify the services subject to registration and inspection 3.3 Evaluate drivers and legislation underpinning regulation and inspection 3.4 Explain the key areas of enquiry for inspection 3.5 Describe sources of information and support

4.	Understand the remit of those involved in registration and inspection in adult care	4.1 Explain the roles and responsibilities of: • the Registered Manager • the Nominated Individual • the 'fit and proper person' • inspectors • **others** 4.2 Explain who may hold the role of the nominated individual
5.	Understand the inspection process in adult care services	5.1 Identify the information required in preparation for inspection 5.2 Explain who needs to be involved in the inspection process 5.3 Explain how to prepare for an inspection 5.4 Evaluate sources of information and support in relation to regulation and inspection 5.5 Explain the process of inspection 5.6 Explain the grading system, including the implications of each inspection grade 5.7 Explain how to address the outcome and impact of an inspection
6.	Understand the wider range of regulatory requirements that apply to the service	6.1 Describe the range of regulation processes that apply to the service or aspects of it 6.2 Explain the types of information required for each 6.3 Identify areas where different regulatory frameworks may present conflicting requirements and ways to address such conflicts

Additional information about this unit

Legislative and statutory requirements: Legislation, policy, statutory frameworks, codes of practice, research, practice, protocols, inquiries, funding

Others: May include individuals, carers, family members and friends, advocates, paid workers, other professionals

Forums - Online discussion site where people can hold conversations in the form of posted messages

Unit aim (s)	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 looks at 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 legislative, regulatory, registration and inspection requirements. |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. |
| Details of the relationship of the unit and relevant National Occupational Standards | N/A |

Title:	T/616/9266 Lead and manage a team in adult care
Level:	5
Credit Value:	2
GLH:	10
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand theories of leadership and management	1.1 Analyse theories of leadership and management 1.2 Explain how theoretical models are applied to practice 1.3 Analyse how to address potential conflicts between the application of leadership and management models
2. Understand leadership and management in adult care	2.1 Analyse the impact of national policy drivers on leadership and management in adult care services 2.2 Explain the leadership and management skills needed in social care settings 2.3 Analyse why managers in social care settings need both leadership and management skills 2.4 Explain why leadership and management styles need to be adapted to manage different situations 2.5 Evaluate the two-way interaction between leadership and the values and culture of an organisation 2.6 Explain how to establish a culture of continual learning and development in the setting 2.7 Describe the importance of learning from experience
3. Lead commitment to a vision for the service	3.1 Communicate own ideas and enthusiasm about the service and its future confidently in a way which engages others 3.2 Support stakeholders within and beyond the organisation to:

		• be aware of the vision for the service • understand the impact it will have on them 3.3 Work with others to build support for the vision 3.4 Ensure the vision is shared and owned by those who will be implementing and communicating it
4. Provide leadership for a team		4.1 Adapt leadership styles to reflect different stages in the team's development 4.2 Establish trust and accountability within the team 4.3 Build team commitment to the service and its values by consistently demonstrating own commitment and expressing own vision 4.4 Develop, implement and review strategies to support a positive values-based culture in the team 4.5 Model and promote team practice that: • champions diversity, equality and inclusion • challenges discrimination and exclusion
5. Manage team working		5.1 Facilitate team members to actively participate in agreeing team objectives 5.2 Encourage creativity and innovation to: • meet team objectives • agree a team plan 5.3 Analyse how the attributes of the team can meet agreed objectives 5.4 Agree roles, responsibilities and personal work objectives with team members 5.5 Support team members to work towards personal and team objectives 5.6 Monitor progress towards personal and team objectives 5.7 Provide feedback on performance to • individual team members • the team 5.8 Work with team members to: • address any issues with performance • identify opportunities for continuing development 5.9 Recognise progress achieved towards team and personal work objectives

Additional information about this unit N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	A/616/9267 Outcomes based person centred practice in adult care
Level:	5
Credit Value:	2
GLH:	8
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand outcomes based and person-centred practice in adult care	1.1 Explain the features, principles and values of: • outcomes based practice • person-centred practice 1.2 Analyse how outcomes based and **person-centred practice** relates to: • the wellbeing of individuals • choice and control 1.3 Explain how **outcomes** based practice and person-centred practice interlink to facilitate positive change for individuals **1.4** Explain how **active participation** contributes to: • wellbeing • the achievement of positive outcomes 1.5 Explain ways of working to ensure individuals have choice and control over: • decisions affecting them • outcomes they want to achieve 1.6 Analyse how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals
2. Be able to achieve positive outcomes for individuals through the management of person-centred practice	2.1 Facilitate a culture that respects an individuals': • **well-being** • history • preferences, wishes, needs and strengths 2.2 Implement a plan to ensure team members can support individuals in

	person-centred ways for the achievement of positive outcomes
	2.3 Support **others** to review
	  • individuals' preferences, wishes, needs and strengths
	  • approaches used in the care and support of individuals
	2.4 Support others to adapt approaches in response to individuals' evolving needs and preferences
	2.5 Manage resources that:
	  • support individuals to make choices and achieve positive outcomes
	  • promote good health and healthy choices
	2.6 Implement systems and processes to record identification ,progress and achievement of outcomes
	2.7 Use systems and processes to record the implementation of person centred practice

3. Be able to lead practice to achieve healthcare outcomes	3.1 Support others to identify and record individuals' current and emerging healthcare needs 3.2 Support others to maintain healthcare records in line with legislation, policy and practices 3.3 Enable others to understand the importance of early identification of healthcare issues 3.4 Follow protocols for involving healthcare professionals 3.5 Collaborate with healthcare professionals to ensure team members have appropriate training to carry out healthcare procedures **3.6** Support individuals to work towards health outcomes using appropriate **healthcare methods** 3.7 Ensure lines of accountability for continuing healthcare procedures are understood and agreed
Additional information about this unit Person-centred practice: an approach that puts the person receiving care and support at the centre, treating the individual as an equal partner and ensuring the service fits the person rather than making the person fit the service	

Outcome: an aim or objective that an individual would like to achieve, or which needs to happen – for example, continuing to live at home, or being able to go out and about

Wellbeing: wellbeing is a broad concept relating to the following areas in particular: personal dignity, physical and mental health, emotional wellbeing, protection from abuse and neglect, control over day-to-day life (including control over care and support and the way it is provided), participation in work, education or training, participation in recreation, social and economic wellbeing, and domestic, family and personal relationships

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

e.g. between health, housing and social care

Others may include: individuals, carers, family members and friends, advocates, paid workers, other professionals

Appropriate healthcare methods may include:
- Regular health checks
- Agreed therapeutic activities
- Administering prescribed medication or medical treatment
- Promoting and supporting healthy lifestyle choices

Unit aim (s)	This unit covers the role of outcomes based person centred practice 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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	SCDLMCB4, SCDLMCB2

Title:	F/616/9268 Partnership working in adult care
Level:	5
Credit Value:	4
GLH:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**

1. Understand partnership working in adult care settings	1.1 Describe how legislation and regulation influence working relationships with others
	1.2 Explain the features of effective partnership working
	1.3 Analyse how relationships with individuals and their carers underpin person-centred practice
	1.4 Analyse how relationships affect positive outcomes on individuals and their families
	1.5 Explain how barriers to effective partnership working can be overcome
	1.6 Describe own role and responsibilities in establishing positive relationships inside and outside own organisation
	1.7 Explain how networking with other agencies and community groups benefits;
	  • individuals
	  • the sustainability of the organisation
	1.8 Evaluate the role of systems leadership in integrated working and how this delivers better outcomes for the individual

2. Be able to lead effective relationships with individuals, carers and their families	2.1 Model open, respectful and supportive relationships with individuals, carers and their families 2.2 Support others to recognise the value of working together with individuals, carers and their families 2.3 Ensure that individuals and carers are aware of their statutory rights.

		2.4 Implement systems to engage individuals and others, in; • day-to-day practice • decision making • reviews
3.	Be able to manage working relationships with colleagues to achieve positive outcomes for individuals	3.1 Develop systems to facilitate effective working relationships with colleagues 3.2 Develop agreed common objectives when working with colleagues 3.3 Implement systems that utilise specific expertise of colleagues 3.4 Deal constructively with conflicts or dilemmas 3.5 Evaluate own working relationship with colleagues
4.	Be able to work in partnership with professionals in other agencies	4.1 Negotiate with professionals in other agencies to agree; • objectives • roles and responsibilities • procedures and ways of working 4.2 Carry out own role and support others, following agreed ways of working 4.3 Deal constructively with challenges that arise, including poor practice or failure to work in agreed ways 4.4 Implement communication and record keeping systems that comply with current legislation 4.5 Work with others to monitor the effectiveness of partnership working 4.6 Evaluate the effectiveness of partnership working 4.7 Work with **others** to develop an action plan to improve partnership working
Additional information about this unit		
Others: Colleagues, other professionals, individuals and their families and carers.		
Unit aim (s)		This unit assesses the knowledge, understanding and skills necessary for partnership working in adult care services. The unit explores the relevant legislation and theory behind partnership working and assesses the learner's role in ensuring effective partnership working.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	SCDLMCD1 SCDLMCB4

Title:	J/616/9269 Decision making in adult care
Level:	5
Credit Value:	1
GLH:	5
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**

1. Understand effective decision-making	1.1 Explain the range of purposes and situations where decisions are required as a manager in adult care
	1.2 Explain the role of evidenced based decisions when improving quality
	1.3 Describe the stages in the formal and informal decision making process
	1.4 Explain the relationship between:
	  • **data**
	  • information
	  • **intelligence**
	1.5 Explain how to analyse and use data to ensure decisions are evidenced based
	1.6 Describe the purposes and benefits of engaging with **individuals** and others, and respecting their contributions during the decision-making process
	1.7 Identify stakeholders to whom the decision may need to be communicated
	1.8 Explain the importance of reviewing decisions made during the decision-making process

2. Carry out effective decision making	2.1 Research relevant and accurate information that supports the decision making process 2.2 Engage **others** in the decision making process 2.3 Show how you structure factual data, recommendations, suggestions and ideas in a logical and meaningful way 2.4 Review information in order to make a valid decision 2.5 Present conclusions and rationale cogently to different stakeholders so that the decision wins support

	2.6 Review the decision-making process including; • own research and thought processes • the contributions from others • the impact of decisions made 2.7 Record and disseminate learning points to improve future decision-making in the service

Additional information about this unit

Data includes research, reports, statistics, internal and external feedback, suggestions, complaints

Individuals The person using the care or support service

Intelligence - Information from external resources

Others - managers, colleagues, users of the service, family and friends

Unit aim (s)	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to explore and challenge the barriers of research based decision making and the importance of effective communication and management of information.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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	T/504/2197 Professional practice in health and social care for adults or children and young people A/504/2198 Develop, maintain and use records and reports J/602/3499 Undertake a research project within services for health and social care or children and young people

Title:	A/616/9270 Entrepreneurial skills in adult care
Level:	5
Credit Value:	3
GLH:	11

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Work with others to support an entrepreneurial culture	1.1 Identify aspects of the organisation that are no longer effective in providing a person-centred service 1.2 Work with **others** to identify opportunities for growth and development or redesign as a service and a business 1.3 Maintain a culture that; • supports innovation, change and growth in relation to the service provided • recognises the resource available in the expertise of these using or working in the service
2. Understand the market of provision for adult services	2.1 Explain how services are commissioned, procured and funded 2.2 Describe current drivers shaping adult care, funding mechanisms and related services 2.3 Explain how own service relates to the wider market 2.4 Identify gaps in current market provision 2.5 Explain the importance of **entrepreneurial skills** in ensuring that the market is able to meet future demand for adult care services

Additional information about this unit

Entrepreneurial skills
The skills needed to ensure that the service is able to recognise and proactively adapt to trends, gaps and improvements in the provision of care and support

Others; managers, colleagues, users of the service, family and friends

Unit aim (s)	The purpose of this unit is to develop the learner's knowledge and understanding of the contribution entrepreneurial skills can be made to adult care services. It also looks at an awareness in the field of expertise and the ability to understand and analyse relevant trends
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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

Title:	F/616/9271 Equality, diversity and inclusion in adult care
Level:	5
Credit Value:	2
GLH:	9
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the context of equality, diversity and inclusion in adult care	1.1 Explain the legal requirements underpinning; • equality • diversity • inclusion • the effects of discrimination and inclusion 1.2 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion
2. Be able to promote good practice in equality, diversity and inclusion in adult care	2.1 Explain own role in championing diversity, equality and inclusion 2.2 Provide others with information about equality, diversity and inclusion 2.3 Evaluate policies and practices that promote equality, diversity and inclusion 2.4 Revise policies and practices that promote equality, diversity and inclusion 2.5 Support others to challenge discrimination and exclusion to achieve change and promote positive outcomes
3. Be able to manage the risks when balancing individual rights and professional duty of care	3.1 Describe ethical dilemmas in own area of responsibility when balancing individual rights and duty of care 3.2 Address ethical dilemmas that may arise when balancing individual rights and duty of care 3.3 Explain the principle of informed choice 3.4 Explain how issues of individual capacity may affect informed choice 3.5 Manage risks when balancing individual rights and duty of care

Additional information about this unit	
N/A	
Unit aim (s)	This unit covers the legal requirements surrounding equality, diversity and inclusion in adult care services. How legislation and policy informs good practice in relation to equality, diversity and inclusion is also addressed. Methods of supporting others to challenge discrimination and exclusion in a positive way are also explored
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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	SCDLMCB4, SCDLMCB2

Title:	L/616/9273 Health and safety, risk taking and risk management in adult care
Level:	5
Credit Value:	5
GLH:	12

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Lead the implementation of health and safety procedures	1.1 Describe the legislative framework for health and safety in adult care settings 1.2 Support **others** to comply with health and safety policies, procedures and practices 1.3 Ensure others are aware of consequences of non-compliance 1.4 Complete health and safety records and reports 1.5 Evaluate health and safety policies, procedures and practices
2. Understand positive risk taking	2.1 Explain how risk taking can contribute to the achievement of positive outcomes for individuals 2.2 Analyse the impact of a risk averse culture on person-centred practice and the well being of individuals 2.3 Explain how supporting others to balance risks and rights, supports practice
3. Understand issues around mental capacity and consent	3.1 Explain the links between • consent • risk management • safeguarding 3.2 Analyse the key legislation regarding mental capacity and how these relate to the service 3.3 Identify the support available when mental capacity needs to be assessed 3.4 Identify the systems that support individuals to give informed consent 3.5 Explain ways to address situations where consent cannot be given

4. Lead the implementation of policies, procedures and practices to manage risk	4.1 Contribute to the development of policies, procedures and practice to identify, assess and manage risk 4.2 Show others how to balance the management of risks with an individual's rights and the duty of care of the organisation 4.3 Work with others to assess and manage risks and issues 4.4 Evaluate own practice during risk taking and risk management

Additional information about this unit

Others could include

- Family
- Friends
- Carers
- Colleagues

Unit aim (s)	This unit is designed to assess the learner's knowledge, understanding and skills to understand and implement positive risk management in line with legislation and using the individuals support network. It also addresses mental capacity.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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	N/A

Title:	Y/616/9275 Innovation and change in adult care
Level:	5
Credit Value:	3
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to develop a vision for the future of the service	1.1 Explain the role of the learner within the wider organisation in relation to developing a vision for the service 1.2 Identify ways to engage with colleagues and key influencers, including people who use services and others in the organisation and the local community, about the future of the service 1.3 Describe factors likely to have an impact on service provision and the organisation 1.4 Explain how to use evidence-based research, analysis and reflection to formulate options for the future of the service and develop a vision which is bold, innovative and embodies core values of adult care 1.5 Describe how to express the vision succinctly in a way which engages and inspires others 1.6 Explain how to monitor developments within the wider adult care system to review the vision and ensure it continues to be compatible and appropriate
2. Understand principles of effective change management	2.1 Explain how to critically evaluate theories and models of good practice about change management 2.2 Identify how to use change management tools and techniques to support innovation and business development

Additional information about this unit	
N/A	
Unit aim (s)	The purpose of this unit is to develop the learner's knowledge and understanding of the contribution innovative skills can be made to adult care services. It also looks at an awareness in the field of expertise and the ability to understand and analyse relevant trends and techniques
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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

Title:	D/616/9276 Professional development in adult care
Level:	5
Credit Value:	2
GLH:	4

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand professional development in adult care	1.1 Explain the importance of continually improving own and others knowledge and practice 1.2 Analyse the use of models of reflective practice in adult care 1.3 Analyse the **mechanisms and resources** that facilitate learning and development in adult care 1.4 Explain how to overcome barriers to professional development in adult care settings 1.5 Explain the **sources and systems** of support available for professional development 1.6 Explain factors to consider when commissioning activities for professional development
2. Understand how to manage professional development in adult care	2.1 Explain own responsibility for identifying learning opportunities to meet own and others development objectives 2.2 Explain how to ensure a culture where new learning can be applied to practice 2.3 Explain how to support others to engage in reflective practice 2.4 Analyse how to measure the impact of learning transfer 2.5 Evaluate the importance of a professional development plan

3. Understand the importance of literacy, numeracy and digital skills in adult care	3.1 Explain the importance of literacy, numeracy and digital skills in all areas of adult social care provision 3.2 Explain how to support others to assess their level of literacy, numeracy and digital skills in relation to their work 3.3 Explain how to access support for further development of literacy, numeracy and digital skills

Additional information about this unit

Mechanisms and resources that support learning and development: includes qualifications, National Occupational Standards, apprenticeships, funding streams, endorsement schemes and quality marks

Sources and systems of support: support for professional development may include:

- formal support
- informal support
- supervision
- appraisal
- mentoring
- funding for development activities

These may be:

- within the organisation
- beyond the organisation

Unit aim (s)	This unit explores the role of professional development in the improvement of practice and service provision. How to overcome constraints affecting professional development opportunities is also addressed, as is the role of reflective practice in professional development
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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	N/A

Title:	K/616/9278 Managing concerns and complaints in adult care
Level:	5
Credit Value:	2
GLH:	7
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the management of concerns and complaints	1.1 Analyse the links between the management of concerns/complaints, risk management and safeguarding 1.2 Explain the regulatory requirements, codes of practice and guidance for managing concerns and complaints 1.3 Analyse why those using services may be reluctant to raise concerns or make complaints 1.4 Evaluate attitudes and approaches that ensure concerns and complaints can prompt continuous improvement of the service
2. Lead practice to address concerns and complaints	2.1 Support team members to understand systems and procedures relating to concerns and complaints 2.2 Ensure information and support is in place to enable those using services and their carers to raise concerns and make complaints when they wish to 2.3 Implement systems and procedures that address and respond to concerns and complaints within agreed time frames 2.4 Use outcomes from concern and complaint investigations to make improvements to the service
Additional information about this unit N/A	
Unit aim (s)	This unit is designed to assess the learner's knowledge, understanding and skills when constructing, reviewing and implementing a robust complaints and appeals procedure,

	and ensuring that others are aware of this and how to implement it
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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	N/A

Title:	M/616/9279 Manage Resources in Adult Care
Level:	5
Credit Value:	3
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles for effective resource management	1.1 Analyse 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 to identify 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 • service management 1.5 Explain the meaning of sustainability in terms of resource management in adult care 1.6 Describe the roles, responsibilities and accountabilities for resource management within the organisation
2. Understand the principles of human resource management	2.1 Critically evaluate factors and approaches known to improve recruitment and retention of adult care staff 2.2 Describe recruitment, selection and induction processes in the organisation and your own role in each of them 2.3 Explain the importance of ensuring that employment practices are free from discrimination and harassment

	2.4 Explain how to identify the numbers and patterns of staffing required to provide a person-centred outcomes based service 2.5 Explain how to manage staffing patterns and adjust them to meet changing circumstances
Additional information about this unit N/A	
Unit aim (s)	This unit is designed to assess the learners knowledge and understanding of managing resources including financial, physical and human
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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	This unit links to K/600/9711 Manage Physical Resources and NOS SCDLMCE5

Title:	H/616/9280 Manage self for leadership in adult care
Level:	4
Credit Value:	4
GLH:	15
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of self-awareness	1.1 Explain how your values, belief systems and experiences affect your own working practice 1.2 Explain how your own emotions can affect your own behaviour and the behaviour of others 1.3 Describe strategies for being aware of your own stress levels and for maintaining your own well-being 1.4 Explain how to use feedback and reflective practice to increase your own self-awareness
2. Manage your own behaviour	2.1 Demonstrate how your own actions reflect a high standard of personal integrity 2.2 Demonstrate how you manage your own emotions when interacting with others 2.3 Explain how you act and behave in response to feedback 2.4 Explain how you adapt your communication in response to the emotional context and communication style of others 2.5 Show how you ensure that your own words and actions reinforce the vision and values of the service 2.6 Challenge views, actions, systems and routines that do not match the vision and values of the service

3. Manage your own workload	3.1 Use strategies and tools to identify priorities for work 3.2 Plan ways to meet responsibilities and organisational priorities while maintaining your own well-being 3.3 Demonstrate how to use digital technology to enhance your own efficiency 3.4 Show how you delegate responsibilities appropriately to others 3.5 Show how you revise plans to take account of changing circumstances

4. Undertake own professional development	4.1 Evaluate your own knowledge and performance against:
	  • **standards and benchmarks**
	  • feedback from others
	4.2 Produce a plan to show how you prioritise your own development goals and targets that meet objectives and reflect your own learning style
	4.3 Establish a process to review and evaluate the effectiveness of your own professional development plan
	4.4 Evaluate how your own practice has been improved through:
	  • the reflection on feedback from others
	  • your reflection on failures, mistakes, successes and achievements
	  • implementation of your professional development plan

Additional information about this unit

Standards and benchmarks:

•   Codes of practice

•   Regulations

•   Minimum/essential standards

•   National Occupational Standards

Unit aim (s)	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to identify own processes and how these impact on the work role, and how

	to progress and develop including continually reflecting and improving on practice
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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	SCDHSC0033 Develop your practice through reflection and learning SCDLMCA1 Manage and develop yourself and your workforce within care services

Title:	K/616/9281 Safeguarding and protection in adult care
Level:	5
Credit Value:	6
GLH:	18

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand requirements for safeguarding of vulnerable adults	1.1 Explain the current legislative framework that underpins the safeguarding of vulnerable adults 1.2 Analyse how national and local guidelines, policies and procedures for safeguarding affect • day to day work with individuals • the managers' responsibilities towards individuals, their families and carers as well as team members 1.3 Explain the legal provisions in relation to whistle-blowing
2. Lead the implementation of policies and procedures to support safeguarding of vulnerable adults	2.1 Show how to ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements 2.2 Support team members to develop the knowledge and skills they need to safeguard vulnerable adults 2.3 Plan and implement the review and revision of policies and procedures to ensure continuous improvement in safeguarding of vulnerable adults, the review to include: • the views of vulnerable adults and those who are important to them • current guidance arising from serious case reviews • support systems for staff and others liaison with external organisations 2.4 Follow agreed **protocols** to participate in inter-agency, joint or integrated working in order to protect vulnerable adults

3. Support safeguarding of children and young people encountered in an adult care service	3.1 Evaluate the local systems for safeguarding children and young people and the manager's responsibilities 3.2 Support team members to understand why everyone has a responsibility to act on concerns about the abuse of a child or young person 3.3 Provide information to team members on the actions to take if a concern, disclosure or allegation arises
4. Understand the use and impact of restrictive practices	4.1 Give detailed definitions of • 'restrictive practices' • 'restraint' • 'hidden restraint' 4.2 Analyse the impact on safety, dignity, relationships and wellbeing if restrictive practices are used 4.3 Analyse how person-centred practice and accurate assessment can minimise the use of restrictive practices 4.4 Explain the organisational requirements and legal implications relating to restrictive practices including their use as a last resort

Additional information about this unit

Agreed protocols may include

• Boundaries

• Areas of responsibility

• Information sharing

• Limits of authority

• Decision making

Unit aim (s)	This unit is designed to assess learners knowledge, understanding and skills who have managerial responsibility in developing and implementing safeguarding practices
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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	N/A

Title:	M/616/9282 Supervision and performance management in adult care
Level:	5
Credit Value:	2
GLH:	10
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the principles of professional supervision in adult care	1.1 Explain the principles, scope and purpose of professional supervision 1.2 Analyse theories and models of supervision 1.3 Explain how legislation, codes of practice and **agreed ways of working** influence supervision 1.4 Explain how findings from research, critical reviews and inquiries can be used within supervision 1.5 Analyse how professional supervision can protect: • the supervisor • the supervisee • individuals, carers and families 1.6 Explain how professional supervision can be used to inform performance management 1.7 Analyse why a 'performance management cycle' model is used 1.8 Explain how performance indicators can be used to measure practice
2. Prepare for professional supervision in adult care	2.1 Establish agreement with the supervisee on **key areas** relating to supervision 2.2 Analyse information from different perspectives to provide evidence based insight into the supervisee's performance 2.3 Support a supervisee to identify their own development needs

		2.4 Review and revise targets to meet objectives of the work setting and the supervisee
3.	Facilitate the supervision process in adult care	3.1 Support supervisee to reflect on their practice using: • the range of information available • their own insights 3.2 Support supervisees to explore methods of addressing challenging situations in their work 3.3 Provide constructive feedback that can be used to improve performance 3.4 Address issues which can result in a power imbalance in professional supervision 3.5 Adapt approaches to supervision in response to feedback from supervisees and others 3.6 Record agreed supervision decisions
4.	Understand how to address performance management and related issues	4.1 Describe how appraisal processes can be used with supervision to manage and improve performance 4.2 Explain the organisation's procedures for: • addressing conduct and performance issues • discipline and grievance 4.3 Explain the learner's role in procedures for: • addressing conduct and performance issues • discipline and grievance 4.4 Evaluate the use of conflict resolution models to address challenges identified during supervision

Additional information about this unit: Agreed ways of working: will include policies and procedures where these apply. Key areas: confidentiality, boundaries, roles and accountability, the frequency and location of supervision sessions, sources of data and evidence that can be used to inform supervision, actions to be taken in preparation for supervision	
Unit aim (s)	This unit covers how professional development contributes to performance

	management and how any issues identified can be addressed. The preparation and process of supervision are addressed, and how to support supervisees to identify and review their development needs and progress.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All criteria 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	M/602/3187

Optional Units

Title:	A/616/9284 Promote access to healthcare for individuals with learning disabilities
Level:	5
Credit Value:	4
GLH:	24
Learning Outcomes **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 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 of 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 Research and report on 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 needs
		3.2 Evaluate different 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

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 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 about this unit

Significant others – a person who is important to the individuals well-being; especially a spouse or one in a similar relationship

Unit aim (s)	This unit is aimed at providing relevant knowledge and understanding for those who manage staff who support individuals with a learning disability. This knowledge and understanding can be drawn on to ensure that individuals are supported to access the best possible health 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's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

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

Learning Outcomes 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

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 about this unit

The individual is the person with acquired brain injury.

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

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

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

| Unit aim (s) | 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	L/616/9287 Lead practice in the support of individuals with autistic spectrum conditions
Level:	5
Credit Value:	2
GLH:	10
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand autistic spectrum conditions	1.1 Analyse the features of autistic spectrum conditions 1.2 Review historical and current perspectives on the causes of autism 1.3 Evaluate approaches to the care and support of **individuals** with autistic spectrum conditions 1.4 Analyse how the views of others impact on the lives of individuals with an autistic spectrum conditions 1.5 Explain the types of sensory and perceptual difficulties that individuals with an autistic spectrum condition experience
2. Understand the legal and policy framework underpinning the support of individuals with autistic spectrum conditions	2.1 Analyse the impact of legislation and policy initiatives on the support of individuals with autistic spectrum conditions 2.2 Explain the role of autism advocacy groups
3. Promote positive practice in the support of individuals with an autistic spectrum condition	3.1 Enable workers to apply different approaches, interventions and strategies according to the individual's needs and wishes 3.2 Develop practice guidance to maximize consistency and stability in the environment 3.3 Ensure use of structured activities to optimise individuals' learning

		3.4	Support others to minimise the **vulnerability** of individuals with autistic spectrum conditions
		3.5	Implement strategies which support others to apply, monitor and review positive behaviour support with individuals
		3.6	Support others to work in partnership with parents and/or other informal carers or support networks
4.	Support others to implement positive communication strategies for individuals with an autistic spectrum condition	4.1	Analyse the implications for practice of the link between behaviour and communication
		4.2	Support others to understand the link between **behaviour** and communication
		4.3	Liaise with family/carers and **professionals** to maximise the effectiveness of communication
		4.4	Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively
5.	Implement strategies to support individuals with an autistic spectrum condition to manage their sensory world	5.1	Participate, as part of a multi-disciplinary team, in the development of a sensory management strategy
		5.2	Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing
		5.3	Enable others to create environments which: • prevent sensory overload • increase sensory stimulation

Additional information about this unit

The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.

An individual is someone requiring care or support.

Different approaches should include multi-agency approaches.

Vulnerability covers areas such as: being exploited or abused; violating the law without realising s/he is doing something harmful; being the victim of cyber-bullying.

Behaviour includes non-verbal communication and behaviour that can present challenges.

Professionals can include: speech and language professionals, psychologists, specialist nurses.

Unit aim (s)	To develop the knowledge and skills necessary to lead practice in supporting the needs of individuals with Autistic Spectrum Conditions.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	Y/616/9289 Recognise indications of substance misuse and refer individuals to relevant services
Level:	3
Credit Value:	3
GLH:	24

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Recognise indications of substance misuse	1.1 Identify the range of **substances** which may be misused and their effects 1.2 Identify **possible indications** of substance misuse 1.3 Identify other factors which produce indications that may be interpreted as a cause of substance misuse 1.4 Show how to obtain specialist assistance where required 1.5 Demonstrate how to keep personal knowledge about substances and possible indications of substance misuse up-to-date
2. Assess and Monitor risk	2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures 2.2 Review the assessment of risk and explain why this is important 2.3 Identify appropriate action which may be required in the light of changes to the situation and level of risk
3. Handle information and maintain records	3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so 3.2 Identify the rights of individuals and the principle of confidentiality when handling data relating to the individual 3.3 Maintain records relating to the individual and their substance abuse

4. Refer individuals to appropriate services	4.1 Identify the range of services relevant to substance misuse available locally and nationally
	4.2 Demonstrate how to refer individuals to services in line with organisational requirements
	4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements

Additional information about this unit

Substances which may be misused could include: Illegal drugs; prescription drugs; over the counter drugs; alcohol; solvents

Possible indications could include: Physical; behaviour; social; emotional.

Unit aim (s)	This unit is designed to asses a leaner's knowledge, skills and understanding on their understanding on substance misuse and how they work with referring individuals when needed.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	L/616/9290 Principles of supporting individuals with a learning disability regarding sexuality and sexual health
Level:	3
Credit Value:	3
GLH:	19
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**

1. Understand the development of human sexuality	1.1 Define the terms:
	  • sexuality
	  • sexual health
	  • sexual orientation
	  • sexual expression
	1.2 Explain the main sexual development milestones throughout an individual's lifetime

2. Understand how the sexual development of individuals with a learning disability can differ	2.1 Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability 2.2 Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development 2.3 Explain how mental capacity can influence sexual development, sexual experiences sexual expression and sexual health
3. Understand the issues of sexual health and how these can be supported	3.1 Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being 3.2 Identify sexual health issues that affect men and women 3.3 Explain how sexual health issues can be supported within plans for healthcare

	3.4 Identify local services that exist to support sexual health for individuals
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	4.1 Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice

Additional information about this unit N/A	
Unit aim (s)	The unit gives a broad background to issues around sexuality, and relevant legislation, for individuals with a learning disability.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	R/616/9291 Support individuals to access housing and accommodation services
Level:	3
Credit Value:	3
GLH:	15
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand support available to access housing and accommodation services	1.1 Identify sources of funding and benefits available for housing and accommodation services 1.2 Analyse the range of housing and accommodation services available 1.3 Explain how and where to access specialist information and advice about housing and accommodation services
2. Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1 Work with an individual to identify their accommodation requirements 2.2 Work with the individual to understand the range of accommodation services that could meet their needs 2.3 Support the individual to understand requirements that may be made by housing and accommodation services
3. Be able to work with individuals to plan access to housing and accommodation services	3.1 Work with the individual and others to agree a plan for accessing housing and accommodation services 3.2 Establish with an individual which housing and accommodation services will be approached

4. Be able to work with individuals to access housing and accommodation services	4.1 Support the individual to prepare to attend meetings with housing and accommodation services
	4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences
	4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service
Additional information about this unit N/A	
Unit aim (s)	This unit provides the learner with the knowledge and skills to support individuals to access housing and accommodation 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's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

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

Learning Outcomes 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 and preferences in domiciliary care services	4.1 Support practitioners to place the individual's needs and preferences at the centre of their practice 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 the 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 about this unit

Practitioners can include carers, support workers, registered practitioners, managers in adult services.

Others can include self, practitioners, significant others, visitors to the work setting.

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

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

Learning Outcomes 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
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 about this unit
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

Unit aim (s)	The purpose of this unit is to assess knowledge and understanding and skills required for practitioners to support the development of community partnerships
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC301 HSC3102 HSC3104

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

Learning Outcomes 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 environment can support **well being**
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 I as a result of the evaluation

	3.3 Develop a workforce development plan for 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 the group dynamics in a group living environment
	3.6 Review the effectiveness of resource management in maintaining a positive group living environment

Additional information about this unit
Theoretical approaches may include person centred care, community inclusion, the personalisation agenda and best practice in relation to supporting independence.

Well being 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. |

Unit aim (s)	This unit is to assess the learner's knowledge and skills required to manage group living facilities to provide opportunities to achieve positive outcomes.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.

LO2 and 3 must be assessed in the work setting. |
| Details of the relationship of the unit and relevant National Occupational Standards | LMCS B7 |

Title:	K/616/9295 Facilitate the development of effective group practice in health and social care settings
Level:	5
Credit Value:	6
GLH:	5

Learning Outcomes 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
4.	Enhance learning in health and social care settings	4.1	Demonstrate inclusive practice 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 about this unit	
Theories and Models: Tuckman, Rogers, Nudge, Belbin, Leadership Styles	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	AG27 HSC429 LDSS418

Title:	M/616/9296 Understand how to manage a team
Level:	4
Credit Value:	1
GLH:	4
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the attributes of effective team performance	1.1 Analyse the key features of effective team performance 1.2 Compare the different **models** used to link individual roles and development with team performance
2. Know how to support team development	2.1 Analyse the stages of team development 2.2 Identify barriers and how these can be overcome 2.3 Analyse the effect group norms can have on team development 2.4 Compare the differences between beneficial and destructive conflict within a team 2.5 Evaluate methods of dealing with conflict within a team 2.6 Describe how to develop and establish trust and accountability
3. Understand how to promote shared purpose within a team	3.1 Evaluate ways of promoting a shared vision within the team 3.2 Review approaches that promote the sharing of skills and knowledge between team members
4. Know how to promote a 'no blame culture' within a team	4.1 Explain the definition of a 'no blame culture' 4.2 Compare the benefits and risks of a 'no blame culture' 4.3 Review how systems and processes support a 'no blame culture'

Additional information about this unit	
Models may include Tuckman, Rogers, Nudge, Belbin	
Unit aim (s)	The purpose of this unit is to enable learners to understand how to manage a team effectively.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

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

Learning Outcomes 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** **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 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
	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 about this unit	
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.	

Unit aim (s)	The purpose of this unit is to assess knowledge, understanding and skills required

	to facilitate organisational change in a health and social care setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	LMC A2 MSC C5

Title:	A/616/9298 Understanding professional supervision practice
Level:	4
Credit Value:	1
GLH:	4

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purpose of supervision	1.1 Explain the function of supervision 1.2 Compare different **models** of professional supervision 1.3 Analyse how the following factors impact on professional supervision: • legislation • codes of practice • policies • procedures
2. Understand how to support individuals within professional supervision	2.1 Analyse the concept of anti-oppressive practice within professional supervision 2.2 Describe methods that can be used to enable employees to deal with work related challenges that they may have experienced 2.3 Explain how conflict can be managed within professional supervision
3. Understand how formal supervision supports performance	3.1 Describe the performance management cycle 3.2 Explain the importance of managing performance in relation to: • management and Leadership • safeguarding • learning from critical reviews and inquiries into serious failures 3.3 Describe indicators of poor performance 3.4 Explain the responsibilities of the supervisor in setting specific, measurable, achievable, realistic and

	timely (SMART) targets to address performance issues 3.5 Explain the importance of feedback to improve performance
Additional information about this unit Models can include Developmental, Integrative and Orientation	
Unit aim (s)	The purpose of this unit is to assess the learners understanding of professional supervision in a health and social care setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	F/616/9304 Develop procedures and practice to respond to concerns and complaints
Level:	5
Credit Value:	1
GLH:	4

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand legislation and guidance underpinning the management of concerns and complaints	1.1 Identify the regulatory requirements, codes of practice and guidance for managing concerns and complaints 1.2 Analyse how regulatory requirements, codes of practice and relevant guidance affect the management of concerns and complaints
2. Develop procedures to address concerns and complaints	2.1 Explain how individuals can be encouraged to raise concerns and complaints 2.2 Work with **others** to develop procedures to address concerns and complaints 2.3 Ensure information is available in accessible formats on how to raise concerns and make a complaint
3. Lead the implementation of procedures and practice for addressing concerns and complaints	3.1 Promote a person-centred approach to addressing concerns and complaints 3.2 Inform others about the procedure for raising concerns and complaints 3.3 Use supervision to support workers to recognise concerns or complaints 3.4 Implement systems and procedures which address concerns and complaints 3.5 Inform the complainant of the outcome of the concern or complaint within agreed time frames

4. Review the procedures and practices for addressing concerns and complaints	4.1 Monitor and evaluate the use of systems for addressing concerns and complaints
	4.2 Involve others in the review of procedures and practices for addressing concerns and complaints
	4.3 Explain how own management practice has provided a culture where the organisation can learn from concerns or complaints
	4.4 Analyse how the conclusion of investigating a concern or complaint has been used to improve the quality of service

Additional information about this unit

Others may include: Workers, Carers, Practitioners, Significant others, Other Professionals, Service Users.

Unit aim (s)	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop, implement and review procedures and practices to address concerns and complaints. It covers the relevant regulatory requirements, codes of practice and relevant guidance, and analyses the impact of these on service provision.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	LMCS E9

Title:	L/616/9306 Providing independent mental capacity advocacy deprivation of liberty safeguards
Level:	5
Credit Value:	2
GLH:	9

Learning Outcomes 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 roles and responsibilities 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 2.5 Evaluate the different ways the Independent Mental Capacity Advocate

	can make representations in the assessment process 2.6 Use non-**instructed** Advocacy to ascertain the wishes, feelings or preferences of an individual
3. Construct an Independent Mental Capacity Advocate Deprivation of Liberty Safeguards (IMCA DOLS) written report that meets statutory requirements	3.1 Explain good practice in recording case work 3.2 Explain the impact of data protection legislation on the recording of work **3.3** Identify a range of issues that should be addressed within an IMCA DOLS **report** 3.4 Write 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 about this unit

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

Unit aim (s)	This unit explores the skills and understanding required to provide Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards, adhering to legislation and policy guidance.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	R/616/9307 Support individuals at the end of life
Level:	4
Credit Value:	3
GLH:	20
Learning Outcomes **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 **individual**s 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 planning

	3.4 Outline ethical and legal issues that may arise in relation to advance care planning
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
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 about this unit

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.

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

Title:	D/616/9309 Manage an inter-professional team in an adult care setting
Level:	5
Credit Value:	1
GLH:	7
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand inter-professional working in adult care services	1.1 Explain what is meant by **inter-professional** working 1.2 Analyse how inter-professional working facilitates positive outcomes for **individual**s 1.3 Explain the complexities of working in inter-professional teams 1.4 Analyse how inter-professional teamwork is influenced by: • **internal** • **external factors**
2. Deliver service objectives through the inter-professional team in the adult care service	2.1 Support team members to understand the inter-relationship between: • individual • team • service objectives 2.2 Work collaboratively to agree plans to meet service objectives 2.3 Identify team roles to meet service objectives
3. Facilitate inter-professional team working in adult care services	3.1 Monitor governance arrangements within inter-professional working practice 3.2 Agree protocols within inter-professional working arrangements for: • feedback • confidentiality and information sharing • record keeping • resources

		• concerns and complaints
		3.3 Facilitate communication within the inter-professional team
		3.4 Work with the team to resolve **dilemmas** that may arise
4.	Manage processes for inter-professional work with individuals in adult care services	4.1 Ensure that plans for individuals are based on a formal assessment
		4.2 Work with the team to identify the lead practitioners for the implementation of individuals' plans
		4.3 Ensure that information necessary for the implementation of plans is exchanged between those involved
		4.4 Develop processes for the review of individuals' plans
5.	Evaluate the effectiveness of inter-professional team work in adult care services	5.1 Work with others to monitor the effectiveness of the inter-professional team against service objectives
		5.2 Work with others to identify:
		• areas of best practice
		• areas for improvement
		5.3 Work with others to develop an action plan to improve inter-professional team work

Additional information about this unit

Individual: The person using the care or support service

Inter-professional: where team membership comprises different professions and occupational groups working together as a team.

Internal/external factors:
- legislative frameworks
- regulation
- government initiatives
- professional codes of practice or professional standards
- service objectives
- the media

Dilemmas: Issues where there is a divided opinion or ethical concerns about a course of action

Others may include:
   •   individuals
   •   team members
   •   external professionals
   • carers	

Unit aim (s)	This unit assesses the knowledge, understanding and skills necessary when managing inter-professional teams in adult care services. The unit explores this approach to working and assesses the learner's role in ensuring effective team work.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. LOs 2, 3, 4 and 5 should be assessed in a real work setting.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

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

Learning Outcomes 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 and procedures within recruitment
2. Contribute to the recruitment process in adult care services	2.1 Review job descriptions and person specifications to meet work setting objectives 2.2 Work with others to establish the criteria that will be used in the recruitment and selection process 2.3 Work with **others** to establish the methods that will be used in the recruitment and selection process 2.4 Involve **individual**s in the recruitment process
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 about this unit Others may include: • human resource personnel • workers/practitioners • carers • significant others Individual is someone accessing care or support.	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	Y/616/9311 Manage quality in adult care services
Level:	5
Credit Value:	2
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the context of quality assurance in adult care services	1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting **1.2** Analyse how quality standards influence positive outcomes for **individuals** 1.3 Evaluate **methods** that can be used to measure the achievement of quality standards 1.4 Explain how quality assurance standards relate to performance management
2. Implement quality standards in adult care services	2.1 Work with team members and others to: • agree quality standards for the service • select indicators to measure agreed standards • identify controls to support the achievement of agreed standards 2.2 Develop systems and processes to measure achievement of quality standards 2.3 Support team members to carry out their roles in implementing quality controls
3. Lead the evaluation of quality processes in adult care services	3.1 Support team members to carry out their roles in monitoring quality indicators 3.2 Use selected indicators to evaluate the achievement of quality standards 3.3 Work with **others** to identify:

	• areas of best practice
	• areas for improvement
	3.4 Work with others to develop an action plan to improve quality of service

Additional information about this unit

Individuals are those accessing care or support

Methods can include: NICE quality standards, national targets, key performance indicators, specific indicators/standards, legal regulations, self-evaluation

Others may include:
- individuals
- advocates
- carers
- family members
- others important to the individual's well-being

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. LOs 2 and 3 must be assessed in a real work setting.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	R/616/9372 Manage induction in adult care services
Level:	5
Credit Value:	2
GLH:	11
Learning Outcomes **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. Manage the induction process in adult care services	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 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 about this unit

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

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

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

Learning Outcomes 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 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 about this unit

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

| Unit aim (s) | 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, making adjustments to planning as necessary.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	H/616/9313 Develop and evaluate operational plans for own area of responsibility
Level:	5
Credit Value:	2
GLH:	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Align the objectives of own area of responsibility with those of own 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 own 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 Monitor procedures within the operational plan 3.2 Evaluate operational plans and implement any necessary actions

Additional information about this unit	
N/A	
Unit aim (s)	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.

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

Title:	K/616/9314 Understand the process and experience of dementia
Level:	3
Credit Value:	3
GLH:	11

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the neurology of dementia	**1.1** Describe a range of causes of **dementia syndrome** 1.2 Describe the types of memory impairment commonly experienced by individuals with dementia 1.3 Explain how **individual**s with dementia process information 1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia 1.5 Explain why the abilities and needs of an individual with dementia may fluctuate
2. Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working 2.3 Explain the process of reporting possible signs of dementia within agreed ways of working 2.4 Describe the possible impact of receiving a diagnosis of dementia on: • the individual • their family and friends
3. Understand how dementia care must be underpinned by a person-centred approach	3.1 Compare a person centred and a non-person-centred approach to dementia care 3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia

| | 3.3 Describe how myths and stereotypes related to dementia may affect the individual and their **carers** |
| | 3.4 Describe ways in which individuals and carers can be supported to overcome their fears |

Additional information about this unit
Dementia syndrome: Dementia caused by a combination of conditions, sometimes called a mixed dementia
An individual is someone requiring care or support
Carers e.g. • partner • family • friends • neighbours

Unit aim (s)	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	M/616/9315 Promote awareness of sensory loss
Level:	4
Credit Value:	2
GLH:	7
Learning Outcomes **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 about this unit

Others could include:
• other professionals
• carers/family members
• advocates
• colleagues

| Unit aim (s) | 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.
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 unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	T/616/9316 Support individuals with sensory loss with communication
Level:	4
Credit Value:	4
GLH:	16
Learning Outcomes **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 about this unit Others could include: • other professionals • carers/family members • advocates • colleagues	
Unit aim (s)	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.
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 unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	Sensory Services 4,5,6,7,8,9,11

Title:	A/616/9317 Understand the impact of acquired brain injury on individuals
Level:	4
Credit Value:	4
GLH:	12
Learning Outcomes **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 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 about this unit

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 – ability to understand the impact of behaviour on others

Carers:
- spouse/partner
- child
- parent
- sibling

• friend	
Unit aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	F/616/9318 Understand advanced care planning
Level:	3
Credit Value:	3
GLH:	25
Learning Outcomes **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 Advanced 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 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 Advanced 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 about this unit

Individual – is the person receiving support or care in the work setting.

Others – partner, family, care worker, neighbours.

Unit aim (s)	The purpose of this unit is to assess the learner's knowledge and understanding of advance care planning.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	J/616/9319 Support individuals to access education, training or employment
Level:	5
Credit Value:	4
GLH:	13

Learning Outcomes 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 **well being** 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 • 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 about this unit Well being • emotional • psychological • physical Others could include; • other professionals • specialist employment agencies • careers services • job coach • learning providers • employers • carers/family members • advocates • colleagues	
Unit aim (s)	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
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 unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	Sensory Services 5

Title:	A/616/9320 Undertake a research project within services for health and social care
Level:	5
Credit Value:	10
GLH:	20

Learning Outcomes 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. 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. 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 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 about this unit Aims and objectives - the reasons, understanding and methods for conducting your research project Ethical considerations - confidentiality, sensitivity of data, seeking agreements with participants	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	CCLD 420 Undertake a research project

Title:	F/616/9321 Understand physical disability
Level:	3
Credit Value:	3
GLH:	17

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of differentiating between the individual and the disability	1.1 Explain why it is important to focus on the **individual** rather than the disability 1.2 Explain the importance of a person-centred assessment 1.3 Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only
2. Understand the concept of physical disability	2.1 Define the term physical disability 2.2 Describe the following terminology used in relation to physical disability: • congenital • acquired • neurological 2.3 Compare a congenital disability with an acquired disability, including causes 2.4 Explain the emotional impact of a progressive disability on the individual 2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have
3. Understand the impact of living with a physical disability within society	3.1 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability 3.2 Analyse the socio-economic effects of physical disability on an individual 3.3 Explain the changes that have occurred in society as a result of disability legislation 3.4 Analyse the extent of improvements for the individual as a result of disability legislation

4. Understand the importance of promoting inclusion and independence for individuals with physical disabilities	4.1 Explain the importance of promoting independence and inclusion for individuals with physical disabilities
	4.2 Evaluate ways of promoting inclusion and independence for people with physical disabilities
	4.3 Explain why it is important that individual has control of choices and decisions
	4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities
	4.5 Explain how to support the individual to take positive risks while maintaining safety
	4.6 Explain strategies to challenge stereotypes, prejudicial or discriminatory attitudes relating to physical disabilities

Additional information about this unit

Individual – is the person receiving support or care in the work setting.

Unit aim (s)	This unit has been designed to assess the knowledge of the learners understanding of physical disabilities, causes and impact. It also looks at person centred planning.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	J/616/9322 Identify and act upon immediate risk of danger to substance misusers
Level:	3
Credit Value:	4
GLH:	13

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Identify immediate risk of danger to substance misusers	1.1 Describe the range of different substances subject to misuse and their effects 1.2 Describe any signs of immediate risk of danger which may include risk of: • overdose • individuals causing injury or harm to themselves or others (e.g. family members) 1.3 Identify and explain the relevant policies and procedures for dealing with risk of danger to individuals and others
2. Act upon immediate risk of danger to substance misusers	2.1 Describe how to make the individual aware that the care professional is available and willing to help 2.2 Obtain information on the substance used from the individual or any person near the individual 2.3 Obtain personal details from the individual or any person near the individual 2.4 Encourage the individual to describe any pain or discomfort they may be experiencing 2.5 Take actions which are appropriate to the substance used and the effect it has had on the individual eg.: • calming the individual, if the individual is in an agitated state, if safe to do so • reviving the individual, if the individual seems to be in a withdrawn state 2.6 Show how to interact with the individual in a manner which recognises their

	needs and rights
	2.7 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety
	2.8 Demonstrate when and how to request any first aid treatment/support
	2.9 **Support** and encourage the individual to recognise the consequences of the episode and to seek further support and assistance
	2.10 Record all information and report to appropriate person in the required format

Additional information about this unit
Further support and assistance could include access to relevant agencies and services

Unit aim (s)	This unit is designed to assess the knowledge, skills and competence of the learner identifying when individuals who use drugs, alcohol or other substances are in immediate danger and supporting the individual once the risk has passed
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	Skills for Health/DANOS national occupational standard. AB5 Identify and act upon immediate risk of danger to substance users

Title:	L/616/9323 Work with families, carers and individuals during times of crisis
Level:	4
Credit Value:	4
GLH:	23
Learning Outcomes **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

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 4.2 Review outcomes of: • actions taken • decisions made 4.3 Analyse the results of the review to inform: • future risk management strategies • actions to be taken

Additional information about this unit

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

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

Title:	R/616/9324 Lead the management of transitions
Level:	5
Credit Value:	4
GLH:	14
Learning Outcomes **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 about this unit
 	
Factors may include:
  • positive/negative identity and self esteem
  • 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
 	
Additional support may include:
  • training
  • emotional support
  • support to manage tensions and dilemmas	

Unit aim (s)	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 whom are experiencing transitions and change.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	Y/616/9325 Lead active support
Level:	5
Credit Value:	4
GLH:	6

Learning Outcomes 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 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 about this unit

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.

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

Title:	D/616/9326 Assess the individual in a health and social care setting
Level:	5
Credit Value:	5
GLH:	10

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

Additional information about this unit	
Others could include: • other professionals • carers / family members • advocates • colleagues	
Unit aim (s)	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.
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 unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	Sensory services 1,2,3,4,6,11

Title:	H/616/9327 Implement the positive behavioural support model
Level:	4
Credit Value:	8
GLH:	28
Learning Outcomes **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 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
		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 about this unit

Applied Behaviour Analysis focuses on positive behavior 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

Environmental risk factors could include:
Under or over stimulation; poor physical environment – too hot/cold, staffing level, staff turn over, 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.	
Unit aim (s)	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.
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 unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	Y/601/8145 Promote person centred approaches in health and social care. K/602/2572 Lead positive behavioural support.

Title:	T/616/9333 Understand partnership working
Level:	4
Credit Value:	1
GLH:	3

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand partnership working	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with • colleagues • other professionals • **others** 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working

Additional information about this unit

Others may include:
 • individuals
 • children and young people
 • families
 • carers
 • friends of the individual
 • advocates

Unit aim (s)	This unit is designed to assess the learner's knowledge when working in partnership with 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's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	F/616/9335 Explore models of disability
Level:	5
Credit Value:	3
GLH:	19

Learning Outcomes 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 about this unit	

Theoretical models – could include medical, social, economic, tragedy/charity.	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	Y/616/9339 Support individuals with multiple conditions or disabilities
Level:	5
Credit Value:	3
GLH:	14
Learning Outcomes **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 • disability • 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 conditions and/or disabilities	4.1 Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities

Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to provide the knowledge and skills required when working in service provision for individuals with multiple conditions and/or disabilities
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	L/616/9340 Support the use of assistive technology
Level:	4
Credit Value:	3
GLH:	16

Learning Outcomes 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 Research 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 about this unit	
Others would be individuals, carers and families, colleagues and advocates	
Unit aim (s)	This unit aims to develop the learner's knowledge, understanding and skills when supporting individuals to use assistive technology
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	D/616/9343 Lead interactive training
Level:	5
Credit Value:	3
GLH:	14

Learning Outcomes 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 about this unit

Others – Could include managers, supervisors, colleagues, individuals at whom the training is targeted	
Unit aim (s)	This unit is aimed at learners whose role includes managing or training others to deliver direct support and assistance to individuals
Assessment requirements specified by a sector or regulatory body (if appropriate)	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. This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	F/616/9349 Develop provision for family support
Level:	5
Credit Value:	5
GLH:	14

Learning Outcomes 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

	met by provision, evaluating and recommending 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 4.2 Propose and justify strategies to support workers in using a solution focussed approach to address difficulties in establishing relationships with families 4.3 Suggest and justify strategies to support workers in sharing best practice in relation to establishing positive relationships with families
Additional information about this unit N/A	
Unit aim (s)	This unit aims to develop the learner's knowledge, understanding and skills when developing provision for family support
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	A/616/9351 Facilitate coaching and mentoring of practitioners in health and social care settings
Level:	5
Credit Value:	3
GLH:	16
Learning Outcomes **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 • mentoring 2.3 Support practitioners to identify learning needs where it would be appropriate to use mentoring

	2.4 Explain the different types of information, advice and guidance that can support learning in the work setting
	2.5 Demonstrate a solution-focussed 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 about this unit	
N/A	
Unit aim (s)	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

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