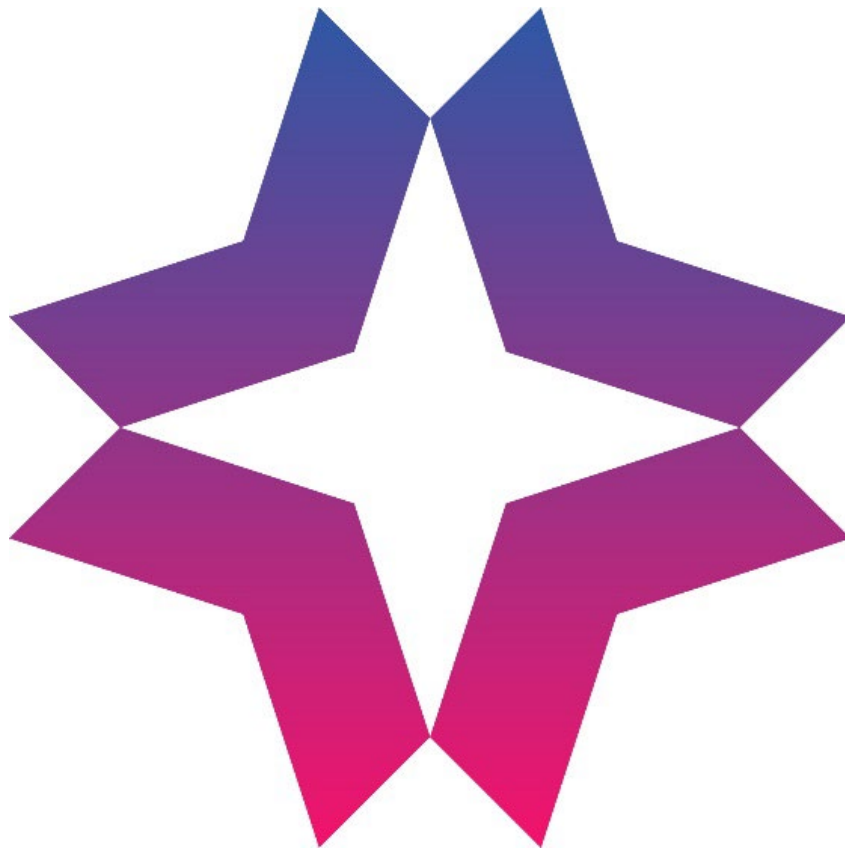


**SPECIFICATION**  
**IAO LEVEL 5 DIPLOMA IN LEADERSHIP AND**  
**MANAGEMENT FOR ADULT CARE**  
**QUALIFICATION NUMBER: 610/0536/8**



Approved by



## Change Control Sheet

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

Version Number	Date Revised	Description of Revision	Page Affected

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

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

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org).

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

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

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

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

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

Telephone: 0117 314 2800

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

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

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	610/0536/8
<b>Qualification start date</b>	1 <sup>st</sup> June 2022
<b>Qualification review date</b>	31 <sup>st</sup> May 2025
<b>Guided Learning Hours (GLH)</b>	620 hours
<b>Total Qualification Time (TQT)</b>	950 hours
<b>RQF level</b>	5
<b>Qualification credit value</b>	95 credits
<b>Minimum credits at/above level</b>	77 credits
<b>Aims and objectives of the qualification</b>	This qualification aims to support the development of registered managers of adult social care services, specifically those new to their role.
<b>Assessment requirements</b>	<p>This qualification is assessed through Portfolio of Evidence.</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>
<b>Entry guidance</b>	<p>There are no formal entry requirements for this qualification however learners must be at least 19 years of age and are expected to have achieved a related qualification at Level 3.</p> <p>Learners will work in adult social care and have responsibility for leading and managing a service. This will include managing and improving care and support for those accessing the service; supporting and developing the workforce; and driving the vision for their service or organisation.</p>
<b>Progression opportunities</b>	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/education-and-skills-funding-agency>

## Occupational competence requirements

### Tutors, Assessors and Quality Assurance Staff

#### Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ context specific or relevant to tutoring assessing or quality assurance)

### Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning
- Sector (DTTLS) Relevant predecessor NQF tutor qualifications

### Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

### Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

### **External Quality Assurers**

External quality assessors must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

## **Innovate Awarding**

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

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

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

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.



## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running 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 (SfCD) is an alliance of key organisations from England, Northern Ireland, Ireland, Scotland and Wales with varied roles across social care, social work and early years and with remits across workforce development and regulation.
- 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 SfCD 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.
- 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. **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. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix A.
- 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.

### **Appendix A: Joint awarding body quality group – assessor qualifications**

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificate in Assessing Vocational Achievement (RQF)



## Qualification Structure

Learners must achieve at least 95 credits to gain this qualification. These consist of 80 credits from the mandatory units and a minimum of 15 credits from the optional units. Please note that at least 77 credits must be from units at Level 5 or above.

The minimum Guided Learning Hours (GLH) for this qualification is 620 hours.

The Total Qualification Time (TQT) for this qualification is 950 hours.

## Unit Structures

Mandatory and optional units are listed below.

## Embedding and application of digital skills

Technology plays an increasingly significant role within the adult care sector. Learners are therefore encouraged to embed technological and digital skills within their day-to-day work and also within their evidence demonstrating their knowledge and competence against assessment criteria. Learners are encouraged to consider how they would apply their digital skills and knowledge to their daily job role, for example when updating care plans, or recording medication which has been administered.

This qualification provides learners with the opportunity to select digital skills units as optional units. The units introduced include Using e-mail, Using the internet and Using mobile IT devices. All of the units introduced are relevant to the current adult social care landscape; enabling safe use and application of the required processes, enhancing service provision and supporting improvements to everyday living. Organisations and their staff must be encouraged and supported to develop systems, processes and ways of working to become digitally capable, or risk losing their share of the market.

In addition, learners can be supported to plan and use evidence gathered for other units as evidence for their chosen digital and optional units. For example, when supporting an individual to review their care plan, evidence can be gathered for a selection of units which could include communication, administering medication and reporting and recording, all of which involve digital skills.

Evidence of digital skills being used in the workplace can include video recordings, photos, observations and reflective accounts, all within the boundaries of confidentiality.

## Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
K/650/1479	The principles of leadership and management in adult care	5	3	20
R/650/1480	Leading and managing teams in adult care	5	9	61
T/650/1481	Governance and regulatory processes in adult care	5	7	44
Y/650/1482	Decision making in adult care	5	3	20
A/650/1483	Business and resource management in adult care	5	4	32
D/650/1484	Safeguarding in adult care	5	4	30
F/650/1485	Mental capacity in adult care	5	4	28
H/650/1486	Partnerships in adult care	5	4	34
J/650/1487	Complaints and comments in adult care	5	3	28
K/650/1488	Continuous improvement in adult care settings	5	4	30
L/650/1489	Leading the vision in adult care	5	3	20
T/650/1490	Effective communication in care settings	5	4	31
Y/650/1491	Information management in adult care	5	2	18
A/650/1492	Leading person-centred practice	5	8	51
D/650/1493	Promoting health and wellbeing in adult care	5	4	30
F/650/1494	Equality, diversity, inclusion and human rights in adult care	5	3	24
H/650/1495	Health, safety and risk management in adult care	5	4	23
J/650/1496	Management of own professional development	5	4	33
L/650/1433	Manage personal wellbeing	3	3	20



## Optional units:

Unit ref	Unit title	Level	Credit value	GLH
K/650/1171	Undertake a research project within services for health and social care	5	10	34
Y/650/1239	Develop and evaluate operational plans for own area of responsibility	5	2	5
R/616/9310	Recruitment and selection within adult care services	4	1	6
R/616/9372	Manage induction in adult care services	5	2	11
M/650/1182	Lead interactive training	5	4	31
D/616/9312	Manage finance within own area of responsibility in adult care services	5	2	10
F/650/1240	Facilitate the development of effective group practice in health and social care settings	5	6	5
T/616/9297	Facilitate change in health and social care settings	5	2	8
T/650/1184	Facilitate coaching and mentoring of practitioners in health and social care settings	5	6	41
A/650/1177	Assess the individual in a health and social care setting	5	5	33
D/650/1169	Understand advance care planning	4	4	25
R/650/1165	Understand the process and experience of dementia	3	3	22
L/650/1172	Understand physical disability	3	4	22
F/650/1179	Explore models of disability	5	4	27
T/650/1166	Promote awareness of sensory loss	4	3	18
Y/650/1167	Support individuals with sensory loss with communication	4	3	23
A/650/1168	Understand the impact of acquired brain injury on individuals	4	4	27
F/616/9285	Support families who are affected by acquired brain injury	4	4	12
K/650/1180	Support individuals with multiple conditions or disabilities	4	3	24

Unit ref	Unit title	Level	Credit value	GLH
L/616/9287	Lead practice in the support of individuals with autistic spectrum conditions	5	2	10
R/616/9307	Support individuals at the end of life	4	3	20
M/650/1245	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	19
H/650/1241	Promote access to healthcare for individuals with learning disabilities	5	4	24
J/650/1242	Providing independent mental capacity advocacy deprivation of liberty safeguards	5	2	9
L/650/1181	Support the use of assistive technology	4	3	21
L/650/1244	Support individuals to access housing and accommodation services	3	3	15
R/650/1174	Work with families, carers and individuals during times of crisis	4	5	35
R/650/1183	Develop provision for family support	5	5	32
J/650/1170	Support individuals to access education, training or employment	4	4	33
Y/650/1176	Lead active support	5	5	38
H/616/9294	Lead and manage group living for adults	5	1	5
Y/616/9292	Manage domiciliary care services	5	2	8
D/616/9293	Support the development of community partnerships	5	1	6
D/650/1178	Implement the positive behavioural support model	4	9	56
T/650/1175	Lead the management of transitions	5	3	24
M/650/1173	Identify and act upon immediate risk of danger to substance misusers	3	4	28
K/650/1243	Recognise indications of substance misuse and refer individuals to relevant services	3	3	24

## Digital optional units:

Unit ref	Unit title	Level	Credit value	GLH
J/502/4156	Improving productivity using IT	2	4	30
D/502/4292	IT communication fundamentals	2	2	15
T/502/4301	Using email	3	3	20
F/502/4298	Using the internet	3	5	40
K/502/4375	Using mobile IT devices	2	2	15
R/502/4385	IT software fundamentals	2	3	20
L/502/4207	IT user fundamentals	2	3	20
D/502/4258	IT security for users	3	3	20
H/502/4620	Project management software	3	5	40
T/502/4623	Presentation software	3	6	45
J/502/4626	Spreadsheet software	3	6	45
Y/502/4632	Website software	3	5	40
Y/502/4629	Word processing software	3	6	45

## Mandatory units

<b>Title:</b>	<b>K/650/1479 The principles of leadership and management in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand leadership and management theories and styles	1.1 Explain the differences between leadership and management 1.2. Analyse key theories of leadership and management 1.3 Describe how theoretical models can be used in own leadership role 1.4 Analyse different leadership and management styles 1.5 Evaluate how coaching and mentoring can be used to complement leadership styles
2. Understand leadership and management in adult care services	2.1 Evaluate the impact of <b>internal and external</b> drivers on leadership and management 2.2 Analyse the role of leadership and management skills in adult care services 2.3 Explain how to adapt own leadership and management style for: <ul style="list-style-type: none"> <li>• <b>different situations</b></li> <li>• <b>different teams</b></li> </ul> 2.4 Describe how the values and culture of an adult social care organisation interact with own leadership behaviours

<b>Additional information about this unit (amplification for assessment criteria)</b>  <b>Internal and external:</b> drivers may include, but are not limited to, internal or external policy or strategy changes, changes to the market, organisational cultural changes or challenges.  <b>Different situations:</b> may include the formality of situations, working under different pressures, own role within a particular situation.  <b>Different teams:</b> including, but not limited to, size of team, location of team, culture of team, experiences of teams and resources required to manage different teams.	
<b>Unit aim (s)</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in an adult care setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Learning outcome 3 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This qualification meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>R/650/1480 Leading and managing teams in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>9</b>
<b>GLHs</b>	<b>61</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Provide leadership for a team in adult care services	1.1 Adapt <b>leadership styles</b> to reflect different <b>stages and cycles</b> in the team's development 1.2 Establish trust and accountability within the team 1.3 Build and maintain the team's commitment to the service and its values 1.4 Develop, implement and review strategies to support a positive <b>values-based</b> culture in the team 1.5 Demonstrate values and behaviours which recognise and champion diversity, equality, and inclusion within the team
2. Manage teamwork in adult care services	2.1 Encourage the participation of team members in agreeing team objectives 2.2 Encourage creativity and innovation in planning how to meet team objectives and agree a team plan 2.3 Agree roles and responsibilities, taking account of the team's strengths and development needs 2.4 Support the team to work towards team objectives 2.5 Review team objectives and facilitate opportunity for the team to reflect on their progress 2.6 Provide feedback and recognise progress on team performance
3. Understand principles of learning and professional development in adult care services	3.1 Evaluate the required and recommended learning and development in adult care 3.2 Explain the differences between <b>learning requirements</b> and continuous professional development

	<p>3.3 Explain the purpose and benefits of <b>workforce planning and development</b></p> <p>3.4 Describe the importance of literacy, numeracy and digital skills in adult care</p> <p>3.5 Explain how to develop literacy, numeracy and digital skills in the workforce</p> <p>3.6 Describe the benefits of continually improving own and team's knowledge and practice, including ways to achieve this</p> <p>3.7 Examine the <b>factors</b> to consider when identifying, planning, selecting, and commissioning activities for learning and professional development</p> <p>3.8 Assess the importance of reflective practice in improving own and team's performance</p> <p>3.9 Identify and review <b>reflective practice</b> models</p>
4. Lead learning and professional development practices in adult care services	<p>4.1 Evaluate <b>available mechanisms and resources</b> that support learning and professional development</p> <p>4.2 Promote a <b>learning culture</b> within own team</p> <p>4.3 Manage the development of team members to achieve their professional goals</p>
5. Understand the purpose and practice of professional supervision in adult care services	<p>5.1 Analyse how current requirements of <b>legislation</b>, codes of practice and agreed ways of working influence and structure professional supervision requirements</p> <p>5.2 Explain the <b>function</b> of professional supervision</p> <p>5.3 Evaluate <b>supervision activities and processes</b> which are used</p> <p>5.4 Describe how <b>supervision</b> is used to support and protect:</p> <ul style="list-style-type: none"> <li>• the supervisee</li> <li>• individuals, carers, and families</li> </ul> <p>5.5 Describe how supervision can protect:</p> <ul style="list-style-type: none"> <li>• the <b>supervisor</b></li> <li>• the organisation</li> </ul>

	<p>5.6 Examine why the <b>wellbeing</b> of the <b>supervisee</b> should be included within effective supervision and supportive practices, including ways to enable and promote this</p> <p>5.7 Analyse how <b>external and internal factors</b> influence practice and are used within professional supervision objectives</p> <p>5.8 Explain how supervision is used alongside appraisal and <b>professional development processes</b> to enhance performance and aspirations of the supervisee</p> <p>5.9 Explain the factors which result in a power imbalance in professional supervision and how to address them</p> <p>5.10 Describe ways to address challenges arising during professional supervision</p>
<p>6. Provide regular professional supervision in adult care services</p>	<p>6.1 Establish understanding and agreement with <b>supervisee</b> on <b>key areas</b></p> <p>6.2 Use information from <b>sources</b> to build an understanding of the supervisee's performance</p> <p>6.3 Support the supervisee to review their own wellbeing using the <b>strategies</b> and <b>support</b> available to them</p> <p>6.4 Support the supervisee to reflect on and explore methods of addressing <b>different situations</b> in their work</p> <p>6.5 Provide constructive feedback to the supervisee that can be used to improve and develop performance</p> <p>6.6 Support the supervisee to identify, plan and achieve their own learning and professional development needs</p> <p>6.7 Agree, review and revise targets to meet <b>objectives of the work setting</b> and individual objectives of the supervisee</p> <p>6.8 Record and store outcomes of supervision activities</p>



### **Additional information about this unit (amplification for assessment criteria)**

**Leadership styles:** May include but are not limited to an autocratic leadership style, Visionary leader, Affiliative, Democratic, Pace-setting or a Coaching leadership style.

**Stages and cycles:** The different stages of team development, for instance Tuckman's theory 'forming, storming, norming and performing'. The different cycles teams encounter in their work in Adult Social Care e.g. new team members and changes to working practices.

**Values-based:** Workplace values are the guiding principles that are most important in the service. They help to define the right and wrong ways of working and help to inform decisions and choices.

**Learning requirements:** May include but not limited to induction, statutory, mandatory, and service specific specialist learning.

**Workforce planning and development:** Workforce planning is an essential part of ensuring that you have the right people with the right attitudes, skills, values, and experience providing the care and support your business offers.

**Factors:** These should include potential barriers and constraints.

**Reflective practice models:** may include but are not limited to, **Lawrence-Wilkes 'REFLECT' model of Reflective Practice**, The ERA cycle (Jasper, 2013), Driscoll's What Model, Kolb's Experiential Learning Cycle.

**Available mechanisms and resources:** This will include traditional methods used for learning and development and should include advanced approaches with technology within learning and development e.g. remote learning, platforms, e-learning, electronic portfolios.

**Learning culture:** Leading practice which embraces, provides opportunity, and recognises the benefits of learning and professional development.

**Legislation:** This should include regulations where appropriate.

**Function:** This should include the principles, scope, and purpose of professional supervision.

**Supervision:** CQC Regulation 18 states that 'Staff must receive the support, training professional development, supervision and appraisals that are necessary for them to carry out their role and responsibilities. Supervision is a regular meeting that is carried out with carers and team members by their seniors in line with CQC regulations. The manager usually carries out this task or delegates it to one of the seniors. It is appropriate for a team member to be supervised by a senior member of staff.

**Supervision activities and processes:** These will include formal and informal ways supervision can be planned and provided in the environment e.g. group, individual, team, observations of competencies, validating knowledge, shadowing activities, induction and learning processes.

**Wellbeing:** Wellbeing is the broad concept referring to a person's quality of life taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental wellbeing.

**External and internal factors:** External factors may include, but not limited to, updated national policy or local procedures, emerging best practice, societal movements, and campaigns. Internal factors may include, but are not limited to, lessons learnt/learning reviews, concerns or complaints, skills development/training, emerging needs of individuals accessing services.

**Professional development processes:** These may include personal development plans, learning logs, development requests.

**Strategies:** These may include those which are personal to the worker. Strategies should include those that enable the worker to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.

**Support offers:** The range should include offers available inside and outside the workplace, for example:

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

**Different situations:** These may include challenges the supervisee or team face in their work.

**Objectives of the work setting:** These should include the range of skills required to meet people's needs.

**Supervisor:** This role is delivered by or delegated by the manager to the team members. Under CQC regulations Managers are expected to supervise their team. The supervisor will meet with the supervisee on a regular basis.

**Supervisee:** The Supervisee is a member of the team. Supervision will be their one to one support with their senior where their professional and emotional wellbeing will be addressed. The supervision will be recorded and reviewed at the next meeting.

**Key areas:**

- the purpose, frequency, and location of supervision activities
- actions which can support preparation for supervision
- sources of data and evidence used to inform supervision
- confidentiality, boundaries, roles, and accountability

<b>Unit aim (s)</b>	The aim of this unit is to provide the learner with the knowledge and understanding of the principles of learning and the importance of professional development within the Care industry. The learner will understand the requirements of professional supervision and the benefits of this to support members of the team. The unit also allows learners to demonstrate their skills in providing leadership to the team which encompasses all the roles of building a strong team and ensures that the learner is able to manage and develop the team on an ongoing basis.
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Learning Outcomes 1, 2, 4 and 6 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>T/650/1481 Governance and regulatory processes in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>7</b>
<b>Calculated GLH:</b>	<b>44</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand legislation and statutory guidance that underpins adult care provision	1.1 Analyse current legislation and statutory guidance that applies to <b>all aspects</b> of service provision 1.2. Evaluate own role, accountability, and responsibility in applying legislation and statutory guidance within service provision 1.3. Describe the key roles, remits and responsibilities in registered services of: <ul style="list-style-type: none"> <li>• the registered manager</li> <li>• the nominated individual</li> <li>• the 'fit and proper person'</li> </ul>
2. Understand internal governance arrangements within own organisation	2.1. Analyse internal governance procedures used within own organisation 2.2. Explain own role in applying, leading and evaluating own service's governance procedures and agreed ways of working
3. Understand systems and requirements for the regulation of adult care services	3.1. Analyse specific <b>legislation and regulations</b> underpinning the inspection system in England 3.2. Describe the range of legislation and statutory guidance that support and relate to the inspection process in England 3.3. Explain the types of service provision which are subject to registration and inspection
4. Understand the inspection process in adult social care	4.1. Describe how services are inspected including the role of the regulator 4.2. Explain the purpose of the inspection system

	<p>4.3. Analyse the different <b>types of inspection</b> and <b>key themes</b> of the inspection process</p> <p>4.4. Explain how the ratings system is used</p> <p>4.5. Describe when and how enforcement action can be used</p> <p>4.6. Analyse the ways in which information is collected about the service and used to inform inspection activities</p>
5. Understand the inspection process in own service	<p>5.1. Evaluate how the requirements of the regulations are met within own service</p> <p>5.2. Explain who needs to be aware of, and involved in, the inspection process</p> <p>5.3. Explain the range and types of evidence which can be used to demonstrate the service is meeting requirements</p> <p>5.4. Describe ways to address the outcome and impact of an inspection in own service</p> <p>5.5. Analyse how outcomes of inspection can be used to drive service improvements</p>
<p><b>Additional information about this unit (amplification for assessment criteria)</b></p> <p><b>All aspects:</b> relating to all aspects of responsibilities held within own organisation. If the learner is not currently providing regulated activity, then they should explore the formal role of a registered manager.</p> <p><b>Legislation and regulations:</b> Legislation, policy, statutory frameworks, codes of practice, research, practice, protocols, inquiries, funding.</p> <p><b>Types of Inspection:</b> the different inspections carried out by the regulator within Adult Social Care services.</p> <p><b>Key themes:</b> the areas looked at during the inspection process.</p>	
<b>Unit aim(s)</b>	<p>This unit develops the learner's knowledge and understanding of legislation and statutory requirements influencing practice and the delivery of adult care services. The unit examines the structure and governance of organisations in adult care.</p> <p>The unit also explores what is required when leading and managing the quality of adult care service provision to meet governance, legislative, regulatory, registration and inspection requirements.</p>

<b>Assessment requirements specified by a sector or regulatory body</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>Y/650/1482 Decision making in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand effective decision making	1.1 Explain the different <b>types of decisions</b> required in own role 1.2 Analyse the role of <b>data</b> , information and <b>intelligence</b> in making evidence-based decisions to improve quality 1.3 Evaluate how own and <b>others'</b> values and priorities influence decision making processes 1.4 Describe how to enable others to contribute to decision making 1.5 Explain the importance of reviewing and evaluating decisions to improve quality
2. Make effective decisions	2.1 Identify when decisions need to be made 2.2 Gather data and intelligence to inform decision-making 2.3 Identify potential solutions 2.4 Evaluate potential solutions and draw conclusions 2.5 Involve individuals and <b>others</b> in the decision-making process including the implementation of the outcome 2.6 Evaluate decisions and the decision-making process used
<b>Additional information about this unit (amplification for assessment criteria)</b>  <b>Types of decisions:</b> may include but not limited to strategic, tactical, operational, short term and long term.  <b>Data:</b> includes research, reports, statistics, internal and external feedback, suggestions, complaints  <b>Intelligence:</b> Information from external resources  <b>Individual:</b> a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.	

**Others:** in this context, others might include:

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

**Unit aim (s)**

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

**Assessment requirements specified by a sector or regulatory body**

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

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

This unit meets the specification published by Skills for Care in May 2021.



<b>Title:</b>	<b>A/650/1483 Business and resource management in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>32</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand principles for effective resource management	1.1 Evaluate the impact of national and local strategies and priorities on resource planning and management in relation to: <ul style="list-style-type: none"> <li>• financial resources</li> <li>• physical resources</li> <li>• human resources</li> </ul> 1.2 Explain the importance of accurate forecasting for resource requirements 1.3 Explain the value of using assets and resources outside traditional services and in the community 1.4 Analyse the place of technology as a resource in service delivery and service management 1.5 Explain the meaning of sustainability in terms of resource management in adult care 1.6 Describe the roles, responsibilities, and accountabilities for resource management within the organisation 1.7 Explain the importance of business continuity planning and the processes available

<p>2. Understand and implement principles of effective human resource management</p>	<p>2.1 Explain <b>legislation, policy and practices</b> underpinning safe and fair recruitment</p> <p>2.2 Describe <b>approaches</b> known to improve recruitment and retention of adult care staff</p> <p>2.3 Evaluate recruitment, selection and induction processes in the organisation including own role in these</p> <p>2.4 Explain the importance of ensuring employment practices are free from discrimination and harassment</p> <p>2.5 Show how to identify the numbers and patterns of staffing required to provide a person-centred, outcomes-based service</p> <p>2.6 Explain <b>factors</b> that could influence staffing requirements and patterns</p> <p>2.7 Manage staffing patterns and adjust them to meet changing circumstances</p> <p>2.8 Carry out succession and contingency planning in relation to workforce</p> <p>2.9 Review the organisation's <b>performance management procedures</b>, including own role in these</p> <p>2.10 Review the organisation's conduct, discipline and grievance procedures, including own role in these</p>
<p>3. Understand market provision in adult social care</p>	<p>3.1 Explain how services are commissioned, procured, and funded</p> <p>3.2 Evaluate current <b>drivers</b> shaping adult care, funding mechanisms and related services gaps in current market provision</p> <p>3.3 Explain how own service relates to the wider market and needs of the local population now and in the future</p> <p>3.4 Explain how own service will need to evolve to meet demand for social care services now and in the future</p>

<p>4. Understand integrated approaches in health and social care</p>	<p>4.1 Explain what is meant by an <b>integrated health and social care system</b></p> <p>4.2 Explain the <b>rationale</b> and legislative context for integrated approaches to service provision</p> <p>4.3 Describe <b>local and national initiatives</b> to better integrate health and social care systems and services</p> <p>4.4 Evaluate the impact of more integrated systems and processes on <b>working practices and relationships</b></p>
<p><b>Additional information about this unit (amplification for assessment criteria)</b></p> <p><b>Legislation, regulations and guidance:</b> this may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• Working Time Regulations 1998</li> <li>• CQC regulations</li> <li>• Disclosure and Barring Service (DBS) checks</li> <li>• Confirming identity and seeking references</li> </ul> <p><b>Approaches:</b> these may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• recruiting people with the right values and behaviours</li> <li>• understanding the local area to inform business planning</li> <li>• innovative strategies to attract candidates in the local community e.g., referral programmes</li> <li>• offering a supportive induction, quality training, career progression routes, good working conditions, rewards, recognition, flexibility and competitive pay rates</li> </ul> <p><b>Factors:</b> could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• changing care and support needs of individuals</li> <li>• increases/decreases in demand for support services</li> <li>• holiday/festive periods</li> <li>• sickness</li> <li>• weather conditions</li> </ul> <p><b>Performance management procedures:</b> the policies and procedures used within the service to plan, monitor, develop and improve employees' performance.</p> <p><b>Drivers:</b> may include, but not limited to national policy or local initiatives and which may impact planned and expected outcomes or activities.</p> <p><b>Integrated health and social care system:</b> better outcomes for people through a seamless experience. Systems work together in a coordinated way. Builds support around the individual.</p> <p><b>Rationale:</b> including:</p> <ul style="list-style-type: none"> <li>• providing person-centred, compassionate care and support in a way that makes sense to the individual accessing services to reflect their lives, needs and wishes</li> <li>• the changing patterns of population needs e.g. aging population, complex care and health</li> </ul>	

<p>needs, financial pressures, widening health inequalities, stalling improvements in life expectancy</p> <ul style="list-style-type: none"> <li>• prevention and early intervention</li> <li>• move to more community-based practices that breakdown traditional barriers</li> </ul> <p><b>Local and national initiatives:</b> these may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Integrated Care Systems</li> <li>• Sustainability and Transformation Partnerships</li> <li>• Primary Care Networks</li> <li>• Enhanced Health in Care Homes Framework</li> <li>• Ageing Well programme</li> </ul> <p><b>Working practices and relationships:</b> may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• discharge arrangements</li> <li>• integrated assessment and care planning</li> <li>• multi-disciplinary working arrangements</li> <li>• data governance</li> </ul>	
<b>Unit aim (s)</b>	The purpose of this unit is to develop the learner's knowledge and understanding of business and resource management, looking at the impact of local and national initiatives, legislation, regulations and guidance and how this translates into the learner's working role.
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Assessment criteria 2.5, 2.7, 2.8, 2.9, 2.10 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>D/650/1484 Safeguarding in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand requirements for safeguarding in adult care	1.1 Explain the current legislative framework and national guidance that underpins the safeguarding of adults 1.2 Analyse own role in the local systems, procedures and agencies relating to adult safeguarding 1.3 Review how national and local guidelines, policies and procedures for safeguarding affect: <ul style="list-style-type: none"> <li>• day to day work with individuals</li> <li>• own responsibilities towards individuals, their families, carers and team members</li> </ul> 1.4 Analyse how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on national policy 1.5 Explain the legal provisions in relation to whistleblowing and information sharing 1.6 Evaluate own role in <b>leading a response</b> to suspected or disclosed abuse or neglect 1.7 Describe how and when to engage <b>others</b> when responding to safeguarding concerns 1.8 Explain issues relating to consent to share information and own responsibilities to share information about suspicions or disclosures of abuse or neglect 1.9 Analyse local systems, procedures and agencies relating to children's

	safeguarding and your own role within these
2. Lead the implementation of practices, policies and procedures to support safeguarding in adult care	<p>2.1 Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements and local and national guidance</p> <p>2.2 Embed safeguarding principles throughout all practices, policies and procedures</p> <p>2.3 Support team members to develop the knowledge and skills they need to apply safeguarding for adults</p> <p>2.4 Ensure team members understand their role in responding to concerns about the safeguarding of a child or young person</p> <p>2.5 Plan and implement the <b>review</b> and revision of person-centred practices, policies and procedures to ensure continuous improvements in safeguarding of adults at risk of abuse or neglect</p> <p>2.6 Embed practices so that adults at risk, and those who are important to them, feel encouraged and empowered to share concerns</p> <p>2.7 Follow agreed protocols to participate in inter-agency, joint or integrated working in order to achieve the best outcomes for adults at risk</p>
<p><b>Additional information about this unit (amplification for assessment criteria)</b></p> <p><b>Leading a response:</b> this would include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• safety and wellbeing of the individual and others where applicable</li> <li>• own actions</li> <li>• own role in implementing, following, and engaging others in policies and procedures</li> <li>• own role in ensuring the individuals (and others where applicable) is kept informed and involved</li> </ul> <p><b>Others:</b> in this context, this refers to those people who may need to be involved in a response, for instance:</p> <ul style="list-style-type: none"> <li>• individuals accessing care and support services</li> <li>• carers, loved ones, family, friends of those accessing care and support services</li> <li>• team members</li> <li>• managers and supervisors</li> <li>• professionals from other services</li> </ul>	

**Review:** this might take into account:

- outcomes from safeguarding reviews and investigations
- current guidance arising from serious case reviews and its relevance to own organisation

And might include reviewing:

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

**Evidence for Learning Outcome 2 may also focus on the danger of technology being used to facilitate abuse.** For example:

## 2.2 Embed safeguarding principles throughout all practices, policies and procedures

This criterion can be interpreted to include building policies and procedures that recognise the different methods of exploitation abuse, which are often facilitated via technology such as financial exploitation and sexual exploitation. We also know that modern slavery networks thrive via technology where slaves are bought and sold online. In terms of practice, it is important that adult care workers support individuals to build the knowledge, skills and resilience to safeguard themselves.

## 2.5 Plan and implement the review and revision of person-centred practices, policies and procedures to ensure continuous improvements in safeguarding of adults at risk of abuse or neglect

This criterion can include reviewing safeguarding data and local SARS to identify current trends or arising risks that might need to be addressed. The person-centred practice here would relate to positive risk taking and technology. We can consider direct risk such as the person with care and support needs using social media to make friends and risking mate crime. We can also consider how human rights and freedoms can be undermined by technology when it may not be used in a necessary and proportionate way and for the minimum period of time. Technological solutions such as wearable devices can easily be left on for too long as it makes life easier for staff, this would of course be a restrictive practice and should not become an acceptable way of working.

The learning from both these areas may drive change to policy and procedure in an attempt to achieve continuous improvements.

## 2.6 Embed practices so that adults at risk, and those who are important to them, share concerns

With this criterion we could consider the shame element of the exploitative types of abuse such as domestic abuse which is often facilitated by technology as the person causing harm or abuse might use technology to track the individual's movements, take money from their bank account, or monitor their social media activity. Best practice would include educating people to understand that they are not responsible for the abuse and that it is okay to ask for help to make it stop.



<b>Unit aim (s)</b>	This unit enables learners to be aware of how to lead practice which safeguards vulnerable adults, ensuring practice adheres to legal and regulatory requirements.
<b>Assessment requirements specified by a sector or regulatory body</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.



<b>Title:</b>	<b>F/650/1485 Mental capacity in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand mental capacity and consent	1.1 Explain how key provisions of <b>legislation, codes of practice and policy</b> regarding mental capacity relate to the service 1.2 Analyse own role in applying and upholding key principles of mental capacity legislation and codes of practice 1.3 Describe the support available when mental capacity needs to be assessed and how to access this support 1.4 Analyse own role in the assessment of risk in situations where an individual's capacity is a concern 1.5 Evaluate practices which support individuals' ability to provide valid consent 1.6 Evaluate own and team members' <b>development needs</b> relating to mental capacity and their practice
2. Understand the use and impact of <b>restrictive practices</b>	2.1 Explain what is meant by 'restrictive practices', ' <b>restraint</b> ' and 'deprivation of liberty' and how they apply to practices within own setting 2.2 Analyse the <b>legal and ethical</b> considerations of restricting an individual's rights and freedoms 2.3 Analyse <b>own responsibilities</b> in relation to restrictive practices and deprivations of liberty 2.4 Explain appropriate and proportionate responses to restrictions on an individual's rights and freedoms

	<p>2.5 Evaluate the potential <b>impacts</b> of restrictive practices on <b>individuals</b> and <b>others</b></p> <p>2.6 Explain how person-centred, outcomes-based practices can mitigate the use of restrictive practices</p> <p>2.7 Evaluate own and team members' development needs relating to the use of restrictive practices</p>
<p><b>Additional information about this unit (amplification for assessment criteria)</b></p> <p><b>Legislation, codes of practice and policy:</b> including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Mental Capacity Act 2005</li> <li>• Human Rights Act 1998</li> <li>• Safeguarding Adults</li> <li>• Dignity in Care</li> <li>• Deprivation of Liberty Safeguards 2009</li> <li>• Care Act 2014</li> <li>• Making Safeguarding Personal</li> </ul> <p><b>Development needs:</b> including, but not limited to - Best Interest decisions, decision-maker responsibilities, maximising capacity and their role in assessment.</p> <p><b>Individuals:</b> a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.</p> <p><b>Restrictive practices:</b> includes any practice or intervention that limits the rights or freedoms of an individual.</p> <p><b>Restraint:</b> including, but not limited to, covert medication (sometimes referred to as 'hidden restraint').</p> <p><b>Legal and ethical:</b> including but not limited to:</p> <ul style="list-style-type: none"> <li>• Statutory principles of the Mental Capacity Act 2005</li> <li>• duty of Care</li> <li>• deprivation of Liberty Safeguards</li> <li>• individuals' wishes</li> <li>• advanced decisions</li> <li>• decision-making authorities e.g. Lasting Power of Attorney, Court of Protection request</li> <li>• best Interest decisions</li> </ul> <p><b>Own responsibilities:</b> to include how to apply for an authorisation.</p> <p><b>Impacts:</b> may include, but not limited to, impacts on safety, dignity, relationships and wellbeing of individuals. Learners may also wish to consider the impact on team members responsible for implementing restrictions.</p>	

<b>Others:</b> in this context, others refers to adult care workers who are required to restrict an individual's rights or freedoms.	
<b>Unit aim (s)</b>	The unit aims to support learners to develop the practical skills and knowledge required to provide support to individuals in accordance with their role and relevant legislative requirements. The unit includes the use of restrictive practices and the effect it can have.
<b>Assessment requirements specified by a sector or regulatory body</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>H/650/1486 Partnerships in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>34</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the context of relationships and partnership working	1.1 Analyse how <b>legislation</b> and <b>regulation</b> influence working relationships with <b>others</b> 1.2 Explain how relationships with <b>individuals</b> and <b>carers</b> underpin person-centred practice and affect the achievement of <b>positive outcomes</b> for individuals and their families 1.3 Evaluate how networking and <b>working collaboratively</b> with other agencies and community groups brings benefits both for those using the service and for the sustainability and reach of the organisation 1.4 Describe how integrated working with other agencies delivers better outcomes for individuals and the place of <b>systems leadership</b> in this 1.5 Evaluate the methods, protocols and limitations of using <b>different communication methods</b> used to forge relationships and partnerships with other professionals and agencies 1.6 Explain the <b>features</b> of effective, <b>collaborative</b> partnership working across agencies and ways to overcome barriers 1.7 Evaluate own role and responsibilities in establishing positive relationships within and beyond the organisation

2. Be able to lead effective relationships with individuals, carers and families	2.1 Model open, respectful and supportive relationships with individuals, carers and their families 2.2 Embed <b>co-production</b> within day-to-day practices of team
3. Be able to manage working relationships with colleagues in own setting to achieve positive outcomes for individuals	3.1 Develop systems and procedures to facilitate effective working relationships with colleagues in the organisation 3.2 Develop and agree common objectives when working with colleagues 3.3 Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise 3.4 Deal constructively with conflicts or dilemmas that arise 3.5 Evaluate own working relationships with colleagues
4. Work in partnerships with professionals and other agencies	4.1 Negotiate with professionals in other agencies to agree objectives, roles and responsibilities, procedures and ways of working for a specific task or area of work 4.2 Use agreed ways of working to carry out own role and support others to carry out their responsibilities 4.3 Deal constructively with any challenges in ways that promote change, any poor practice or failure to work in agreed ways 4.4 Implement and use communication and recording systems that comply with current legislation for information sharing between agencies 4.5 Evaluate and improve the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements
<b>Additional information about this unit (amplification for assessment criteria)</b>  <b>Legislation:</b> Learners should consider how different legislation relate to and influence working with others. This may include but is not limited to: <ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Mental Capacity Act 2005</li> <li>• Health and Social Care Act 2012</li> <li>• General Data Protection Regulations</li> <li>• Data Security and Protection</li> </ul>	

- Subject Access Requests
- Data control
- Sharing information
- Safeguarding

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

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

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

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

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

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

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

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

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

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

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

<b>Unit aim(s)</b>	This unit provides learners with the knowledge, skills and understanding necessary to develop productive partnership working within own and other organisations.
<b>Assessment requirements specified by a sector or regulatory body</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.



<b>Title:</b>	<b>J/650/1487 Complaints and comments in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>28</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the management of comments and complaints	1.1 Describe the interrelationship between the management of comments and complaints, risk management and safeguarding 1.2 Explain the <b>procedures</b> for managing comments and complaints 1.3 Analyse why those using services and <b>others</b> may be reluctant to raise comments or make complaints 1.4 Describe the attitudes and approaches that ensure comments and complaints can prompt continuous improvement of the service
2. Lead practice in listening and responding to comments and complaints	2.1 Support team members to understand systems and procedures that ensure individuals' comments and complaints are listened and responded to 2.2 Ensure accessible information and support is in place to enable, empower and encourage individuals and others to raise and follow-up on comments and complaints 2.3 Implement open and transparent systems and procedures that address and respond to comments and complaints within agreed time frames 2.4 Drive improvements within the service learnt from comments and complaints

<b>Additional information about this unit (amplification for assessment criteria)</b>  <b>Procedures:</b> To include regulatory requirements, codes of practice and guidance.  <b>Others:</b> In this context, 'others' may include friends or relatives of the service user, or members of the public.	
<b>Unit aim (s)</b>	This unit provides learners with the knowledge, skills and understanding necessary to manage comments and complaints and responding to them in order to improve service provision.
<b>Assessment requirements specified by a sector or regulatory body</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>K/650/1488 Continuous improvement in adult care settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand continuous quality improvement in adult social care	1.1 Explain how to use continuous quality improvement tools and techniques to meet regulatory and best practice guidance requirements 1.2 Describe the potential signs or indicators of poor practices 1.3 Analyse how quality assurance practices inform quality improvement activities 1.4 Evaluate how governance, audit processes and compliance activity can support person-centred, outcomes-based practices
2. Lead continuous improvement in practice	2.1 Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person-centred practice 2.2 Create opportunities for <b>individuals</b> and <b>others</b> to provide feedback on their experiences of the service 2.3 Listen, respond to, and use the views of individuals and others 2.4 Use evidence-based research to identify best practice in outcomes-based and person-centred practice 2.5 Identify areas where digital technology could improve or enhance outcomes-based person-centred practice 2.6 Act on lessons learned from incidents and events 2.7 Review the extent to which systems, <b>processes</b> and practice facilitate positive outcomes for individuals 2.8 Plan for and lead the implementation of improvements to systems, processes and practice

3. Lead a culture that supports innovation and change to improve outcomes for individuals	3.1 Work with others to identify opportunities for service improvement through transformation and innovation 3.2 Recognise and utilise the expertise of others when driving innovation, improvement and change
4. Understand how to implement effective change	4.1 Describe the processes and models of best practice in 'change management' 4.2 Explain the tools available and skills needed to inspire change, development and innovation across the service 4.3 Evaluate the range of external drivers for change and how these impact on service 4.4 Explain <b>success factors</b> and barriers to implementing effective change
<b>Additional information about this unit (amplification for assessment criteria)</b>  <b>Individual:</b> a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.  <b>Others:</b> in this context, others might include: <ul style="list-style-type: none"> <li>• carers, loved ones, family, friends of those accessing care and support services</li> <li>• colleagues and peers</li> <li>• team members</li> <li>• managers and supervisors</li> <li>• professionals from other services</li> <li>• visitors to the work setting</li> <li>• members of the community</li> <li>• volunteers</li> </ul> <b>Processes:</b> governance, audit processes and compliance activity.  <b>Success factors:</b> how outcomes are measured as a result of change.	
<b>Unit aim (s)</b>	The purpose of this unit is for the learner to develop the knowledge to support staff members to continually develop and grow and the impact of this on the service.  It looks at relevant models and tools to support implementation.
<b>Assessment requirements specified by a sector or regulatory body</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

	Assessment Criteria 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 3.2, 3.3 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>L/650/1489 Leading the vision in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to develop a vision for the service	1.1 Analyse own role in developing a vision for the service 1.2 Evaluate how the vision, and future of the service, may be affected by a range of factors 1.3 Explain how to ensure the vision and future direction of the service remains compatible with internal aspirations of the service and the external <b>adult care system</b>
2. Lead commitment and implementation of the vision and future direction of the service	2.1 Build support for the vision and future direction of the service and ensure it is shared and owned by those who will be implementing and communicating it 2.2 Support internal and external stakeholders to be aware of the vision and the impact it will have on them 2.3 Create a plan to implement the vision and future direction of the service 2.4 Review and monitor stages of the plan, adapting approaches where needed
<b>Additional information about this unit</b>  <b>Adult care system:</b> the local and national systems which support and also integrate the provision of adult social care.	
<b>Unit aim(s)</b>	The purpose of this unit is for the learner to look at factors relating to, and the future of the care industry whilst developing collaborative working to ensure that the service remains compatible with internal aspirations.
<b>Assessment requirements specified by a sector or regulatory body</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and

	<p>Development to complement Ofqual requirements.</p> <p>Learning outcome 2 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>This unit meets the specification published by Skills for Care in May 2021.</p>



<b>Title:</b>	<b>T/650/1490 Effective communication in care settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>31</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to use communication skills to achieve positive interactions	1.1 Describe different communication skills, methods and <b>models</b> , and the circumstances they may be appropriately used in 1.2 Explain how to achieve maximum impact by using a range of appropriate communication skills and methods 1.3 Analyse how communication skills underpin: <ul style="list-style-type: none"> <li>• achievement of positive outcomes for <b>individuals</b> and <b>others</b></li> <li>• the leadership and management of teams</li> <li>• sustainable <b>relationships and partnerships</b></li> </ul>
2. Understand how to manage and resolve conflict	2.1 Describe the models of conflict management and conflict resolution 2.2 Describe factors that can cause friction and conflict within the workplace 2.3 Analyse skills that underpin conflict management and conflict resolution techniques
3. Communicate with others	3.1 Demonstrate <b>communication styles, methods and skills</b> 3.2 Apply communication skills appropriately in relation to message and audience for maximum impact 3.3 Adapt communication style in response to the emotional context and communication style of others 3.4 Identify and overcome barriers to communication with a range of people

4. Develop communication practices that promote positive outcomes	4.1 Monitor and evaluate the effectiveness of the communication systems and used in the workplace 4.2 Monitor and evaluate the effectiveness of the communication practices to support positive outcomes for individuals 4.3 Propose improvements to communication systems and practices and lead their implementation
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**Additional information about this unit (amplification for assessment criteria)**

**Models** could include:

- Linear Models
- Interactive Models
- Transactional Models

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

**Others:** in this context, others may include:

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

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

**Communication styles, methods and skills:** communication styles, methods and skills:

Learners should consider:

- verbal: words, voice, tone, pitch, spoken and written,
- non-verbal: body language, proximity, eye contact, touch, gestures, behaviour
- additional methods to support communication: signs, symbols and pictures, objects of reference
- face to face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations.
- active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement
- interpretation of non-verbal communication
- ability to use silence to provide space and support.

<b>Unit aim (s)</b>	The purpose of this unit is to develop the learners understanding of communication and implement this into their working practice.
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>Y/650/1491 Information management in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand <b>effective information management</b>	1.1 Identify, explain and evaluate legislative and statutory requirements underpinning information management in care settings 1.2 Analyse own role and responsibilities in effective information management, and in supporting others to effectively handle information 1.3 Explain how to respond to a data breach, including reporting procedures 1.4 Explain how to initiate the service's business continuity plan and relevance to data and cyber security
2. Implement systems for effective information management	2.1 Lead the implementation of policies and systems for effective information management to meet <b>legal and ethical</b> requirements 2.2 Lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information 2.3 Identify the team's training needs in relation to handling information and implement a plan to address these needs
<b>Additional information about this unit (amplification for assessment criteria)</b>  <b>Effective information management</b> will include consideration of: <ul style="list-style-type: none"> <li>• Privacy notices</li> <li>• Transparency information</li> <li>• Data and cyber security</li> <li>• How devices are secured</li> <li>• Confidentiality, availability and integrity of records/information</li> <li>• Reducing the risk of data breaches.</li> </ul> <b>Legal and ethical:</b> <ul style="list-style-type: none"> <li>• General Data Protection Regulation</li> <li>• Data Security and Protection</li> <li>• Subject Access Requests</li> </ul>	

<ul style="list-style-type: none"> <li>• CQC Regulations</li> <li>• Data control</li> <li>• Sharing information</li> <li>• Safeguarding</li> </ul>	
<b>Unit aim (s)</b>	The purpose of this unit is to develop the learners understanding of effective information management in care settings. The unit explores legal and ethical requirements and how this translates into practice.
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Learning outcome 2 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>A/650/1492 Leading person-centred practice</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>8</b>
<b>GLH:</b>	<b>51</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand person-centred, outcomes-based practice	<p>1.1 Analyse the features, principles, drivers, and values of:</p> <ul style="list-style-type: none"> <li>• strength-based approaches</li> <li>• person-centred practice</li> <li>• <b>active participation</b></li> <li>• outcomes-based practice</li> </ul> <p>1.2 Explain how <b>strength-based approaches</b> and <b>person-centred practice</b> underpin <b>outcomes-based practices</b> and relate to the individuals' health and wellbeing, independence, choice, and control</p>
2. Understand the value of person-centred practice in partnership working with individuals	<p>2.1 Evaluate the role of <b>partnerships, collaboration and co-production</b> with <b>individuals</b> and <b>others</b> in enabling individuals to achieve their desired outcomes</p> <p>2.2 Describe own service's role in enabling individuals to build and maintain <b>relationships</b> and connections to their <b>community</b></p> <p>2.3 Analyse how <b>integrated service provision</b> that crosses traditional boundaries achieves improved outcomes for individuals</p>
3. Lead practice to facilitate positive outcomes for individuals through person-centred practice	<p>3.1 Develop and implement a plan to ensure team members have the training and development they need to support individuals in person-centred ways</p> <p>3.2 Support and develop team members to work in partnership with individuals and others and to recognise and respond to individuals' changing strengths, needs and preferences</p>

	<p>3.3 Support and develop others to apply person-centred approaches in complex situations to ensure positive outcomes for individuals and those important to them</p> <p>3.4 Facilitate the development of individuals' care and support ensuring individuals and others are actively involved</p> <p>3.5 Facilitate the review of individuals' care and support ensuring plans and activities reflect individuals' preferences, wishes, strengths and needs</p> <p>3.6 Manage resources in ways that:</p> <ul style="list-style-type: none"> <li>• support individuals to make choices about their health and wellbeing, and achieve positive outcomes</li> <li>• provide reasonable adjustments to enable individuals to access care and support</li> </ul> <p>3.7 Implement systems and processes for recording:</p> <ul style="list-style-type: none"> <li>• identification, progress towards and achievement of individuals' desired outcomes</li> <li>• the implementation of person-centred practice</li> </ul>
4. Understand the role of relationships in promoting health and wellbeing	<p>4.1 Analyse the importance of proactive approaches in supporting individuals to build and maintain relationships</p> <p>4.2 Explain how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce risks</p> <p>4.3 Describe the range and types of support an individual may need to maintain and build relationships, and when external services may be required</p>
5. Lead practice in recognising individuals' relationships	<p>5.1 Develop approaches which recognise individuals' sexuality and relationship needs</p> <p>5.2 Promote an open, proactive culture where individuals and others feel confident to discuss sexuality, relationships and protection</p>



	5.3 Provide individuals and others with access to support, information and advice about relationships and sexuality
6. Understand positive risk-taking in context of supporting individuals	6.1 Analyse how positive risk-taking can contribute to the achievement of positive outcomes for individuals 6.2 Evaluate the impact of a risk-averse culture on person-centred practice and the wellbeing of individuals 6.3 Describe the <b>considerations</b> which need to be applied in the management of positive risk-taking 6.4 Analyse how supporting others to balance risks and rights promotes person-centred practices
7. Lead the implementation of practices, policies and procedures to manage risk and positive risk-taking	7.1 Lead a culture which recognises the benefits of positive risk-taking in person-centred practice and the wellbeing of individuals 7.2 Facilitate a person-centred approach in the management of risks 7.3 Evaluate own and others' practice in leading a balanced approach to risk-taking
<b>Additional information about this unit (amplification for assessment criteria)</b>  <b>Strength-based approaches:</b> also referred to as 'asset-based approaches'  This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence.  <b>Person-centred practice:</b> an approach that sees the individual accessing social care services as an equal partner in their care and who is at the centre of all decisions relevant to them.  <b>Active participation:</b> 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.  <b>Outcomes-based practice:</b> an 'outcome' refers to individuals' aims or objectives – the things individuals want to achieve or need to happen. Outcomes-based practice focuses on supporting individuals to achieve the outcomes most important to them and offers innovative approaches to enable this.  <b>Partnerships:</b> working with the individual, networks, communities and other professionals and organisations.	

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

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

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

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

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

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

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

**Integrated service provision:** joined up, coordinated care and support that is planned and organised around the desires, needs and preferences of the individual. It may involve health, social care, housing, education and other services.

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

<b>Unit aim(s)</b>	This unit covers the role of person-centred practice, with a focus on how this is central to the wellbeing of individuals accessing adult care services, supporting positive healthcare outcomes according to the individual's needs. How to manage this in-service delivery is explored, as is the function of risk and risk taking in adult care services.
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Learning outcomes 3, 5 and 7 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>D/650/1493 Promoting health and wellbeing in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of promoting individuals' health and wellbeing	1.1 Analyse the <b>factors</b> that may influence an individuals' health and wellbeing 1.2 Evaluate own role, and role of <b>others</b> , in monitoring, assessing and promoting individuals' wellbeing 1.3 Describe own role in providing sufficient training, support and supervision to enable others to monitor the individuals' health and wellbeing 1.4 Explain how to ensure lines of accountability and responsibility are understood for delegated healthcare tasks
2. Lead a culture that promotes <b>individuals'</b> wellbeing and independence	2.1 Facilitate a culture where individuals' histories, preferences, wishes, needs and strengths are prioritised, recognised, respected and responded to 2.2 Facilitate a culture which enables individuals to lead full and meaningful lives connected to <b>those important to them</b> and to their <b>communities</b> 2.3 Facilitate a culture which enables individuals and those important to them to influence and co-design how care and support services are provided
3. Lead practice in promoting individuals' health and wellbeing	3.1 Support others to meet identified health and wellbeing needs 3.2 Enable others to monitor, and assess changes to, individuals' health and wellbeing using appropriate tools 3.3 Ensure others understand the importance of early identification of deterioration in individuals' health and wellbeing

	<p>3.4 Support others to record and respond to assessments and observations of individuals' health and wellbeing</p> <p>3.5 Implement protocols for involving others in response to changes in individuals' health and wellbeing</p> <p>3.6 Work in partnership with individuals, healthcare professionals and others to agree roles and responsibilities in achieving individuals' healthcare and well outcomes</p>
<p><b>Additional information about this unit (amplification for assessment criteria)</b></p> <p><b>Others:</b> in this context, others could refer to:</p> <ul style="list-style-type: none"> <li>• Individuals accessing care and support services</li> <li>• Carers, loved ones, family, friends of those accessing care and support services</li> <li>• Team members</li> <li>• Colleagues and peers</li> <li>• Advocates</li> <li>• Managers and supervisors</li> <li>• Professionals from other services</li> <li>• Visitors to the work setting</li> <li>• Members of the community</li> <li>• Volunteers</li> </ul> <p><b>Individuals:</b> the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.</p> <p><b>Those important to them:</b> may include but not limited to those the individual chooses to be involved in their life, e.g., families, carers and advocates.</p> <p><b>Communities:</b> may include but not limited to how the individual is supported to engage with and access their local community, i.e., social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.</p> <p><b>Factors:</b> factors affecting health and wellbeing will be different for different people. Learners should show consideration for environmental, physical, social and psychological factors.</p>	

<b>Unit aim (s)</b>	This unit covers the role of a culture which promotes independence and how this is central to the wellbeing of individuals accessing adult care services. How to manage this in service delivery is explored, as is facilitating healthcare outcomes according to the individual's needs.
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>F/650/1494 Equality, diversity, inclusion and human rights in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>24</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand equality, diversity, inclusion, and human rights	1.1 Explain the legislation underpinning equality, diversity, inclusion and human rights 1.2 Evaluate the societal and historical influences underpinning equality, diversity, inclusion and human rights 1.3 Analyse the impact of legal, societal and historical influences on own role in promoting a <b>culture</b> that values equality, diversity, inclusion and human rights 1.4 Describe the impact of <b>discriminatory</b> or <b>closed cultures</b> on <b>individuals</b> and <b>others</b> 1.5 Explain how own and others' values, beliefs and experience can impact on practices and behaviours relating to equality, diversity, inclusion, and human rights
2. Lead a <b>culture</b> that promotes, values and celebrates equality, diversity, inclusion, and human rights	2.1 Evaluate own and others' ability to positively respond to people's differences to achieve better outcomes 2.2 Evaluate how the service promotes, values and celebrates equality, diversity, inclusion, and human rights 2.3 Implement changes to practices, policy or procedures to improve how the service promotes, values, and celebrates equality, diversity, inclusion, and human rights 2.4 Monitor and review changes and improvements being made to lead to better outcomes for individuals and others



	2.5 Challenge, and support others to challenge, discrimination, harassment and exclusion in ways that are likely to achieve change and promote positive outcomes
<b>Additional information about this unit (amplification for assessment criteria)</b>  <p><b>Closed cultures:</b> a closed culture is a poor culture in a health or care service that increases the risk of harm. This includes abuse and human rights breaches. The development of closed cultures can be deliberate or unintentional – either way it can cause unacceptable harm to a person and their loved ones.</p> <p><b>Individuals:</b> a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.</p> <p><b>Others:</b> in this context, others may include:</p> <ul style="list-style-type: none"> <li>• individuals accessing care and support services</li> <li>• carers, loved ones, family, friends of those accessing care and support services</li> <li>• team members</li> <li>• colleagues and peers</li> <li>• managers and supervisors</li> <li>• professionals from other services</li> <li>• visitors to the work setting</li> <li>• members of the community</li> <li>• volunteers</li> </ul> <p><b>Culture:</b> when considering the culture, learners should consider how they lead this for individuals accessing services <u>and</u> for the workforce.</p> <p><b>Discriminatory:</b> making or showing an unfair or prejudicial distinction.</p>	
<b>Unit aim (s)</b>	This unit explores the legal requirements and practice requirements surrounding equality, diversity, inclusion and human rights in adult care services. How legislation and policy inform good practice in relation to these aspects is also addressed, as are methods of supporting others to challenge discrimination and exclusion in a positive way.
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Learning outcome 2 must be assessed in a real work environment.</p>

<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.
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<b>Title:</b>	<b>H/650/1495 Health, safety and risk management in adult care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>23</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand health and safety requirements in adult social care	1.1 Describe the <b>legislative framework</b> for health and safety in adult care settings 1.2 Analyse <b>key sources of information and guidance</b> for health and safety in the workplace
2. Lead the implementation of health and safety requirements in adult social care	2.1 Demonstrate your interpretation of <b>legislation and guidance</b> and apply to organisational health and safety policies and working practices 2.2 Support others to comply with relevant organisational health and safety practices, policies, procedures to help keep them safe 2.3 Monitor compliance with safe working, practices and provide appropriate intervention where procedures are not adhered to 2.4 Evaluate working practices and make improvements to health and safety practices, policies and procedures 2.5 Complete records and reports on health and safety and issues according to legislative and organisational requirements
3. Understand effective risk management	3.1 Describe the range of risk management requirements in adult care 3.2 Explain own responsibilities to identify, assess and manage risk 3.3 Evaluate the range of mechanisms and tools available to inform and carry out risk management activities

<p>4. Lead the implementation of policies, procedures and practices to effectively manage risk</p>	<p>4.1 Contribute to the development of policies, procedures and practices to identify, assess and manage risk</p> <p>4.2 Work with <b>others</b> to identify, assess and manage risks and issues</p> <p>4.3 Support team members to understand risk management and adhere to guidance which promotes safe practices</p>
<p><b>Additional information about this unit (amplification for assessment criteria)</b></p> <p><b>Legislative framework:</b> This should include the range of Health and Safety legislation and specific regulations applicable to the environment and care service being provided, examples may include:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Act 1974</li> <li>• Manual Handling Operations Regulations 1992 (amended 2002)</li> <li>• Control of Substances Hazardous to Health 2002</li> <li>• Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations 1995</li> <li>• Health and Safety (First Aid) Regulations 1981</li> <li>• Food Safety Act 1990</li> </ul> <p><b>Key sources of information and guidance:</b> This should include the role of government agencies and advisory bodies e.g., Health and Safety Executive, Public Health England, may also include other internal and external support mechanisms.</p> <p><b>Legislation and guidance:</b> This may include local guidance, changing and updated guidance and specific information available to support legislation and regulations e.g., the Code of Practice on the prevention and control of infections and related guidance.</p> <p><b>Others:</b> could refer to:</p> <ul style="list-style-type: none"> <li>• individuals accessing care and support services</li> <li>• carers, loved ones, family, friends of those accessing care and support services</li> <li>• team members</li> <li>• colleagues and peers</li> <li>• advocates</li> <li>• managers and supervisors</li> <li>• professionals from other services</li> <li>• visitors to the work setting</li> <li>• members of the community</li> <li>• volunteers</li> </ul>	

<b>Unit aim (s)</b>	This unit helps learners to understand the legislation and frameworks regarding health and safety which are required to manage a care establishment. It looks at risk management and the importance of allowing service-users to take risks in their everyday life. Learners will also need to understand the importance of wellbeing and their own role in promoting this for others.
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Learning Outcomes 2 and 4 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>J/650/1496 Management of own professional development</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>33</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Demonstrate commitment to own development	1.1 Evaluate own knowledge and performance using <b>standards</b> and benchmarks 1.2 Identify and prioritise own professional development needs and aspirations and implement plans to meet these 1.3 Create and engage with opportunities for <b>others</b> to provide feedback on own performance across all aspects of role 1.4 Identify a <b>range of opportunities</b> to support own professional development that reflect own learning style and needs 1.5 Evaluate how own practice has been improved through: <ul style="list-style-type: none"> <li>the implementation of the professional development plan</li> <li>reflection on feedback from others</li> <li>learning from achievements and <b>adverse events</b></li> </ul>
2. Demonstrate commitment to self-awareness	2.1 Use feedback and reflective practice to increase own self-awareness 2.2 Analyse how own values, belief systems and experiences impact on own practices 2.3 Analyse how own emotions affect behaviour and the impact this has on others
3. Manage own workload effectively	3.1 Use strategies and tools to plan and identify priorities for work and revise plans when priorities change 3.2 Use digital technology to enhance own and others' efficiency 3.3 Facilitate the development of others to enable effective delegation 3.4 Consider impact on own wellbeing when planning and responding to organisation priorities

	3.5 Plan strategies and support mechanisms to access when workload is difficult to manage
<b>Additional information about this unit (amplification for assessment criteria)</b>  <b>Standards:</b> may include Codes of Practice, regulations, minimum standards, national occupational standards.  <b>Others:</b> in this context, others might include: <ul style="list-style-type: none"> <li>• carers, loved ones, family, friends of those accessing care and support services</li> <li>• colleagues and peers</li> <li>• team members</li> <li>• managers and supervisors</li> <li>• professionals from other services</li> <li>• volunteers</li> </ul> <b>Range of opportunities:</b> may include: <ul style="list-style-type: none"> <li>• formal or informal support</li> <li>• supervision, Appraisal, Mentoring, Peer support</li> <li>• opportunities within and outside the organisation</li> <li>• different types of learning and ways to achieve</li> <li>• self-led and directed learning opportunities</li> </ul> <b>Adverse events:</b> an incident or disruption with associated risks which could lead to unexpected, unintended, and preventable harm to others.	
<b>Unit aim (s)</b>	The purpose of this unit is for the learner to explore their professional development, holistically thinking about things that may influence or affect development.
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Assessment criteria 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.5 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

<b>Title:</b>	<b>L/650/1433 Manage personal wellbeing</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the meaning of personal wellbeing	1.1 Define: <ul style="list-style-type: none"> <li>• <b>personal wellbeing</b></li> <li>• self-care</li> <li>• resilience</li> </ul> 1.2 Describe <b>indicators</b> of personal wellbeing and wellbeing deterioration 1.3 Analyse positive and negative <b>factors</b> that influence personal wellbeing
2. Understand the importance of maintaining and improving personal wellbeing	2.1 Analyse how personal wellbeing impacts on own role, behaviour and on <b>others</b> 2.2 Evaluate the importance of maintaining personal wellbeing
3. Know how to maintain and improve personal wellbeing	3.1 Identify a range of personal wellbeing <b>support offers</b> available 3.2 Describe how to access support offers 3.3. Explain how to access professional help 3.4 Analyse <b>strategies</b> to maintain and improve personal wellbeing
4. Know how to manage own <b>stress</b> and anxiety	4.1 Define the terms: <ul style="list-style-type: none"> <li>• stress</li> <li>• anxiety</li> </ul> 4.2 Describe how own stress and anxiety affect reactions and behaviours towards others 4.3 Describe factors and indicators of own stress and anxiety 4.4 Evaluate <b>strategies</b> for managing own stress and anxiety



### **Additional information about this unit (amplification for assessment criteria)**

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

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

**Indicators:** These should be specific to the learner. The learner should show consideration of physical, emotional and psychological indicators.

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

**Strategies:** These should be specific to the learner. Strategies should include those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.

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

- Internal: Supervision, employee assistance scheme, mentor or buddying systems
- External: self-help tools, apps and websites, local groups and networks

**Stress:** Stress can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress.

<b>Unit aim (s)</b>	This unit provides the learner with the knowledge and understanding required to promote their own wellbeing, including the ability to monitor and manage their own stress and anxiety.
<b>Assessment requirements specified by a sector or regulatory body</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit meets the specification published by Skills for Care in May 2021.

## Optional Units

<b>Title:</b>	<b>K/650/1171 Undertake a research project within services for health and social care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>10</b>
<b>GLH:</b>	<b>34</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to justify a topic for research within services for health and social care	1.1 Identify a title for your research project 1.2 Develop the <b>aims and objectives</b> of your research project 1.3 Explain <b>ethical considerations</b> 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

<p>4. Be able to analyse your research findings</p>	<p>4.1 Use data analysis methods to analyse the data you have gathered</p> <p>4.2 Draw conclusions from your findings</p> <p>4.3 Reflect how your own research findings substantiate your initial literature review</p> <p>4.4 Make recommendations related to your own area of research</p> <p>4.5 Identify potential uses for your research findings within your practice</p>
<p><b>Additional information about this unit</b></p> <p><b>Aims and objectives</b> - the reasons, understanding and methods for conducting your research project.</p> <p><b>Ethical considerations</b> - confidentiality, sensitivity of data, seeking agreements with participants.</p>	
<p><b>Unit aim (s)</b></p>	<p>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.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>CCLD 420 Undertake a research project</p>

<b>Title:</b>	<b>Y/650/1239 Develop and evaluate operational plans for own area of responsibility</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>5</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Align the objectives of own area of responsibility with those of the organisation	1.1 Identify operational objectives within own area of responsibility 1.2 Analyse objectives of own area of responsibility in relation to those of the organisation
2. Implement operational plans in own area of responsibility	2.1 Assess risks associated with operational plans 2.2 Identify contingency arrangements for identified risks 2.3 Identify support from relevant stakeholders 2.4 Implement operational plan within own area of responsibility
3. Monitor and evaluate operational plans in own area of responsibility	3.1 Monitor procedures within the operational plan 3.2 Evaluate operational plans and implement any necessary actions
<b>Additional information about this unit</b>	
N/A	

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

<b>Title:</b>	<b>R/616/9310 Recruitment and selection within adult care services</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>6</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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: <ul style="list-style-type: none"> <li>• legislative requirements</li> <li>• regulatory requirements</li> <li>• professional codes</li> <li>• agreed ways of working</li> </ul> 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 <b>others</b> 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 <b>individuals</b> 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
<b>Additional information about this unit</b>  <b>Others</b> may include: <ul style="list-style-type: none"> <li>• human resource personnel</li> <li>• workers/practitioners</li> <li>• carers</li> <li>• significant others</li> </ul> <b>Individuals</b> is someone accessing care or support.	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>R/616/9372 Manage induction in adult care services</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>11</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the purpose of induction for adult care services	1.1 Explain why induction is important for: <ul style="list-style-type: none"> <li>• <b>practitioners</b></li> <li>• <b>individuals</b></li> <li>• organisations</li> </ul> 1.2 Describe the information and support materials that are available to promote effective induction 1.3 Explain the links between: <ul style="list-style-type: none"> <li>• induction processes</li> <li>• qualifications</li> <li>• progression routes in the sector</li> </ul> 1.4 Explain the role of the induction process in supporting others to understand the work settings: <ul style="list-style-type: none"> <li>• values</li> <li>• principles</li> <li>• agreed ways of working</li> </ul> 1.5 Analyse the role of induction in safeguarding individuals and <b>others</b> 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



<p>3. Support the implementation of induction processes in adult care services</p>	<p>3.1 Identify methods that can be used to support the induction process for practitioners</p> <p>3.2 Support others involved in the induction of practitioners</p> <p>3.3 Obtain feedback from others on practitioner's achievement of induction requirements</p> <p>3.4 Support practitioners to reflect on their learning and achievement of induction requirements</p> <p>3.5 Provide feedback to practitioners on achievement of induction requirements</p> <p>3.6 Support personal development planning for a practitioner on completion of induction</p>
<p>4. Evaluate the induction process in adult care services</p>	<p>4.1 Explain the importance of continuous organisational improvement in the provision of induction</p> <p>4.2 Obtain feedback on the induction process from:</p> <ul style="list-style-type: none"> <li>• practitioners</li> <li>• others in the work setting</li> </ul> <p>4.3 Use feedback to identify areas for improvement within the induction process</p>
<p>5. Implement improvements to the induction process in adult care services</p>	<p>5.1 Work with others to identify improvements within the induction process</p> <p>5.2 Work with others to implement changes required to address areas for improvement within the induction process</p>
<p><b>Additional information about this unit</b></p> <p><b>Practitioners</b> could include:</p> <ul style="list-style-type: none"> <li>• new recruits</li> <li>• existing employees who have taken on additional responsibilities</li> <li>• existing employees who have taken on a new role</li> <li>• temporary or agency workers</li> <li>• workers transferring from another setting</li> <li>• students on placement</li> <li>• volunteers</li> </ul> <p><b>Individuals</b> are those accessing care or services</p>	

<b>Others</b> may include: <ul style="list-style-type: none"> <li>• workers/practitioners</li> <li>• carers</li> <li>• significant others</li> <li>• individuals who access services</li> <li>• line managers</li> <li>• other professionals</li> </ul>	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>M/650/1182 Lead interactive training</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>31</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the theoretical background to person centred interactive training	1.1 Explain the process of <b>person-centred interactive training</b> 1.2 Evaluate the key factors that make training effective in improving others performance and the service outcomes 1.3 Explain how the <b>three-stage training model</b> 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 <b>others</b> 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

**Person-centred interactive training:** Looks at a team members practice through delivery and observation, looking at that staff members development and making assessments on the individual staff member and not classroom-based education.

**Three-stage training model:** Demonstration of verbal competence, demonstration of competence via role play in a simulated situation, demonstration of competence in the workplace or natural environment.

**Others:** Could include managers, supervisors, colleagues, individuals at whom the training is targeted

<b>Unit aim (s)</b>	This unit is aimed at learners whose role includes managing or training others to deliver direct support and assistance to individuals
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2 and 4.1, 4.2, 4.3 must be assessed using real work activities.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>D/616/9312 Manage finance within own area of responsibility in adult care services</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>others</b> 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 <b>financial period</b> 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 <b>3.7 Make revisions to the budget to take account of variances and new developments</b>
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
<b>Additional information about this unit</b>  <b>Others</b> may include: <ul style="list-style-type: none"> <li>• individuals and those important to them</li> <li>• team members</li> <li>• trustees, owners or other senior decision-makers</li> <li>• regulators or commissioners</li> </ul> <b>Financial period</b> may include: <ul style="list-style-type: none"> <li>• monthly</li> <li>• quarterly</li> <li>• half year</li> <li>• full year</li> </ul> <b>New developments</b> may include: <ul style="list-style-type: none"> <li>• change to service provision</li> <li>• external economic factors</li> <li>• government initiatives</li> <li>• human resource requirements</li> </ul>	

<b>Unit aim (s)</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in an adult care service. In addition, the unit explores identifying budgetary needs and how to evaluate expenditure, adjusting planning as necessary.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>F/650/1240 Facilitate the development of effective group practice in health and social care settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>5</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand how groups develop and function in health and social care settings	1.1 Analyse the impact of <b>theories and models</b> on group work practice 1.2 Explain how to form and maintain an effective group 1.3 Explain how different facilitation styles may influence: <ul style="list-style-type: none"> <li>• group dynamics</li> <li>• lifecycle of the group</li> <li>• group outcomes</li> <li>• development of roles within the group</li> </ul> 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: <ul style="list-style-type: none"> <li>• behaviours</li> <li>• tasks</li> <li>• outcomes</li> <li>• ways of working</li> </ul>



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 Ensure practice is inclusive when facilitating groups 4.2 Support consensus and manage conflict within a group 4.3 Manage diverse group behaviours
5. Monitor and review the work of a group in health and social care settings	5.1 Work with the group to agree monitoring and review processes 5.2 Implement systems and processes to monitor and review the progress of the group 5.3 Assess the effectiveness of the group in relation to identified outcomes 5.4 Analyse strengths and weaknesses in own practice of facilitating the group 5.5 Explain how to challenge discriminatory behaviour 5.6 Explain when to refer issues and areas of concern
<b>Additional information about this unit</b> <b>Theories and Models:</b> Tuckman, Rogers, Nudge, Belbin, Leadership Styles	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	AG27 HSC429 LDSS418

<b>Title:</b>	<b>T/616/9297 Facilitate change in health and social care settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>8</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of change management in health and social care settings	1.1 Analyse <b>factors</b> that drive change 1.2 Evaluate underpinning <b>theories</b> and tools supporting change management 1.3 Explain the importance of effective change management on service provision 1.4 Analyse <b>challenges</b> 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 <b>change</b> to <b>others</b> 2.2 Enable others to express views about proposed changes 2.3 Support others to recognise the reasons for change
3. Develop a change management plan	3.1 Analyse the impact of a proposed change to the service provision 3.2 Produce a change management plan that takes account of the identified <b>impact</b> 3.3 Establish criteria that can be used to evaluate the plan 3.4 Secure approval required for the <b>change management plan</b>
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 <b>communication strategy</b> 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.

<b>Unit aim (s)</b>	The purpose of this unit is to assess knowledge, understanding and skills required to facilitate organisational change in a health and social care setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	LMC A2 MSC C5

<b>Title:</b>	<b>T/650/1184 Facilitate coaching and mentoring of practitioners in health and social care settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>41</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the benefits of coaching and mentoring practitioners in health and social care settings	1.1 Analyse the differences between <b>coaching</b> and <b>mentoring</b> 1.2 Explain circumstances when the appropriate method of supporting learning at work would be: <ul style="list-style-type: none"> <li>• coaching</li> <li>• mentoring</li> </ul> 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: <ul style="list-style-type: none"> <li>• coaching</li> <li>• mentoring</li> </ul> 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: <ul style="list-style-type: none"> <li>• coaching</li> <li>• mentoring</li> </ul>
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**

**Coaching:** Coaching is support given by an expert in the area. It is structured and planned.

**Mentoring:** Is usually carried out on a 1-2-1 basis and gives the person to turn to and who will support them to learn how to carry out tasks in the field. Mentoring can be carried out by a more experienced member of the team.

<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4 and 5.3 evidence must come from real work activities.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>A/650/1177 Assess the individual in a health and social care setting</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>33</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>others'</b> 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
<b>Additional information about this unit</b>  <b>Others</b> could include: <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers / family members</li> <li>• advocates</li> <li>• colleagues</li> </ul>	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 must be assessed in the work setting. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Sensory services 1, 2, 3, 4, 6, 11

<b>Title:</b>	<b>D/650/1169 Understand advance care planning</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of advance care planning	1.1 Compare the differences of a <b>Care/Support Plan</b> with an <b>Advance Care Plan</b> 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 <b>legal position of an Advance Care Plan</b> 1.5 Explain what is involved in an <b>'Advance Decision to Refuse Treatment'</b> 1.6 Explain what is meant by a <b>'Do Not Attempt Cardiopulmonary Resuscitation' (DNACPR) order</b>
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 <b>individual</b> 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 <b>informed consent</b> 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 Advance Care Plan 3.2 Explain the importance of respecting the values and beliefs that impact on the choices of the individual 3.3 Explain how the needs of <b>others</b> 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**

**Care/Support Plan:** A Care Plan looks at an individual's needs and preferences in their day to day lives and how their health is managed.

**Advance Care Plan:** An Advance Care Plan also includes things such as their end of life care including things like funeral arrangements, and their choices about treatment including resuscitation. It also looks at arrangements if they are deemed to no longer have capacity under the Mental Health Act.

**Legal position of an Advance Care Plan:** An Advanced Care Plan is for the people supporting the individual to try and ensure that their wishes are met. They are not legal bound to follow the plan.

**Advance Decision to Refuse Treatment and 'Do Not Attempt Cardiopulmonary Resuscitation' (DNACPR) order:** Although an Advance Decision to Refuse Treatment is legally binding as long as the individual has capacity to make that decision and is over 18 years old, a Do Not Attempt Cardiopulmonary Resuscitation order is not legally binding even though it is issued and signed by a Doctor.

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

**Informed consent:** is when the individual is given all the information to be able to make a choice based on both sides of the argument and with all information relevant to the choice to be made.

**Others:** Can also include the individual's partner, family, care worker, neighbours.

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

<b>Title:</b>	<b>R/650/1165 Understand the process and experience of dementia</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>22</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the neurology of dementia	1.1 Describe a range of causes of <b>dementia syndrome</b> 1.2 Describe the types of memory impairment commonly experienced by individuals with <b>dementia</b> 1.3 Explain how <b>individuals</b> 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: <ul style="list-style-type: none"> <li>• the individual</li> <li>• their family and friends</li> </ul>

<p>3. Understand how dementia care must be underpinned by a person-centred approach</p>	<p>3.1 Compare a person centred and a non- person-centred approach to dementia care</p> <p>3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia</p> <p><b>3.3</b> Describe how myths and stereotypes related to dementia may affect the individual and their <b>carers</b></p> <p>3.4 Describe ways in which individuals and carers can be supported to overcome their fears</p>
<p><b>Additional information about this unit</b></p> <p><b>Dementia syndrome:</b></p> <ul style="list-style-type: none"> <li>• Dementia caused by a combination of conditions, sometimes called a mixed dementia</li> <li>• A set of signs and symptoms, not a single disease</li> </ul> <p><b>Dementia</b></p> <p>Types of dementia include:</p> <ul style="list-style-type: none"> <li>• Alzheimer's disease</li> <li>• Parkinson's disease</li> <li>• Lewy body dementia</li> <li>• Vascular dementia</li> <li>• Frontotemporal dementia</li> <li>• Mixed dementia</li> <li>• Alcohol related brain damage</li> <li>• Huntington's disease</li> </ul> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Carers</b> can also include</p> <ul style="list-style-type: none"> <li>• partner</li> <li>• family</li> <li>• friends</li> <li>• neighbours</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p>

<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A
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<b>Title:</b>	<b>L/650/1172 Understand physical disability</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>22</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of differentiating between the individual and the disability	1.1 Explain why it is important to focus on the <b>individual</b> 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: <ul style="list-style-type: none"> <li>• <b>congenital</b></li> <li>• <b>acquired</b></li> <li>• <b>neurological</b></li> </ul> 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



<p>4. Understand the importance of promoting inclusion and independence for individuals with physical disabilities</p>	<p>4.1 Explain the importance of promoting independence and inclusion for individuals with physical disabilities</p> <p>4.2 Evaluate ways of promoting inclusion and independence for people with physical disabilities</p> <p>4.3 Explain why it is important that individual has control of choices and decisions</p> <p>4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities</p> <p>4.5 Explain how to support the individual to take positive risks while maintaining safety</p> <p>4.6 Explain strategies to challenge stereotypes, prejudicial or discriminatory attitudes relating to physical disabilities</p>
<p><b>Additional information about this unit</b></p> <p><b>Individual:</b> is the person receiving support or care in the work setting.</p> <p><b>Congenital:</b> Means the condition is present at birth and can include conditions such as cerebral palsy, spina bifida, muscular dystrophy amongst others.</p> <p><b>Acquired:</b> An acquired condition is one that develops after birth such as arthritis and rheumatism amongst others, or a condition resulting from an accident would be classed as an acquired condition.</p> <p><b>Neurological:</b> Is when there is damage to the nervous system such as multiple sclerosis or a stroke for example and is commonly progressive.</p>	
<p><b>Unit aim (s)</b></p>	<p>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.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>F/650/1179 Explore models of disability</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>27</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the complexities of models of disability	1.1 Explain different <b>theoretical models</b> 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: <ul style="list-style-type: none"> <li>• models of disability</li> <li>• how they are experienced by individuals</li> <li>• how they shape organisational structure and agreed ways of working</li> </ul> 3.2 Implement planned activities 3.3 Review the outcomes of planned activities

<b>Additional information about this unit</b>	
<b>Theoretical models</b> – could include medical, social, economic, tragedy/charity.	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.2, 2.3 and 3.1, 3.2, 3.3 must come from real work activities.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>T/650/1166 Promote awareness of sensory loss</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to raise awareness of sensory loss	1.1 Identify methods for raising awareness of <b>sensory loss</b> 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 <b>others</b> 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: <ul style="list-style-type: none"> <li>• individuals with sensory loss</li> <li>• own work</li> <li>• partnership work</li> </ul> 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
<b>Additional information about this unit</b>  <b>Sensory loss</b> includes: <ul style="list-style-type: none"> <li>• Hearing loss</li> <li>• Sight loss</li> </ul> But can also include: <ul style="list-style-type: none"> <li>• Loss of smell</li> <li>• Loss of touch</li> <li>• Loss of taste</li> <li>• Lack of spatial awareness</li> </ul> <b>Others</b> could include: <ul style="list-style-type: none"> <li>• other professionals</li> </ul>	

<ul style="list-style-type: none"> <li>• carers/family members</li> <li>• advocates</li> <li>• colleagues</li> </ul>	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Assessment criteria 2.1, 2.2, 3.3 must be assessed in the work setting. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>Y/650/1167 Support individuals with sensory loss with communication</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>23</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>congenital and acquired sensory loss</b> on: <ul style="list-style-type: none"> <li>• communication</li> <li>• language</li> </ul> 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 <b>others</b> to make use of specialist communication with the individual

**Additional information about this unit**

**Congenital and acquired sensory loss:** Congenital is when someone is born with their sensory loss whereas an acquired sensory loss is where it has developed over time or as a result of an injury or illness.

**Others** could include:

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

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

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

Sensory Services 4, 5, 6, 7, 8, 9, 11

<b>Title:</b>	<b>A/650/1168 Understand the impact of acquired brain injury on individuals</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>27</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>Traumatic Brain Injury and other forms of Acquired Brain Injury</b> 1.4 Describe brain injuries that are; <ul style="list-style-type: none"> <li>• mild</li> <li>• moderate</li> <li>• severe</li> </ul>
2. Understand the impact on individuals of Acquired Brain Injury	2.1 Discuss initial effects of Acquired Brain Injury on an <b>individual</b> 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 <b>dysphasia</b> and <b>dysarthria</b> 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



<p>4. Understand the impact that personality changes can have on an individual and those providing support</p>	<p>4.1 Explain the impact of personality changes on the individual</p> <p>4.2 Explain the impact of <b>personality changes</b> on those caring for the individual</p> <p>4.3 Explain how lack of <b>self-awareness</b>/insight may affect the individual</p> <p>4.4 Describe the skills needed to support the individual and family/<b>carers</b> to understand and cope with personality changes</p>
<p>5. Understand the impact of challenging behaviour</p>	<p>5.1 Explain behaviours which are considered challenging</p> <p>5.2 Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour</p> <p>5.3 Explain measures that should be taken to manage the risk from challenging behaviour</p> <p>5.4 Explain the process for reporting and referring challenging behaviour</p>

#### **Additional information about this unit**

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

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

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

#### **Personality changes:**

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

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

<b>Carers</b> can also include: <ul style="list-style-type: none"> <li>• spouse/partner</li> <li>• child</li> <li>• parent</li> <li>• sibling</li> <li>• friend</li> </ul>	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>F/616/9285 Support families who are affected by acquired brain injury</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>12</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the impact on families who care for an <b>individual</b> 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 <b>theories of loss</b> 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 <b>relationships</b> 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 <b>primary carers</b> 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 Kübler-Ross
- Warden

#### **Primary carers:**

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

#### **Relationships:**

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

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

<b>Title:</b>	<b>K/650/1180 Support individuals with multiple conditions or disabilities</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>24</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <ul style="list-style-type: none"> <li>• disability</li> <li>• gender</li> <li>• age</li> <li>• ethnicity</li> <li>• socio-economic status</li> </ul> 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 <ul style="list-style-type: none"> <li>• at an individual level</li> <li>• at an organisational level</li> </ul>
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
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	This unit aims to provide the knowledge and skills required when working in service provision for individuals with multiple conditions and/or disabilities.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 1.3, 2.1, 2.2, 2.3 and 3.1, 3.2 must come from real work activities.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>L/616/9287 Lead practice in the support of individuals with autistic spectrum conditions</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>individuals</b> 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 may 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 <b>different approaches</b> , 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



	<p>3.4 Support others to minimise the <b>vulnerability</b> of individuals with autistic spectrum conditions</p> <p>3.5 Implement strategies which support others to apply, monitor and review positive behaviour support with individuals</p> <p>3.6 Support others to work in partnership with parents and/or other informal carers or support networks</p>
4. Support others to implement positive communication strategies for individuals with an autistic spectrum condition	<p>4.1 Analyse the implications for practice of the link between behaviour and communication</p> <p>4.2 Support others to understand the link between <b>behaviour</b> and communication</p> <p>4.3 Liaise with family/carers and <b>professionals</b> to maximise the effectiveness of communication</p> <p>4.4 Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively</p>
5. Implement strategies to support individuals with an autistic spectrum condition to manage their sensory world	<p>5.1 Participate, as part of a multi-disciplinary team, in the development of a sensory management strategy</p> <p>5.2 Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing</p> <p>5.3 Enable others to create environments which:</p> <ul style="list-style-type: none"> <li>• prevent sensory overload</li> <li>• increase sensory stimulation</li> </ul>

### 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.

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

<b>Title:</b>	<b>R/616/9307 Support individuals at the end of life</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>individuals</b> and others may experience with the approach of death 2.2 Explain how the beliefs, religion and culture of individuals and <b>others</b> influence end of life care 2.3 Explain why <b>key people</b> 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 <b>support organisations and specialist services</b> 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	<p><b>7.1</b> Identify when support would best be offered by <b>other members of the team</b></p> <p>7.2 Liaise with other members of the team to provide identified support for the individual or key people</p>
8. Support individuals through the process of dying	<p>8.1 Carry out own role in an individual's care</p> <p>8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways</p> <p>8.3 Adapt support to reflect the individual's changing needs or responses</p> <p>8.4 Assess when an individual and key people need to be alone</p>
9. Take action following the death of individuals	<p>9.1 Explain why it is important to know about an individual's wishes for their after-death care</p> <p>9.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working</p> <p>9.3 Describe ways to support key people immediately following an individual's death</p>
10. Manage own feelings in relation to the dying or death of individuals	<p>10.1 Explain how to manage own feelings in relation to an individual's dying or death</p> <p>10.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death</p>
<p><b>Additional information about this unit</b></p> <p><b>Individual:</b> The person using the care or support service</p> <p><b>Others/key people</b> may include:</p> <ul style="list-style-type: none"> <li>• carers, family members and friends</li> <li>• advocates</li> <li>• paid workers</li> <li>• other professionals</li> </ul>	

<p><b>Support organisations and specialist services:</b> may include: nursing and care homes, specialist palliative care services, domiciliary, respite and day services, funeral directors.</p> <p><b>Other members of the team</b> may include: line manager, religious representatives, specialist nurse, occupational or other therapist, social worker, key people.</p>	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>M/650/1245 Principles of supporting individuals with a learning disability regarding sexuality and sexual health</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>19</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the development of human sexuality	1.1 Define the terms: <ul style="list-style-type: none"> <li>• sexuality</li> <li>• sexual health</li> <li>• sexual orientation</li> <li>• sexual expression</li> </ul> 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: <ul style="list-style-type: none"> <li>• sexual development</li> <li>• sexual experiences</li> <li>• sexual expression</li> <li>• sexual health</li> </ul>
3. Understand issues relating to 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 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 aspects of relevant legislation relating to sexuality and sexual health for individuals influencing practice
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	The unit gives a broad background to issues around sexuality, and relevant legislation, for individuals with a learning disability.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A



<b>Title:</b>	<b>H/650/1241 Promote access to healthcare for individuals with learning disabilities</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>24</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand issues related to access to health care services for individuals with learning disabilities	1.1 Explain the rights based approach to accessing health care services 1.2 Identify inequalities in relation to access to health care services for individuals with learning disabilities 1.3 Evaluate how different investigations, inquiries and reports have demonstrated the need for improved access to services for individuals with learning disabilities 1.4 Describe the legislation policy, or guidance which enables individuals with a learning disability to access health care services 1.5 Analyse how legislation, policy or guidance on capacity and consent should be used for individuals considering and receiving treatment
2. Understand the health care needs that may affect individuals with learning disabilities	2.1 Analyse trends relating to health care needs among individuals with learning disabilities 2.2 Explain systemic approaches that may support better health and health care for individuals with a learning disability 2.3 Analyse the difficulties in diagnosing health conditions in individuals with a learning disability

<p>3. Understand good practice in supporting people with a learning disability to access health care services</p>	<p>3.1 Evaluate the effectiveness of existing communication systems and practices in supporting individuals to meet their health care needs</p> <p>3.2 Evaluate ways of working in partnership to support individuals to meet their health care needs</p> <p>3.3 Explain how to promote access to health care through the use of reasonable adjustments</p> <p>3.4 Analyse the rights of <b>significant others</b> to be involved in planning health care services</p>
<p>4. Explain how to support others to develop, implement, monitor and review plans for health care</p>	<p>4.1 Explain how to champion a person-centred focus to the health care planning process</p> <p>4.2 Analyse factors to consider when supporting others to develop and implement plans for health care</p> <p>4.3 Explain how to support others to monitor and review plans for health care</p> <p>4.4 Explain how to challenge health care providers and services when advocating with or on behalf of individuals</p> <p>4.5 Explain how to support others to raise concerns and challenge health care services</p>
<p>5. Be able to develop processes to support others to meet the health care needs of individuals with a learning disability</p>	<p>5.1 Develop a person-centred strategy to underpin work with an individual to identify and meet their health care needs</p> <p>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</p> <p>5.3 Ensure systems are used by others in meeting the health care needs of individuals</p> <p>5.4 Evaluate the impact of systems in meeting individual's healthcare needs</p> <p>5.5 Utilise the findings from the evaluation to amend systems accordingly</p>

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
<b>Additional information about this unit</b>  <b>Significant others:</b> a person who is important to the individual's wellbeing; especially a spouse or one in a similar relationship.	
<b>Unit aim (s)</b>	This unit is aimed at providing knowledge and understanding for those who manage staff who support individuals with a learning disability to access healthcare. This knowledge and understanding can be drawn on to ensure that individuals are supported to access the best possible healthcare services.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>J/650/1242 Providing independent mental capacity advocacy deprivation of liberty safeguards</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>9</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand legislation underpinning Deprivation of Liberty Safeguards or the formal provisions of the Mental Health Act	1.1 Identify when an Independent Mental Capacity Advocate-Deprivation of Liberty Safeguards (IMCA DOLS) must be instructed 1.2 Identify factors which may determine whether a person is or is not being deprived of their liberty 1.3 Identify the managing authority and supervisory body where someone may be deprived of their liberty 1.4 Analyse the principles of the Mental Capacity Act (2005) 1.5 Summarise the relationship between the Mental Capacity Act (2005) and Mental Health Act (1983)
2. Provide the statutory Independent Mental Capacity Advocate Deprivation of Liberty Safeguards (IMCA DOLS) service	2.1 Distinguish between standard and urgent authorisations 2.2 Identify the requirements of each of the six assessments for authorisations 2.3 Summarise the responsibilities and boundaries for the Independent Mental Capacity Advocate-Deprivation of Liberty Safeguards roles 2.4 Identify factors which may or may not make a deprivation of liberty in a person's best interest

	<p>2.5 Evaluate the different ways the Independent Mental Capacity Advocate can make representations in the assessment process</p> <p>2.6 Use non-<b>instructed</b> Advocacy to ascertain the wishes, feelings or preferences of an individual</p>
3. Construct an Independent Mental Capacity Advocate Deprivation of Liberty Safeguards (IMCA DOLS) written report that meets statutory requirements	<p>3.1 Explain good practice in recording case work</p> <p>3.2 Explain the impact of data protection legislation on the recording of work</p> <p>3.3 Identify a range of issues that should be addressed within an IMCA DOLS <b>report</b></p> <p>3.4 Complete an IMCA DOLS report</p>
4. Be able to challenge Independent Mental Capacity Advocate Deprivation of Liberty Safeguards (IMCA DOLS) decisions	<p>4.1 Map out the potential routes for formal challenges</p> <p>4.2 Explain how to:</p> <ul style="list-style-type: none"> <li>• raise informal and formal concerns</li> <li>• provide feedback</li> <li>• highlight concerns</li> </ul>
<p><b>Additional information about this unit</b></p> <p><b>Instructed:</b> 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).</p> <p><b>Report:</b> including reports to assessors as part of the assessment process and IMCA reports provided to the supervisory body for 39A, 39C and 39D roles.</p>	
<b>Unit aim (s)</b>	This unit explores the skills and understanding required to provide Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards, adhering to legislation and policy guidance.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A
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<b>Title:</b>	<b>L/650/1181 Support the use of assistive technology</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>21</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>assistive technology</b> to meet identified needs 1.2 Describe how the use of assistive technology can result in positive outcomes for individuals
2. Be able to facilitate the use of assistive technology	2.1 Analyse how a range of assistive technology solutions can be adapted according to need and context 2.2 Assess the risks associated with the range of assistive technology solutions 2.3 Describe assessment and referral processes which are used to secure assistive technology 2.4 Support the individual to secure the provision of appropriate assistive technology 2.5 Support the individual to use assistive technology 2.6 Provide information and guidance to <b>others</b> 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

**Assistive technology:** Is a huge industry and can include but is definitely not restricted to:

- Electronic medication reminders
- Automated lights
- Emergency call button (usually on a necklace and linked to an organisation who will summon help)
- Hearing aids and other communication support devices
- Cognitive aids
- Computer software and hardware
- Mobility devices such as mobility scooters
- Electronic doors
- Lifts
- Dictation devices
- Safety devices to support everyday life
- Hoists
- Remote controlled devices
- Pressure relief mattresses and adjustable beds

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

<b>Unit aim (s)</b>	This unit aims to develop the learner's knowledge, understanding and skills when supporting individuals to use assistive technology.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.4, 2.5, 2.6 and 3.1, 3.2 must be assessed in real work activities.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A



<b>Title:</b>	<b>L/650/1244 Support individuals to access housing and accommodation services</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the support available to access housing and accommodation services	1.1 Analyse the range of housing and accommodation services available 1.2 Explain how and where to access specialist information and advice about housing and accommodation services 1.3 Identify sources of funding and benefits available for 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

<p>4. Be able to work with individuals to access housing and accommodation services</p>	<p>4.1 Support the individual to prepare to attend meetings with housing and accommodation services</p> <p>4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences</p> <p>4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the learner with the knowledge and skills to support individuals to access housing and accommodation services.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>R/650/1174 Work with families, carers and individuals during times of crisis</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>35</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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; <ul style="list-style-type: none"> <li>• individuals</li> <li>• carers</li> <li>• families</li> </ul> 1.4 Explain the <b>factors</b> 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: <ul style="list-style-type: none"> <li>• agreement of a risk management strategy</li> <li>• review of a risk management strategy</li> </ul> 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 <b>agreed ways of working</b>
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: <ul style="list-style-type: none"> <li>• actions taken</li> <li>• decisions made</li> </ul> 4.3 Analyse the results of the review to inform: <ul style="list-style-type: none"> <li>• future risk management strategies</li> <li>• actions to be taken</li> </ul>
<b>Additional information about this unit</b>  <b>Factors</b> include: <ul style="list-style-type: none"> <li>• economic and social factors</li> <li>• any illnesses which the individual may have</li> <li>• risk assessment</li> <li>• restrictions which may apply under legislation</li> </ul> <b>Agreed ways of working:</b> will include policies and procedures where these exist.	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 and 4.2, 4.3 must be assessed from real work activities.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>R/650/1183 Develop provision for family support</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>32</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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

	<p>met by provision, evaluating and recommending further action and further change</p> <p>3.5 Explain how information that will be shared with others is clarified with families</p>
<p>4. Understand how to support others to establish positive relationships with families</p>	<p>4.1 Explain the principles of establishing positive relationships with families with reference to current research</p> <p>4.2 Propose and justify strategies to support workers in using a solution focussed approach to address difficulties in establishing relationships with families</p> <p>4.3 Suggest and justify strategies to support workers in sharing best practice in relation to establishing positive relationships with families</p>
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	This unit aims to develop the learner's knowledge, understanding and skills when developing provision for family support.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.1, 2.2, 3.3, 3.4 and 4.2, 4.3 must be assessed using real work activities.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>J/650/1170 Support individuals to access education, training or employment</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>33</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand 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 <b>wellbeing</b> 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

<p>4. Support an individual to identify and access education, training and employment that meets their needs and preferences</p>	<p>4.1 Work with individuals to identify the education, training or employment opportunities taking account of their:</p> <ul style="list-style-type: none"> <li>• aspirations</li> <li>• skills and abilities</li> <li>• interests</li> <li>• experience</li> <li>• qualifications</li> <li>• support needs</li> <li>• preferred career pathway</li> <li>• personal circumstances</li> <li>• language/communication needs</li> </ul> <p>4.2 Work with the individual and/or <b>others</b> to source accessible information about education, training or employment opportunities</p> <p>4.3 Support the individual to select preferred education, training or employment</p> <p>4.4 Support the individual to complete applications to access education, training or employment</p> <p>4.5 Support the individual to prepare for the interview or selection for education, training or employment</p>
<p>5. Support individuals to undertake education, training or employment</p>	<p>5.1 Outline role of others in providing support to an individual to undertake education, training or employment</p> <p>5.2 Work with the individual and/or others to identify <b>assistive technology</b>; resources and support that may be needed to undertake education, training or employment</p>



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
<p><b>Additional information about this unit</b></p> <p><b>Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical</li> <li>• dignity</li> <li>• mental health</li> <li>• control over own life</li> <li>• contribution to society</li> <li>• living arrangements</li> <li>• financial wellbeing</li> <li>• aspirations</li> </ul> <p><b>Others:</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• specialist employment agencies</li> <li>• careers services</li> <li>• job coach</li> <li>• learning providers</li> <li>• employers</li> <li>• carers/family members</li> <li>• advocates</li> <li>• colleagues</li> </ul> <p><b>Assistive technology:</b> Can include but is not restricted to:</p> <ul style="list-style-type: none"> <li>• Communication Aids</li> <li>• Equipment</li> <li>• Software</li> </ul>	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>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.</p> <p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Sensory Services 5

<b>Title:</b>	<b>Y/650/1176 Lead active support</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>38</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
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 <b>contemporary person-centred</b> values and aims using the principles of the <b>active support</b> model 1.2 Analyse the practical changes which need to be made within a work setting to improve <b>individuals'</b> 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 <b>practice leadership</b> 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

<p>3. Use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation</p>	<p>3.1 Demonstrate how others are supported to develop daily plans to promote participation</p> <p>3.2 Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences</p> <p>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</p>
<p>4. Use practice leadership in supporting others to maintain individuals' quality of life</p>	<p>4.1 Demonstrate how others are supported to review and revise the quality of support provided to individuals</p> <p>4.2 Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle</p> <p>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</p>
<p><b>Additional information about this unit</b></p> <p><b>Individual:</b> is someone requiring care or support.</p> <p><b>Contemporary person-centred:</b> 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.</p> <p><b>Active support:</b> 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.</p> <p><b>Practice leadership:</b> refers to the development and maintenance of high quality support, involving a constant focus on promoting an optimum quality of life for individuals.</p>	
<p><b>Unit aim (s)</b></p>	<p>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.</p>

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p> <p>Assessment criteria 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 and 4.1, 4.2, 4.3 evidence must come from real work activities.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>N/A</p>

<b>Title:</b>	<b>H/616/9294 Lead and manage group living for adults</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>5</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Know how to develop the group living environment to promote positive outcomes for individuals	1.1 Analyse <b>theoretical approaches</b> to group living provision for adults 1.2 Explain how legal and regulatory requirements impact on a group living environment 1.3 Describe the challenges of maintaining a safe and secure environment that facilitates freedom and choice 1.4 Explain how the group living environment can support <b>wellbeing</b>
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 <b>Make recommendations</b> for improving the environment to achieve positive outcomes for individuals 2.5 Implement changes to the environment in order to achieve positive outcomes for individuals
3. Manage a team to support a positive group living environment	3.1 Evaluate the impact of working schedules and patterns on a group living environment 3.2 Recommend changes to working schedules and patterns as a result of the evaluation

	3.3 Develop a workforce development plan for the group living environment 3.4 Support staff to understand professional boundaries whilst developing and maintaining positive relationships with individuals 3.5 Raise staff awareness of group dynamics in a group living environment 3.6 Review the effectiveness of resource management in maintaining a positive group living environment
<b>Additional information about this unit</b>  <b>Theoretical approaches:</b> may include person centred care, community inclusion, the personalisation agenda and best practice in relation to supporting independence.  <b>Wellbeing:</b> means a subjective state of being content and healthy.  <b>Make recommendations:</b> may include changes to working schedules, the environment, group living activities, systems and processes, boundaries.	
<b>Unit aim (s)</b>	This unit is to assess the learner's knowledge and skills required to manage group living facilities to provide opportunities to achieve positive outcomes.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.  LO2 and 3 must be assessed in the work setting.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	LMCS B7

<b>Title:</b>	<b>Y/616/9292 Manage domiciliary care services</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>8</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand factors influencing the management of domiciliary care services	1.1 Explain how the management of domiciliary care is influenced by: <ul style="list-style-type: none"> <li>• current legislative framework</li> <li>• evidence based research</li> <li>• organisational policies and protocols</li> <li>• person centred practice</li> </ul> 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 <b>practitioners</b> 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 <b>others</b> 3.2 Support practitioners to: <ul style="list-style-type: none"> <li>• anticipate</li> <li>• manage</li> <li>• report risks</li> </ul> 3.3 Manage systems for risk or incident reporting



<p>4. Support practitioners to promote individual's needs and preferences in domiciliary care services</p>	<p>4.1 Support practitioners to place the individual's needs and preferences at the centre of their practice</p> <p>4.2 Manage systems that evaluate the effectiveness of practitioners in promoting individual needs and preferences</p> <p>4.3 Explain the importance of supporting practitioners to challenge systems and ways of working</p> <p>4.4 Support practitioners to develop innovative and creative approaches to their work</p> <p>4.5 Support practitioners to balance the needs and preferences of the individuals with potential risks</p>
<p>5. Respond to day to day changes and emergencies in domiciliary care services</p>	<p>5.1 Explain the challenges of addressing day to day changes and emergencies in domiciliary care services</p> <p>5.2 Manage day to day changes and emergencies in domiciliary care services</p>
<p>6. Manage human resources required for domiciliary services</p>	<p>6.1 Plan human resource requirements for domiciliary care services</p> <p>6.2 Review contingency arrangements for planned and unforeseen circumstances</p> <p>6.3 Implement systems for supervision of a dispersed workforce</p> <p>6.4 Arrange induction and training for practitioners to support their roles and individual needs</p> <p>6.5 Support practitioners to comply with agreed ways of working</p> <p>6.6 Take action when practitioners do not comply with agreed ways of working</p>
<p><b>Additional information about this unit</b></p> <p><b>Practitioners:</b> can include carers, support workers, registered practitioners, managers in adult services.</p> <p><b>Others:</b> can include self, practitioners, significant others, visitors to the work setting.</p>	

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

<b>Title:</b>	<b>D/616/9293 Support the development of community partnerships</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>6</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>others</b> 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 <ul style="list-style-type: none"> <li>• membership of the partnership</li> </ul>

	<ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• <b>roles and responsibilities</b></li> <li>• activities and practices</li> </ul>
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 <b>operate effectively</b> 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
<b>Additional information about this unit</b>  <b>Others:</b> e.g. agencies, networks, organisations, individuals, families and friends, internal and external colleagues  <b>Roles and responsibilities:</b> may include contribution of resources, time or allocating tasks  <b>Operating effectively:</b> will include working inclusively, respecting and valuing all members, supporting members to participate, abiding by agreements, resolving conflicts	
<b>Unit aim (s)</b>	The purpose of this unit is to assess knowledge and understanding and skills required for practitioners to support the development of community partnerships
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	HSC301 HSC3102 HSC3104

<b>Title:</b>	<b>D/650/1178 Implement the positive behavioural support model</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>9</b>
<b>GLH:</b>	<b>56</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the context of the Positive Behavioural Support model	1.1 Explain how Positive Behavioural Support has been influenced by: <ul style="list-style-type: none"> <li>• <b>Applied Behaviour Analysis</b> (ABA)</li> <li>• <b>Social Role Valorisation</b> (SRV)</li> </ul> 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 ' <b>challenging behaviour</b> ' 2.2 Explain the reasons for the term challenging behaviour coming into use 2.3 Analyse key <b>factors</b> that lead to a behaviour being defined as challenging
3. Understand the context in which challenging behaviour occurs	3.1 Summarise key <b>environmental risk factors</b> for challenging behaviours 3.2 Explain how slow and fast <b>triggers</b> contribute to challenging behaviour 3.3 Analyse the role of <b>reinforcement</b> in maintaining behaviour 3.4 Explain the <b>time intensity model</b>

<p>4. Be able to contribute to the functional analysis in relation to an individual's challenging behaviour</p>	<p>4.1 Describe the key components of functional analysis</p> <p>4.2 Explain the key methods of analysing behaviour</p> <p>4.3 Complete accurate records of behaviour using a structured method</p> <p>4.4 Identify environmental risk factors for an individual's challenging behaviour</p> <p>4.5 Identify possible slow and fast triggers for an individual's challenging behaviour</p> <p>4.6 Identify factors that may contribute to reinforcement of an individual's challenging behaviour</p> <p>4.7 Evaluate the importance of <b>functional analysis</b> in effective person-centred behavioural intervention for individuals</p>
<p>5. Understand the key characteristics of Positive Behavioural Support</p>	<p>5.1 Explain the key characteristics of Positive Behavioural Support</p> <p>5.2 Explain the role of prevention strategies within Positive Behavioural Support</p> <p>5.3 Analyse Agree the importance of social validity in the Positive Behavioural Support model</p>
<p>6. Be able to implement primary prevention strategies</p>	<p>6.1 Demonstrate an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice</p> <p>6.2 Demonstrate the importance of effective communication and positive interaction in primary prevention for individuals</p> <p>6.3 Demonstrate interaction with an individual by providing the level of help and reinforcement that enables them to participate in an activity</p> <p>6.4 Evaluate the <b>social validity</b> of an agreed primary prevention strategy for an individual</p>

<p>7. Be able to use a person-centred approach to develop plans that promote participation</p>	<p>7.1 Demonstrate how active support can help prevent challenging behaviour by improving an individual's quality of life</p> <p>7.3 Evaluate the role of structure and daily planning in a person-centred approach</p> <p>7.4 Evaluate an individual's routine for opportunities to increase participation and choice</p> <p>7.5 Produce a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task</p> <p>7.2 Evaluate the skills that need to be developed with an individual to enable greater participation in day-to-day activities</p>
<p>8. Be able to implement secondary prevention strategies</p>	<p>8.1 Explain when secondary prevention strategies should be used with individuals</p> <p>8.2 Evaluate early warning signs of behavioural agitation in an individual</p> <p>8.3 Evaluate possible secondary prevention strategies that may be used with an individual</p> <p>8.4 Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences</p>

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



### Additional information about this unit

**Applied Behaviour Analysis:** focuses on positive behaviour change for individuals, groups of people, and society at large.

**Social Role Valorisation:** is the name given to a concept for transacting human relationships and human service.

**Challenging behaviour** could include:

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

**Factors** could include:

Biological causes, Stereotypical behaviours, abuse, communication issues, anger, frustration, pain.

**Environmental risk factors** could include:

Under or over stimulation; poor physical environment – too hot/cold, staffing level, staff turnover, training.

**Triggers:** any stimulus that occurs before the behaviour and influences the likelihood that the behaviour will occur.

**Reinforcement:** an incentive given to an individual who complies with some request for behaviour change.

**Time intensity model:** The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.

**Functional analysis:** Aims to shed light on the particular needs which a person gets met through their behaviour.

**Social validity:** refers to interventions that are ethical.

#### 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.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>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.</p> <p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>N/A</p>

<b>Title:</b>	<b>T/650/1175 Lead the management of transitions</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>24</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>factors</b> 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 <b>others</b> to identify outcomes and targets that build on their strengths and abilities 2.5 Ensure workers <b>support</b> individuals to implement plans to meet identified outcomes and targets 2.6 Enable workers to identify any additional support they may require to support

	individuals through transition and change
<b>Additional information about this unit</b>  <b>Factors</b> may include: <ul style="list-style-type: none"> <li>• positive/negative identity and self esteem</li> <li>• stable/unstable relationships and networks</li> <li>• secure/insecure attachments</li> <li>• experience of discrimination/social exclusion</li> <li>• experience of abuse or harm</li> </ul> <b>Others</b> may include: <ul style="list-style-type: none"> <li>• self</li> <li>• workers / practitioners</li> <li>• carers</li> <li>• significant others</li> <li>• other professionals</li> <li>• people who use services</li> </ul> <b>Support</b> may include: <ul style="list-style-type: none"> <li>• training</li> <li>• emotional support</li> <li>• support to manage tensions and dilemmas</li> </ul>	
<b>Unit aim (s)</b>	This unit is designed to assess the knowledge, understanding and skills of a learner who has managerial responsibility over their team to support workers engaging with individuals who are experiencing transitions and change.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>M/650/1173 Identify and act upon immediate risk of danger to substance misusers</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Identify immediate risk of danger to substance misusers	1.1 Describe the range of different <b>substances</b> subject to misuse and their effects 1.2 Describe any signs of immediate risk of danger which may include risk of: <ul style="list-style-type: none"> <li>• overdose</li> <li>• individuals causing injury or harm to themselves or others (e.g. family members)</li> </ul> 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 e.g.: <ul style="list-style-type: none"> <li>• calming the individual, if the individual is in an agitated state, if safe to do so</li> <li>• reviving the individual, if the individual seems to be in a withdrawn state</li> </ul> 2.6 Show how to interact with the individual in a manner which

	<p>recognises their needs and rights</p> <p>2.6 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety</p> <p>2.7 Demonstrate when and how to request any first aid treatment/support</p> <p>2.8 Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance</p> <p>2.9 Record all information and report to appropriate person in the required format</p>
<b>Additional information about this unit</b>  <b>Substances:</b> Can include, but are not restricted to: <ul style="list-style-type: none"> <li>• Illegal drugs</li> <li>• Prescription drugs</li> <li>• Legal drugs</li> <li>• Alcohol</li> <li>• Solvents</li> </ul>	
<b>Unit aim (s)</b>	<p>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.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>An initial assessment with the learner would clarify that the learner is in a role to be able to achieve this unit. Because of the content, an observation may not be possible to meet the assessment method requirements, so witness testimonies or work products may need to be used.</p> <p>Assessment criteria 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 must come from real work activities using the guidance above.</p> <p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.</p>

<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>Skills for Health/DANOS national occupational standard.</p> <p>AB5 Identify and act upon immediate risk of danger to substance users</p>
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<b>Title:</b>	<b>K/650/1243 Recognise indications of substance misuse and refer individuals to relevant services</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>24</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Recognise indications of substance misuse	1.1 Identify the range of <b>substances</b> which may be misused and their effects 1.2 Identify <b>possible indications</b> 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 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 their circumstances 3.3 Maintain records relating to the individual and their substance abuse



<p>4. Refer individuals to appropriate services</p>	<p>4.1 Identify the range of services relevant to substance misuse available locally and nationally</p> <p>4.2 Refer individuals to services in line with organisational requirements</p> <p>4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements</p>
<p><b>Additional information about this unit</b></p> <p><b>Substances</b> which may be misused could include: Illegal drugs; prescription drugs; over the counter drugs; alcohol; solvents.</p> <p><b>Possible indications</b> could include: Physical; behaviour; social; emotional.</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit is designed to assess a learner's knowledge, skills and understanding relating to substance misuse and how they work with referring individuals when needed.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>N/A</p>

## Digital units:

<b>Title:</b>	<b>J/502/4156 Improving Productivity Using IT</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Plan, select and use appropriate IT systems and software for different purposes	1.1 Describe the purpose for using IT 1.2 Describe the methods, skills and resources required to complete the task successfully 1.3 Plan how to carry out tasks using IT to achieve the required purpose and outcome 1.4 Describe any factors that may affect the task 1.5 Select and use IT systems and software applications to complete planned tasks and produce effective outcomes 1.6 Describe how the purpose and outcomes have been met by the chosen IT systems and software applications 1.7 Describe any legal or local guidelines or constraints that may apply to the task or activity
2. Review and adapt the on-going use of IT tools and systems to make sure that activities are successful	2.1 Review on-going use of IT tools and techniques and change the approach as needed 2.2 Describe whether the IT tools selected were appropriate for the task and purpose 2.3 Assess strengths and weaknesses of final work 2.4 Describe ways to make further improvements to work 2.5 Review outcomes to make sure they match requirements and are fit for purpose

<p>3. Develop and test solutions to improve the on-going use of IT tools and systems</p>	<p>3.1 Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency</p> <p>3.2 Describe ways to improve productivity and efficiency</p> <p>3.3 Develop solutions to improve own productivity in using IT</p> <p>3.4 Test solutions to ensure that they work as intended</p>
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### **Additional information about this unit**

#### **Learning Outcome 1**

Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of IT systems and software for different uses. This could include the recording and updating of care plans, researching medication new to an individual, or the support required for a specific need.

#### **Learning Outcome 2**

This could continue on from the task for Learning Outcome 1, requiring the learner to review their progress and make the necessary changes to ensure the task completed is fit for purpose. This could include amending a care plan or review form or app so it meets the needs of the setting, or identifying a more efficient and effective programme or app to be used to record notes and share information.

#### **Learning Outcome 3**

This could continue on from the task for Learning Outcomes 1 and 2, where any suggested changes, for example programmes or apps, are used in the setting and tested to ensure they are compliant and efficient.

<p><b>Unit aim(s)</b></p>	<p>The use of IT tools and systems can improve the productivity and efficiency of work activities in a variety of contexts.</p> <p>This unit is about the skills and knowledge needed by the IT User to plan and review their use of predefined or commonly used IT tools for activities that are at times non-routine or unfamiliar. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve productivity</p> <p>An activity will typically be 'non-routine or unfamiliar' because:</p> <ul style="list-style-type: none"> <li>the task or context is likely to require some preparation, clarification or research</li> </ul>
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	<p>(to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content, message and meaning) before an approach can be planned; and</p> <ul style="list-style-type: none"> <li>the techniques required will involve a number of steps and at times be non-routine or unfamiliar</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>

<b>Title:</b>	<b>D/502/4292 IT Communication Fundamentals</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Select and use a variety of sources of information to meet needs	1.1 Select and use appropriate sources of IT-based and other forms of information which match requirements 1.2 Describe different features of information 1.3 Recognise copyright and other constraints on the use of information
2. Access, search for, select and use Internet-based information and evaluate its fitness for purpose	2.1 Access, navigate and search Internet sources of information purposefully and effectively 2.2 Use appropriate search techniques to locate relevant information 2.3 Use discrimination to select information that matches requirements and is fit for purpose 2.4 Evaluate information to make sure it matches requirements and is fit for purpose
3. Select and use IT to communicate and exchange information safely, responsibly and effectively	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit audience 3.2 Use IT tools to manage an address book and schedule activities 3.3 Manage storage of IT-based communications 3.4 Describe how to respond to common IT-based communication problems 3.5 Respond appropriately to common IT-based communication problems

## Additional information about this unit

### Learning Outcome 1

Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of search engines, apps and programmes to access the required information. Firstly, they must identify the correct source to meet their needs. This could be a search engine, website or application.

### Learning Outcome 2

This next step, of carrying out the search, could include information requested by an individual, guidance on planning events, care plan information or data relating to care service provision. The learner is then asked to review the chosen source for ease of use, currency and validity, identifying if it met the needs of task.

### Learning Outcome 3

The learner is required to send, receive and store information using email. This could relate to the service, or to external practitioners or services. Data protection protocols must be adhered to throughout the information exchange.

### Unit aim(s)

This is the ability to access, search for and retrieve information using browser software from the Internet and or intranets and exchange information using e-mail or IT-based communication systems.

This unit is about the skills and knowledge needed by the IT User to select and use a varied range of appropriate IT tools and techniques to find and review information and send and receive messages using IT-based communication systems to independently respond to activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from others.

An activity will typically be 'non-routine or unfamiliar' because:

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned;

	<ul style="list-style-type: none"> <li>the user will take some responsibility for developing the input or output of information; and</li> <li>the techniques required will involve a number of steps and at times be non-routine or unfamiliar</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>

<b>Title:</b>	<b>T/502/4301 Using Email</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Use e-mail software tools and techniques to compose and send messages	1.1 Select and use software tools to compose and format e-mail messages, including attachments 1.2 Explain methods to improve message transmission 1.3 Send e-mail messages to individuals and groups 1.4 Explain why and how to stay safe and respect others when using e-mail 1.5 Use an address book to manage contact information
2. Manage use of e-mail software effectively	2.1 Develop and communicate guidelines and procedures for using e-mail effectively 2.2 Read and respond appropriately to e-mail messages and attachments 2.3 Use email software tools and techniques to automate responses 2.4 Explain why, how and when to archive messages 2.5 Organise, store and archive e-mail messages effectively 2.6 Customise e-mail software to make it easier to use 2.7 Explain how to minimise e-mail problems 2.8 Respond appropriately to email problems
<b>Additional information</b>  <b>Learning Outcome 1</b> Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of using email to write and send messages. This could include requesting information relevant to the service, or to resources or services needed. Data protection protocols must be adhered to throughout the information exchange.	



<b>Learning Outcome 2</b> This activity links to the previous task, where emails were sent. This task involves the receiving, organisation, archiving and storage of emails. This could be emails responding to requests for data, or guidance or information relating to the support provided for individuals.	
<b>Unit aim (s)</b>	<p>This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages.</p> <p>This unit is about the skills and knowledge to help others to make more efficient use of e-mail software tools to send, receive and store messages for complex and non-routine activities.</p> <p>E-mail tools and techniques will be defined as 'advanced' because:</p> <ul style="list-style-type: none"> <li>the techniques required will be multi-step and complex, and the selection process may involve research, identification and application; and</li> <li>the IT tools required will be complex and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying</li> </ul> <p>An activity will typically be 'complex and non-routine' because:</p> <ul style="list-style-type: none"> <li>the task is likely to require research, identification and application;</li> <li>the context is likely to require research, analysis and interpretation; and</li> <li>the user will take full responsibility for developing both the input and output type and structure of the information</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>

<b>Title:</b>	<b>F/502/4298 Using the Internet</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>40</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Select and set up an appropriate connection to access the Internet	1.1 Identify different types of connection methods that can be used to access the Internet 1.2 Explain the benefits and drawbacks of different connection method 1.3 Analyse the issues affecting different groups of users 1.4 Select and set up an Internet connection using an appropriate combination of hardware and software 1.5 Recommend a connection method for Internet access to meet identified needs 1.6 Diagnose and solve Internet connection problems
2. Set up and use browser software to navigate webpages	2.1 Select and use browser tools to navigate webpages effectively 2.2 Explain when to change browser settings to aid navigation 2.3 Adjust and monitor browser settings to maintain and improve performance 2.4 Explain when and how to improve browser performance 2.5 Customise browser software to make it easier to use
3. Use browser tools to search effectively and efficiently for information from the Internet	3.1 Select and use appropriate search techniques to locate information efficiently 3.2 Evaluate how well information meets requirements 3.3 Manage and use references to make it easier to find information another time 3.4 Download, organise and store different types of information from the Internet

4. Use browser software to communicate information online	4.1 Identify and analyse opportunities to create, post or publish material to websites 4.2 Select and use appropriate tools and techniques to communicate information online 4.3 Share and submit information online using appropriate language and moderate content from others
5. Develop and apply appropriate safety and security practices and procedures when working online	5.1 Explain the threats to system performance when working online 5.2 Work responsibly and take appropriate safety and security precautions when working online 5.3 Explain the threats to information security and integrity when working online 5.4 Keep information secure and manage user access to online sources securely 5.5 Explain the threats to user safety when working online 5.6 Explain how to minimise internet security risks 5.7 Develop and promote laws, guidelines and procedures for safe and secure use of the Internet

### Additional information

#### Learning Outcome 1

Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of the internet. This could involve researching types of medication, financial services or benefits available, other service provision, specific illnesses or health conditions or college or leisure venues for individuals accessing services.

#### Learning Outcome 2

This task continues from task 1, in that learners will actually be sourcing the evidence they require, using the selected browser software to source the required information.

#### Learning Outcome 3

This task moves the search process further along and learners need to access the information they require and organise it so they can access it as and when they need to.

#### Learning Outcome 4

This task could involve sharing research findings with others, either through websites, portals or browser sites. This could include sharing reviews of services, facilities or resources, for example.

#### Learning Outcome 5

During the process of researching, saving, storing and sharing research findings and information, it is vital that safety and security are maintained at all times. This task involves the

actual development and application of safety procedures and protocols. This could involve, for example, password protection, policy development, the implementation of anti-virus software or the use of encryption.

### Unit aim(s)

This is the ability to set up and use appropriate connection methods to access the Internet; make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online.

This unit is about the skills and knowledge needed by the IT User to advise on and set up an Internet connection to meet a variety of user needs. They can also make efficient use of advanced Internet software tools and techniques to search for and exchange information for complex and non-routine activities.

Internet tools and techniques at this level will be defined as:

- the software tools and functions required will be described as complex because at times they involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; and
- the range of techniques required for searching and exchanging information will be complex, and the selection process may involve research, identification and application

A work activity will typically be:

- the task is likely to require research, identification and application;
- the context is likely to require research, analysis and interpretation; and
- the user will take full responsibility for searching for and exchanging the information

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009) See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit

<b>Title:</b>	<b>K/502/4375 Using Mobile IT Devices</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Set up and customise the mobile device to meet needs	1.1 Describe the purpose of the different features and drawbacks of the mobile device 1.2 Describe different methods that can be used to access mobile networks 1.3 Prepare, set up and configure the mobile device for use 1.4 Select, use and customise interface features and settings to meet needs and improve efficiency 1.5 Describe any specific health and safety issues associated with the use of mobile devices 1.6 Apply guidelines and procedures for the use of mobile devices
2. Select and use applications and files on the mobile device	2.1 Select and use applications and files on the mobile device for an appropriate purpose 2.2 Define file formats appropriate for mobile devices 2.3 Use software or tools to prepare or convert files to an appropriate format for mobile devices 2.4 Input data accurately into a mobile device 2.5 Organise, store and retrieve data efficiently on a mobile device

3. Use tools and techniques to transfer data to and from mobile devices	3.1 Describe different types of secure connection methods that can be used between devices 3.2 Describe software requirements and techniques to connect and synchronise devices 3.3 Transfer information to and from mobile devices using secure connection procedures 3.4 Synchronise mobile device data with source data 3.5 Recognise copyright and other constraints on the use and transfer of information 3.6 Explain why it is important to stay safe, keep information secure and to respect others when using mobile devices 3.7 Keep information secure when using a mobile device
4. Optimise the performance of mobile devices	4.1 Describe the factors that can affect performance of the mobile device and how to make improvements 4.2 Use appropriate techniques to optimise the performance of the mobile device 4.3 Describe problems that may occur with mobile devices and what causes them 4.4 Use an appropriate fault-finding procedure to identify and solve problems with the mobile device 4.5 Describe when to try to solve a problem and where to get expert advice

### Additional information

#### Learning Outcome 1

Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of mobile devices. These could include smart phones, tablets or e-readers. Their use could include accessing, recording and storing care plan information and data or recording hours worked and tasks carried out.

#### Learning Outcome 2

This task is a continuation and involves the learner identifying, using and storing the correct and appropriate applications and files on the mobile device. This again could relate to the updating of client information, recording medication administered or logging hours worked.

#### Learning Outcome 3

This task involves transferring the data that has been input into a mobile device, both to and from the device. This could include downloading client data or details or updating training completion.



<b>Learning Outcome 4</b> When mobile devices are used it is important, they are correctly maintained. This could involve how they are stored and charged, for example. It is important devices are maintained to ensure the information and data required is accessible and uploaded as this ensures consistency and safety for everyone accessing and working in the adult care service.	
<b>Unit aim(s)</b>	<p>This is the ability to set up and use mobile or handheld devices such as a smartphone, PDA, portable media player, electronic organiser or data logger, for data capture, processing, exchange and storage.</p> <p>This unit is about the skills and knowledge to make effective use of mobile or handheld devices and use intermediate tools and techniques to exchange information between devices on a regular basis for activities. Any aspect that is unfamiliar may require support and advice from others.</p> <p>The use of mobile technologies will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> <li>the tools and software used will be additional to the tools and software pre-loaded onto the device and at times the techniques for use will be non-routine or unfamiliar; and</li> <li>the techniques used for sharing information and files between devices will involve a number of steps and at times be non-routine or unfamiliar</li> </ul> <p>An activity will typically be 'non-routine or unfamiliar' because:</p> <ul style="list-style-type: none"> <li>the task or context using mobile technologies is likely to require several steps and some consideration and planning before undertaking the task</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009) See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit



<b>Title:</b>	<b>R/502/4385 IT Software Fundamentals</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Select and use appropriate software applications to meet needs and solve problems	1.1 Describe what types of information are needed 1.2 Select and use software applications to develop, produce and present different types of information to meet needs and solve problems
2. Enter, develop, combine and format different types of information to suit its meaning and purpose	2.1 Enter, organise, refine and format different types of information, applying editing techniques to meet needs 2.2 Use appropriate techniques to combine image and text components 2.3 Combine information of different forms or from different sources 2.4 Select and use appropriate page layout to present information effectively
3. Present information in ways that are fit for purpose and audience	3.1 Work accurately and proof-read, using software facilities where appropriate 3.2 Identify inconsistencies or quality issues with the presentation of information 3.3 Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate
4. Evaluate the selection and use of IT tools and facilities to present information	4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements 4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work

## **Additional information**

### **Learning Outcome 1**

Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of software applications. This could include applications dedicated to their setting relating to client needs or service provision, or applications which deliver and record training.

### **Learning Outcome 2**

This task leads on from task 1 and requires learners to access, develop, combine and format types of information needed to meet the needs of the service. This could involve the development of files, formats and information relating to care planning, continuing professional development or staffing levels.

### **Learning Outcome 3**

Once information has been accessed and collated, it is important to present in a format which can easily be understood by the intended audience. This could involve service information for clients, so needs to meet their communication needs, or budgetary information for senior managers. Both audiences could have a diverse range of needs in relation to the provision of information.

### **Learning Outcome 4**

Once the information or data has been presented, the choice of format should be evaluated to ensure it met the target needs. Did clients understand what was presented to them? Was data appropriately presented?

<b>Unit aim(s)</b>	<p>This is the ability to decide which IT software application is appropriate to use to process different types of data, and to use a range of applications to produce and present information.</p> <p>This unit is about the skills and knowledge to select and use IT tools to develop and produce information independently for activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from other people.</p> <p>An activity will typically be 'non-routine or unfamiliar' because:</p> <ul style="list-style-type: none"> <li>the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content, message and meaning) before an approach can be planned;</li> <li>the user will take some responsibility for developing the input or output of information; and</li> <li>the techniques required will involve a number of steps and at times be non-routine or unfamiliar</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>

<b>Title:</b>	<b>L/502/4207 IT User Fundamentals</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Use IT systems to meet a variety of needs	1.1 Use correct procedures to start and shutdown an IT system 1.2 Select and use interface features effectively to interact with IT systems 1.3 Select and adjust system settings as appropriate to needs 1.4 Select and use a communication service to access the Internet 1.5 Use appropriate terminology when describing IT systems
2. Manage information storage and retrieval appropriately	2.1 Manage files and folders to enable efficient information retrieval 2.2 Identify when and why to use different types of storage media 2.3 Organise and store information, using general and local conventions where appropriate
3. Follow and understand the need for safety and security practices	3.1 Work safely and take steps to minimise physical stress 3.2 Describe the danger of computer viruses, and how to minimise risk 3.3 Keep information secure 3.4 Explain why it is important to stay safe and to respect others when using IT-based communication 3.5 Follow relevant guidelines and procedures for the safe and secure use of IT

<p>4. Maintain system and troubleshoot IT system problems</p>	<p>4.1 Describe why routine and non-routine maintenance is important and when to carry it out</p> <p>4.2 Carry out regular routine maintenance of IT systems safely</p> <p>4.3 Identify sources of help and how to get expert advice</p> <p>4.4 Identify IT problems and take appropriate action</p>
<p><b>Additional information</b></p> <p><b>Learning Outcome 1</b> Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of IT systems which are relevant to their role. This could include programmes or applications specific to their setting, for example training platforms, or medication administration apps.</p> <p><b>Learning Outcome 2</b> Leading on from task 1, this requires learners to manage and store information and data in logical and safe and secure way. This could involve file encryption, virtual storage or file encryption.</p> <p><b>Learning Outcome 3</b> Learners are required to understand and apply legal requirements, guidelines and procedures when using IT based communication. In an adult care setting this could involve password protection log in and log out or adhering to restrictions placed on internet use.</p> <p><b>Learning Outcome 4</b> This task requires learners to apply the knowledge gained in relation to maintaining safety and security when using online resources. This could involve checking others use password protection or encrypting confidential data or information relating to service users or service provision.</p>	
<p><b>Unit aim(s)</b></p>	<p>This is the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.</p> <p>This unit is about the skills and techniques to select and use suitable techniques to operate IT systems for a varied range of activities, some of which are at times non-routine or unfamiliar, and take some responsibility for responding appropriately to IT errors and problems.</p>

	<p>An activity will typically be 'non-routine or unfamiliar' because:</p> <ul style="list-style-type: none"> <li>the task or context is likely to require some analysis, clarification or research, before an approach can be planned; and</li> <li>the techniques required will involve a number of steps and at times be non-routine or unfamiliar</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>

<b>Title:</b>	<b>D/502/4258 IT Security for Users</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Select, use and develop appropriate procedures to monitor and minimise security risk to IT systems and data	1.1 Evaluate the security issues that may threaten system performance 1.2 Select, use and evaluate a range of security precautions to protect IT systems and monitor security 1.3 Evaluate the threats to system and information security and integrity 1.4 Manage access to information sources securely to maintain confidentiality, integrity and availability of information 1.5 Explain why and how to minimise security risks to hardware, software and data for different users 1.6 Apply, maintain and develop guidelines and procedures for the secure use of IT 1.7 Select and use effective backup and archiving procedures for systems and data
<b>Additional information</b>  <b>Learning Outcome 1</b> Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and application of the procedures necessary to maintain the security of IT systems and data. This could include the maintenance and storage of records relating to individuals accessing the service, staff working there and information and data relating to the service and service and service delivery.  Learners are also required to demonstrate their awareness of potential security issues, and how they address these.	
<b>Unit aim(s)</b>	This is the ability to protect hardware, software and the data within an IT system against theft, malfunction and unauthorised access.  This unit is about the skills and knowledge needed by the IT User to monitor potential

	risks and take steps to protect own and others' systems, data and software (e.g. from unauthorised remote access, disaster recovery or contingency planning).
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>



<b>Title:</b>	<b>H/502/4620 Project Management Software</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>40</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Create and define a project	1.1 Explain the critical information about the project that must be included 1.2 Create, store and retrieve project management files in line with local guidelines where applicable 1.3 Define the project file properties and project options 1.4 Create master and sub-projects 1.5 Create links across projects and manage changes to linked tasks
2. Enter and edit information about project tasks and resources	2.1 Identify the critical tasks and milestones to be completed 2.2 Explain how to set up any deadlines and constraints which apply to the project 2.3 Enter and edit information about project tasks 2.4 Explain how to resolve issues of resource availability and utilisation 2.5 Enter and edit information about resources to be used in the project 2.6 Create and apply a task calendar for scheduling tasks 2.7 Identify and resolve any issues of resource allocation 2.8 Define and set up dependencies between tasks

3. Update information about project progress	3.1 Explain the methods available to track project progress and review against plans 3.2 Use editing and formatting techniques to update project elements 3.3 Update task status in line with progress 3.4 Update information about resources as required 3.5 Compare actual progress with project baseline and reschedule uncompleted tasks 3.6 Identify and assess the impact of risks and issues on the project 3.7 Manage information on project risks and issues
4. Select and use appropriate tools and techniques to display and report on project status	4.1 Create and customise project reports to meet needs 4.2 Use filtering and formatting techniques to display project information to meet needs 4.3 Share project information with other applications

### Additional information

#### Learning Outcome 1

Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of data management software. Learners are required to identify a project they intend working on. In adult care this could include identifying areas of service improvement to maintain market share, or comparing and contrasting staff competencies and service requirements in relation to staffing levels.

#### Learning Outcome 2

Learners are required to identify and enter the tasks to be carried out, for example who will be approached, by when and how. This could include key stakeholders or practitioners from other settings, for example.

#### Learning Outcome 3

Continuing on, learners are required to update project timelines and milestones, to ensure their planning is current and valid, justifying any modifications made.

#### Learning Outcome 4

Learners are required to use appropriate tools in reporting their project findings. They need to consider their audience and the methods they will use, customising the findings as necessary. For example managers or individuals accessing services may require different approaches to be adopted.

<b>Unit aim(s)</b>	<p>This is the ability to use a software application that plans, organises and monitors completion of the component tasks within a project in logical sequence, given constraints of people and resource availability. This is not about managing a project although these standards may also be applicable to the project manager.</p> <p>This unit is about the skills and knowledge required by an IT User to select and use a wide range of advanced project management software tools and techniques to input and modify complex information to support the planning and management of multiple projects.</p> <p>Project management tools and techniques at this level will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>the software tools and functions used will be complex and at times require the user to search for and apply a solution or alternative approach by exploring technical support, or self-teaching;</li> <li>approaches to the inputting, manipulating and outputting of information will be complex, and will involve research, identification and application; and</li> <li>the user will take full responsibility for inputting, structuring, editing and managing the information within the software package</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>

<b>Title:</b>	<b>T/502/4623 Presentation software</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>45</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Input and combine text and other information within presentation slides	1.1 Explain what types of information are required for the presentation 1.2 Enter text and other information using layouts appropriate to type of information 1.3 Insert charts and tables and link to source data 1.4 Insert images, video or sound to enhance the presentation 1.5 Identify any constraints which may affect the presentation 1.6 Organise and combine information for presentations in line with any constraints 1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2. Use presentation software tools to structure, edit and format presentations	2.1 Explain when and how to use and change slide structure and themes to enhance presentations 2.2 Create, amend and use appropriate templates and themes for slides 2.3 Explain how interactive and presentation effects can be used to aid meaning or impact 2.4 Select and use appropriate techniques to edit and format presentations to meet needs 2.5 Create and use interactive elements to enhance presentations 2.6 Select and use animation and transition techniques appropriately to enhance presentations

3. Prepare interactive slideshow for presentation	3.1 Explain how to present slides to communicate effectively for different contexts 3.2 Prepare interactive slideshow and associated products for presentation 3.3 Check presentation meets needs, using IT tools and making corrections as necessary 3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them 3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose
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### Additional information

#### Learning Outcome 1

Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of presentation software. The intended presentation could be the result of research carried out, or a topic to be included in a team meeting or staff training event. For example new legislation or guidance or guidance relating to a condition or illness staff have not supported a person with before.

#### Learning Outcome 2

Learners are required to structure and format their presentation. They may wish to include interactive graphs, tables, illustrations or data, for example.

#### Learning Outcome 3

Learners are asked to carry out final checks in preparation for presenting and evaluating the information prepared, overcoming any problems identified. This should include checking how this will be presented, to whom and when. For example carers, relatives or other stakeholders.

Unit aim(s)	<p>This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.</p> <p>This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced presentation software tools and techniques effectively to produce presentations that are complex or non-routine.</p> <p>Presentation tools and techniques will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do</li> </ul>
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	<p>something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;</p> <ul style="list-style-type: none"> <li>the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>the user will take full responsibility for inputting, structuring, editing and presenting the information</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>

<b>Title:</b>	<b>J/502/4626 Spreadsheet software</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>45</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured 1.2 Enter and edit numerical and other data accurately 1.3 Combine and link data from different sources 1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2. Select and use appropriate formulas and data analysis tools and techniques to meet requirements	2.1 Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them 2.2 Select and use a wide range of appropriate functions and formulas to meet calculation requirements 2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements 2.4 Select and use forecasting tools and techniques
3. Use tools and techniques to present, and format and publish spreadsheet information	3.1 Explain how to present and format spreadsheet information effectively to meet needs 3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively 3.3 Select and use appropriate tools and techniques to generate, develop and Select and use appropriate page layout to present, print and publish spreadsheet information 3.4 Explain how to find and sort out any errors in formulas 3.5 Check spreadsheet information meets needs, using IT tools and making



	<p>corrections as necessary</p> <p>3.6 Use auditing tools to identify and respond appropriately to any problems with spreadsheets format charts and graphs</p>
<p><b>Additional information about this unit</b></p> <p><b>Learning Outcome 1</b> Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of spreadsheet software to create, maintain and store data. The use of spreadsheets could include costings, staffing hours and costs or how the service is accessed, linking data from other sources, previous reports, for example.</p> <p><b>Learning Outcome 2</b> Once the spreadsheets have been established, formulas can be used to support the analysis required, forecasting the information and data required. This could relate to breaking down staff costs for a specific period of time or to support analysis of spend on food, or infection prevention and control measures, for example.</p> <p><b>Learning Outcome 3</b> Learners are asked to present their findings, using formulas and a format which meet the needs of the intended audience. For example key stakeholders might require summary information and not the full spreadsheet, publishing and printing selected data.</p>	
<b>Unit aim(s)</b>	<p>This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced spreadsheet software tools and techniques to produce, present and check complex and non-routine spreadsheets.</p> <p>Spreadsheet software tools and techniques will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>the range of data entry, manipulation and outputting techniques will be complex and non-routine</li> <li>the tools, formulas and functions needed to analyse and interpret the required information require complex and non-routine knowledge and understanding (for example, data restrictions, data validation using formula, pivot tables, data maps)</li> <li>the user will take full responsibility for setting up and developing the functionality of the spreadsheet</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a></p>



<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A
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<b>Title:</b>	<b>Y/502/4632 Website Software</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>40</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Create structures and styles and use them to produce websites	1.1 Determine what website content and layout will be needed for each page and for the site 1.2 Plan and create web page templates to layout content 1.3 Select and use website features and structures to enhance website navigation and functionality 1.4 Create, select and use styles to enhance website consistency and readability 1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites 1.6 Explain what access issues may need to be taken into account 1.7 Explain when and why to use different file types for saving content 1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available
2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features	2.1 Prepare content for web pages so that it is ready for editing and formatting 2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software 2.3 Select and use appropriate editing and formatting techniques to aid meaning 2.4 Select and use appropriate programming and development techniques to add features and enhance websites 2.5 Select and use file formats that make information easier to download 2.6 Check web pages meet needs, using IT tools and making corrections as necessary

<p>3. Publish and test multiple page websites with multimedia and interactive features</p>	<p>3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned</p> <p>3.2 Identify any quality problems with websites and explain how to respond to them</p> <p>3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently</p> <p>3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose</p>
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### Additional information

#### Learning Outcome 1

Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of website software. This could include reviewing and amending an existing website for the service, or creating a brand new website for the service, for example. Learners must ensure legislative requirements are adhered to, for example in relation to copyright, confidentiality and data protection, vital in adult care settings.

#### Learning Outcome 2

Learners are required to add content to the already prepared website. Information could include geographical location of a setting, vacancies, a blog or what the setting provides.

#### Learning Outcome 3

The site now has to be tested for functionality prior to it being uploaded and published. Issues with functionality or access will be addressed, for example the font is not the correct size, or a page does not update or appear as it should.

<p><b>Unit aim(s)</b></p>	<p>This is the ability to use a software application designed for planning, designing and building websites.</p> <p>This unit is about the skills and knowledge required by an IT user to select and use a range of advanced of website software tools and techniques to develop multiple-page websites with multimedia and interactive features.</p> <p>Website software techniques will be described as 'advanced' because:</p> <ul style="list-style-type: none"> <li>the software tools and functions used will be complex and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring</li> </ul>
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	<p>technical support, self-teaching and applying;</p> <ul style="list-style-type: none"> <li>the development techniques will be complex, and will involve research, identification and application; and</li> <li>the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit</p>

<b>Title:</b>	<b>Y/502/4629 Word Processing Software</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>45</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Enter and combine text and other information accurately within word processing documents	1.1 Summarise what types of information are needed for the document and how they should be linked or integrated 1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently 1.3 Create, use and modify appropriate templates for different types of documents 1.4 Explain how to combine and merge information from other software or multiple documents 1.5 Combine and merge information within a document from a range of sources 1.6 Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available 1.7 Select and use tools and techniques to work with multiple documents or users 1.8 Customise interface to meet needs
2. Create and modify appropriate layouts, structures and styles for word processing documents	2.1 Analyse and explain the requirements for structure and style 2.2 Create, use and modify columns, tables and forms to organise information 2.3 Define and modify styles for document elements 2.4 Select and use tools and techniques to organise and structure long documents

<p>3. Use word processing software tools and techniques to format and present documents effectively to meet requirements</p>	<p>3.1 Explain how the information should be formatted to aid meaning</p> <p>3.2 Select and use appropriate techniques to format characters and paragraphs</p> <p>3.3 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents</p> <p>3.4 Check documents meet needs, using IT tools and making corrections as necessary</p> <p>3.5 Evaluate the quality of the documents produced to ensure they are fit for purpose</p> <p>3.6 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose</p>
<p><b>Additional information</b></p> <p><b>Learning Outcome 1</b> Learners can use their experience of the current or previous adult care work settings to demonstrate their understanding and use of word processing software. This could relate to preparing and adapting information and data from any aspect of adult care service delivery. For example staff training resources, policies and procedures or care planning records and reports.</p> <p><b>Learning Outcome 2</b> Learners are also required to make modifications to the layout and structure of the prepared documents. This could involve adding tables, aligning columns, adding more text or adding page breaks. This will ensure the content is accessible to the intended audience, for example current or potential staff or individuals considering accessing services.</p> <p><b>Learning Outcome 3</b> Learners should now use word processing software tools to finalise and present the information. This could involve checking the font, formatting or spelling. This will ensure it can be accessed by the intended audience, and that any amendments can be made efficiently and effectively.</p>	
<p><b>Unit aim(s)</b></p>	<p>This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.</p> <p>This unit is about the skills and knowledge required by an IT user to select and use a range of advanced word processing software tools and techniques to produce complex and non-routine documents.</p> <p>Word processing tools and techniques will be described as 'advanced' because:</p>

	<ul style="list-style-type: none"> <li>the software tools and functions will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;</li> <li>the techniques required will be complex, and the process of selecting appropriate techniques may involve research, identification and application; and</li> <li>the user will take full responsibility for the inputting, manipulating and outputting of the information</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	See <i>IT User Assessment Strategy</i> available from <a href="http://www.e-skills.com">www.e-skills.com</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)</p> <p>See <a href="http://nos.e-skills.com">http://nos.e-skills.com</a> for examples of content and context applicable to this unit.</p>