

SPECIFICATION

**IAO Level 4 Certificate in Principles of Leadership and
Management for Adult Care
Qualification Number: 603/0676/2**



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

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

Active Leisure

Business and Management

Childcare

Employability

Retail

Health and Social Care

Hospitality and Catering

IT

Logistics

Education and Training

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

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

“ 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. ”

Qualification summary

Qualification Accreditation Number (QAN)	603/0676/2
Qualification review date	31.10.2022
Guided Learning Hours (GLH)	112 hours
Total Qualification Time (TQT)	280 hours
RQF level	Level 4
Qualification credit value	28 credits
Minimum credits at/above level	19 credits
Assessment requirements	<p>Portfolio of Evidence</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>
Aims and objectives of the qualification	<p>This qualification is designed to equip learners with the knowledge and understanding of the principles of leadership and management for an adult care setting.</p> <p>This qualification has been devised in partnership with Skills for Care to provide learners with a progression pathway towards management roles in the sector. It aligns with National Occupational Standards and Skills for Care's Manager Induction Standards and covers essential knowledge of adult care, support and management of service delivery.</p>
Entry guidance	<p>There are no formal entry requirements for this qualification.</p> <p>This qualification is suitable for those who work within the health and social care sector. Learners may find it useful if they have already completed a Level 3 qualification and have experience of working in the sector. The qualification provides learners with the knowledge and understanding of working in a senior roles across the sector.</p>
Progression opportunities	<p>Learners who achieve this qualification could progress to further learning with qualifications such as:</p> <ul style="list-style-type: none"> • IAO Level 4 Diploma in Adult Care (England) • IAO Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

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>

Innovate Awarding

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

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

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

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

Complaints

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

Fees

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

Enquiries and Appeals

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

Data Protection

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

Equality and Diversity

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

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

Reasonable Adjustment and Special Consideration

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

Malpractice and Maladministration

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

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

Recognition of Prior Learning (RPL)

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

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Skills for Care and Development Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).
- 1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations¹
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:
<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct² 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'

¹ See Appendix A for links to SfC&D partner organisations' websites

² See Appendix B for links to standards for conduct in UK nations

2. Assessment Principles

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
 - 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
 - 2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified³, 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.
- 3 See Appendix C for links to guidance on qualifications for occupational competence in UK nations
- 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 (e.g. 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 C.
- 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 Skills for Care and Development partnership website links

- <http://www.ccwales.org.uk>
- <http://www.niscc.info>
- <http://www.skillsforcare.org.uk>
- <http://www.sssc.uk.com>
- <http://www.skillsforcareanddevelopment.org.uk>

Appendix B Codes and Standards of Conduct

- <http://www.ccwales.org.uk/code-of-professional-practice/>
- http://www.niscc.info/files/Standards%20of%20Conduct%20and%20Practice/WEB_OPTIMISED_91739_NISCC_Social_Care_Workers_Book_NAVY_PINK.pdf
- <http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/Code-of-Conduct.aspx>
- <http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice>

Appendix C Guidance on Occupational Competence Qualifications

Wales:

- Qualification Framework for the Social Care Sector in Wales
<http://www.ccwales.org.uk/qualification-framework/>
- List of the Required Qualifications for the Early Years and Childcare Sector in Wales
<http://www.ccwales.org.uk/early-years-and-childcare-worker/>

N Ireland:

- http://www.niscc.info/files/Publications/WorkforceDevelopmentDocumentFinal_27_04_2015.pdf

England:

- <http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-social-care-qualifications/Adult-social-care-vocational-qualifications.aspx>

Scotland:

- <http://www.sssc.uk.com/workforce-development/qualification-information-for-providers/scottish-vocational-qualifications>

Appendix C: 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
- Level 4 Awards and Certificates in Assuring the Quality of Assessment
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Educations and Training

Qualification Structure

Learners must complete all 12 mandatory units to gain the required 28 credits.

The total Guided Learning Hours (GLH) for this qualification is 112 hours. The Total Qualification Time(TQT) for this qualification is 280 hours.

Unit Structures

All unit details are included below.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
Y/615/2945	Understand leadership and management of a team in adult care	4	2	10
D/615/2946	Understand regulatory processes in adult care	4	2	10
H/615/2947	Understanding communication and information management in adult care	3	2	7
K/615/2948	Understand partnership working in adult care	3	2	8
M/615/2949	Understanding person centred practice and continuous improvement in adult care	4	4	15
H/615/2950	Principles of professional supervision practice in adult care	4	2	10
K/615/2951	Understand resource management in adult care	4	2	9
M/615/2952	Understanding management of health and safety in adult care	3	2	6
T/615/2953	Understanding the management of safeguarding and protection in adult care	3	3	14
A/615/2954	Understand how to manage and develop self in a leadership role in adult care	4	2	10
F/615/2955	Principles of effective decision-making in adult care	4	2	6
J/615/2956	Understanding innovation and change management in adult care	5	3	9

Title:	Y/615/2945 Understand leadership and management of a team in adult care
Level:	4
Credit:	2
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand leadership and management in adult care	<p>1.1 Define the concepts of:</p> <ul style="list-style-type: none"> • leadership • management <p>1.2 Explain how the skills needed as a leader and manager may differ</p> <p>1.3 Analyse why managers in adult care need both skill sets</p> <p>1.4 Describe the situations in which different leadership styles are required in adult care</p> <p>1.5 Explain how leadership and management styles may need to be adapted for different situations</p>
2. Understand teams in adult care	<p>2.1 Describe the:</p> <ul style="list-style-type: none"> • concept of a team • distinctive features of a team <p>2.2 Analyse what constitutes as a team in adult care</p> <p>2.3 Evaluate how people accessing services, their wider family, social and caring network can contribute to a team</p> <p>2.4 Identify the patterns and stages in team development</p> <p>2.5 Analyse how to establish within a team:</p> <ul style="list-style-type: none"> • trust • accountability

	<ul style="list-style-type: none"> • effective relationships <p>2.6 Analyse how leadership skills can be applied and adapted for different teams</p> <p>2.7 Explain how to maintain a personal leadership style with the team</p> <p>2.8 Explain how values, principles and statutory frameworks underpin service provision in own area of work</p>
<p>3. Understand the importance of ongoing team development</p>	<p>3.1 Explain how to establish a culture of continual learning and development in a team</p> <p>3.2 Explain the importance of learning from experience</p> <p>3.3 Evaluate methods of sharing skills, knowledge and ideas within a team</p> <p>3.4 Explain how reflective practice can be used in team development</p> <p>3.5 Evaluate strategies for:</p> <ul style="list-style-type: none"> • maintaining well-being • reducing stress • building the resilience of team members <p>3.6 Analyse methods of dealing with challenges in a team</p> <p>3.7 Describe how to use a solution-focused approach to support team members to address identified challenges</p> <p>3.8 Describe how team performance can be evaluated</p>
<p>Additional information about this unit</p>	
<p>Unit aim (s)</p>	<p>The purpose of this unit is to develop the learner's knowledge and understanding of leadership and management in adult care. The unit explores theories of management and leadership. The unit also covers the skills required of leaders and managers' roles in adult care.</p>

Details of the relationship of the unit and relevant national occupational standards	SCDLMCA2 SCDLMCA5
Details of the relationship between the unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Title:	D/615/2946 Understand regulatory processes in adult care
Level:	4
Credit:	2
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand regulatory requirements in adult care	1.1 Explain legislation and policy underpinning the governance and regulation of adult care 1.2 Explain why regulation and inspection are carried out 1.3 Identify the types of organisations which undergo registration and inspection 1.4 Explain the standards used for regulation and inspection 1.5 Explain the importance of 'personalisation' as a prerequisite of service delivery
2. Understand the role of governance and accountability in adult care services	2.1 Explain the governance mechanisms within own adult care organisation 2.2 Evaluate how agreed ways of working relate to governance and accountability 2.3 Assess how governance structures relate to the identity of an adult care service
3. Understand the roles and responsibilities in registered adult services	3.1 Explain the remit and responsibilities of the Registered Manager 3.2 Explain the role of the nominated individual 3.3 Identify who may be appointed to the role of nominated individual 3.4 Explain the application of the 'fit and proper person' criteria

<p>4. Understand the inspection process</p>	<p>4.1 Explain the regulation processes relevant to an organisation</p> <p>4.2 Explain what is involved during an inspection</p> <p>4.3 Explain how to address conflicting areas of different regulatory frameworks</p> <p>4.4 Explain the procedure of preparing for inspection</p> <p>4.5 Explain the information required for each process</p> <p>4.6 Explain how each regulatory process impacts on an organisation</p> <p>4.7 Describe the implications for an organisation of each grade that can be awarded</p> <p>4.8 Explain how to address the:</p> <ul style="list-style-type: none"> • outcome of an inspection • impact of an inspection
<p>Additional information about this unit</p> <p>4.6 Regulatory process for example health and safety</p>	
<p>Unit aim (s)</p>	<p>The purpose of this unit is to develop the learner's knowledge and understanding of the legislation and policy underpinning the process of regulation and inspection in adult care. The unit also addresses roles and responsibilities and how each are involved in the inspection process.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>SCDLMCE3</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This qualification will be assessed in line with Skills for Care and Development Assessment Principles.</p>

Title:	H/615/2947 Understanding communication and information management in adult care
Level:	3
Credit:	2
GLH:	7
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of information management in adult care	<p>1.1 Explain the legal requirements and agreed ways of working underpinning information management</p> <p>1.2 Evaluate how information sharing protocols between organisations support:</p> <ul style="list-style-type: none"> • continuity of care • positive outcomes for individuals <p>1.3 Explain how information governance principles support the security of information</p> <p>1.4 Explain information governance principles, including their importance</p> <p>1.5 Evaluate the features and purpose of information management systems</p> <p>1.6 Explain how to identify improvements to information management systems</p>
2. Understand methods of effective information sharing in adult care	<p>2.1 Analyse how to address the legal and ethical issues relating to confidentiality</p> <p>2.2 Explain how to ensure records comply with legal and organisational requirements</p> <p>2.3 Explain the procedure to gain consent to share an individual's personal information</p> <p>2.4 Explain the consequences if organisations fail to share information correctly</p>

<p>3. Understand the importance of effective communication when managing adult care services</p>	<p>3.1 Analyse the communication skills needed to develop effective relationships with:</p> <ul style="list-style-type: none"> • teams • individuals • individuals' relatives • others <p>3.2 Explain the importance of using a person centred approach when communicating with individuals and others</p> <p>3.3 Explain how communication can be:</p> <ul style="list-style-type: none"> • adapted for different contexts • used to resolve challenging situations <p>3.4 Explain the role of reporting and recording systems in supporting individuals to achieve positive outcomes</p>
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Additional information about this unit

1.1 **Agreed ways of working:** policies and procedures where they exist

1.1 **Information management** to include: gathering, storing and sharing information

3.1 **Others** may include:

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

3.3 **Contexts:** preferences, needs, abilities, situations, difficult circumstances

Unit aim (s)

The purpose of this unit is to develop the learner's knowledge and understanding of the vital role played by communication and the importance of effective information sharing. The unit explores approaches used and the legal aspects influencing practice.

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

SCDLMCE1, SCDHSC 0434

Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Title:	K/615/2948 Understand partnership working in adult care
Level:	3
Credit:	2
GLH:	8
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand partnership working in adult care	<p>1.1 Analyse the features of effective partnership working</p> <p>1.2 Describe the range of roles of the manager in facilitating partnerships to achieve positive outcomes</p> <p>1.3 Identify the people, organisations and community groups who can contribute to achieving positive outcomes for those using a service</p> <p>1.4 Evaluate how networking with others benefits those using the:</p> <ul style="list-style-type: none"> • service • organisation <p>1.5 Explain how integrated care that crosses traditional boundaries achieves better outcomes for individuals, including the role of systems leadership</p>
2. Understand how to develop positive relationships in adult care	<p>2.1 Explain strategies for establishing positive internal and external relationships in adult care</p> <p>2.2 Explain how challenges within relationships can be addressed</p> <p>2.3 Explain how views that conflict with the values of the service can be challenged in a way that promotes change</p> <p>2.4 Analyse how the design of systems and processes can engage individuals and others in:</p>

	<ul style="list-style-type: none"> • practice • decision-making • review
3. Understand the role of relationships with families and carers	<p>3.1 Explain how to promote positive relationships with families and carers</p> <p>3.2 Explain the benefits of co-production and the role of families and unpaid carers in adult care</p> <p>3.3 Explain the benefits of ongoing dialogue with families and carers</p> <p>3.4 Explain how to support others to recognise the contribution made by families and carers</p> <p>3.5 Identify sources of information about the statutory rights of carers</p> <p>3.6 Explain why it important carers are aware of their statutory rights</p>

Additional information about this unit

1.5 **Integrated care:** coordinated health and social care that is planned and organised around the needs and preferences of the individual, their carers and family. Integration may extend to other services, for example housing, that can offer holistic approaches to address individual circumstances

1.5 **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 responsibilities.

1.4/2.4 **Others** may include:

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

<p>3.2 Co-production: regarding people who use social care, their families and carers as equal partners in decision-making, recognising that people who use support services and their families have expertise that can be used to help make services better not only for themselves but for others too</p>	
<p>Unit aim (s)</p>	<p>The purpose of this unit is to develop the learner’s knowledge and understanding of the role and importance of partnership working in adult care. This includes fostering relationships with families and carers and ensuring they are aware of their statutory rights.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>SCDLMCD1, SCDLMCB4</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This qualification will be assessed in line with Skills for Care and Development Assessment Principles.</p>

Title:	M/615/2949 Understanding person centred practice and continuous improvement in adult care
Level:	4
Credit:	4
GLH:	15
Learning Outcomes The learner will:	Assessment Criteria The learner can:
<p>1. Understand the principles that underpin person-centred practice in adult care</p>	<p>1.1 Analyse why good practice in adult care is both:</p> <ul style="list-style-type: none"> • outcomes based • person centred <p>1.2 Analyse the impact that legislation and policy have on:</p> <ul style="list-style-type: none"> • outcomes based procedures and practice • person centred procedures and practice <p>1.3 Explain the features, principles and values of:</p> <ul style="list-style-type: none"> • outcomes based practice • person centred practice <p>1.4 Explain how positive relationships underpin:</p> <ul style="list-style-type: none"> • outcomes based practice • person centred practice <p>1.5 Evaluate how outcomes based practice contributes to the wellbeing of individuals</p> <p>1.6 Explain how person centred practice relates to choice and control</p> <p>1.7 Explain how active participation contributes to:</p> <ul style="list-style-type: none"> • wellbeing • the achievement of positive outcomes

<p>2. Understand the leadership of practice to achieve positive outcomes in adult care</p>	<p>2.1 Analyse the role of the manager leading a team to implement outcomes based and person centred practice</p> <p>2.2 Explain how to develop a culture that considers all aspects of individuals' well-being</p> <p>2.3 Explain methods of reviewing systems, processes and approaches for outcomes based and person centred practice</p> <p>2.4 Explain why systems, processes and approaches for outcomes based and person centred practice need to be regularly reviewed</p>
<p>3. Understand factors influencing positive risk-taking in adult care</p>	<p>3.1 Explain the values, principles and standards that underpin a risk-taking policy</p> <p>3.2 Explain how to develop a culture that manages risk effectively rather than becoming risk-averse</p> <p>3.3 Analyse the effect of a risk-averse culture on an individual's wellbeing</p> <p>3.4 Explain how positive outcomes for individuals can be achieved through risk-taking</p> <p>3.5 Explain how to support team members to work in ways that balance risks, rights and duty of care</p> <p>3.6 Explain methods of evaluating the effectiveness of positive risk taking policies, procedures and practice</p>
<p>4. Understand the impact of diversity, equality and inclusion on adult care services</p>	<p>4.1 Explain where to access information and guidance about the:</p> <ul style="list-style-type: none"> • legal context of equality, diversity and inclusion • effects of discrimination • impact of inclusion • value of diversity

	<p>4.2 Explain the role of the manager in promoting equality, diversity and inclusion.</p> <p>4.3 Explain how to support others to challenge discrimination and inclusion in order to bring about change</p> <p>4.4 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in adult care</p>
<p>5. Understand how to develop a culture of continuous improvement in adult care</p>	<p>5.1 Evaluate methods of developing a culture that enables team members to take responsibility for quality</p> <p>5.2 Explain how continuous improvement is linked to a culture of trust that values the views of all</p> <p>5.3 Explain how lessons learned from incidents, accidents, errors and 'near misses' can contribute to continuous improvement</p> <p>5.4 Analyse how responding to concerns, complaints and whistle-blowing situations informs changes to practice</p> <p>5.5 Explain how to collect evidence on the effectiveness of service:</p> <ul style="list-style-type: none"> • processes • practices • protocols <p>5.6 Describe how to plan for the implementation of improvements to the service</p> <p>5.7 Explain methods of measuring and evaluating the impact of change</p>
<p>Additional information about this unit</p> <p>5.1 Quality must include quality assurance and quality improvement</p>	

Unit aim (s)	<p>The purpose of this unit is to develop the learner's knowledge and understanding of outcomes based and person centred practice and the contribution this makes to the achievement of positive outcomes for individuals accessing adult care. Leading practice to facilitate positive outcomes and encourage change and continuous improvement is also covered.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>SCDLMCB4 SCDLMCB2</p>
Details of the relationship between the unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This qualification will be assessed in line with Skills for Care and Development Assessment Principles.</p>

Title:	H/615/2950 Principles of professional supervision practice in adult care
Level:	4
Credit:	2
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand performance management in adult care	<p>1.1 Analyse the formal and informal processes used to address performance and conduct issues</p> <p>1.2 Explain the role of the manager in relation to disciplinary and grievance procedures</p> <p>1.3 Explain how the manager's role in addressing poor performance relates to organisational policy and procedures</p>
2. Understand professional development in adult care	<p>2.1 Evaluate the importance of continually improving own and other's knowledge and practice</p> <p>2.2 Describe sources and systems of support for professional development</p> <p>2.3 Explain how to overcome challenges in relation to professional development</p> <p>2.4 Analyse the role of the manager in supporting the development of the adult care workforce through a range of mechanisms and resources that support learning and development</p> <p>2.5 Explain how to identify high quality learning which will lead to positive change in the service</p> <p>2.6 Analyse the role of the manager in ensuring that learning opportunities:</p> <ul style="list-style-type: none"> • meet development objectives and learning styles

	<ul style="list-style-type: none"> • lead to positive change in the service <p>2.7 Explain how to ensure team members apply learning to practice and share learning with the team</p> <p>2.8 Analyse the importance of personal development plans</p> <p>2.9 Explain how to evaluate the effectiveness of learning opportunities to ensure that they lead to positive change within the service</p>
3. Understand the importance of literacy, numeracy and digital skills in adult care	<p>3.1 Explain the importance of literacy, numeracy and digital skills for practitioners in all areas of adult care services</p> <p>3.2 Describe how to enable team members to assess their level of literacy, numeracy and digital skills</p> <p>3.3 Explain where to access support for further development</p>
4. Understand the function of supervision in adult care	<p>4.1 Analyse the principles, scope and purpose of supervision in adult care</p> <p>4.2 Compare theories and models of supervision</p>
5. Understand how to carry out supervision in adult care	<p>5.1 Describe how to plan, revise and review objectives for supervision</p> <p>5.2 Analyse factors which can lead to a power imbalance</p> <p>5.3 Describe how equal participation can be managed within supervision</p> <p>5.4 Explain how to adapt approaches to supervision in light of feedback from:</p> <ul style="list-style-type: none"> • supervisees • others

Additional information about this unit

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

- Formal support
- Informal support
- Supervision
- Appraisal
- Mentoring
- Funding for development activities

These may be:

- Within the organisation
- Beyond the organisation

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

Unit aim (s)	The purpose of this unit is to develop the learner's knowledge and understanding of approaches to performance management and how this is linked to supervision.
Details of the relationship of the unit and relevant national occupational standards	SCLDMCA1, SCLDMCA5
Details of the relationship between the unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Title:	K/615/2951 Understand resource management in adult care
Level:	4
Credit:	2
GLH:	9
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the management of resources in adult care	<p>1.1 Identify the range of resources that a manager in adult care has responsibility for</p> <p>1.2 Describe the importance of accurately identifying priorities for resource allocation</p> <p>1.3 Explain the importance of using resources sustainably</p> <p>1.4 Explain the role of the manager in using resources sustainably</p>
2. Understand financial management in adult care	<p>2.1 Identify sources of funding that can be used to construct the budget in an adult care service</p> <p>2.2 Analyse how an organisation's financial management systems impacts on the responsibilities and accountability of a manager</p> <p>2.3 Identify sources of information and support for managing financial resources</p>
3. Understand human resource management in adult care	<p>3.1 Explain the interrelationship between staffing structures and service outcomes</p> <p>3.2 Analyse the techniques used to identify staffing numbers and patterns necessary to provide a person-centred outcomes-based service</p> <p>3.3 Evaluate strategies for managing and adjusting staffing patterns to meet changing conditions</p>

<p>4. Understand how to manage recruitment and retention in adult care</p>	<p>4.1 Explain how value-based recruitment relates to effective resource managements</p> <p>4.2 Explain how to ensure recruitment and retention practices are inclusive and anti-discriminatory, including why this is important</p> <p>4.3 Explain how to identify induction requirements</p> <p>4.4 Identify the manager's responsibility for the induction of new workers</p> <p>4.5 Identify induction requirements for new workers</p> <p>4.6 Analyse how professional development of team members impacts on recruitment and retention</p>
<p>5. Understand the effect resource management has on service delivery in adult care</p>	<p>5.1 Explain the quantitative and qualitative data and information necessary to inform operational plan monitoring</p> <p>5.2 Explain how to analyse data and information in order to evaluate the performance of an adult care service</p> <p>5.3 Analyse how collected data and information can influence resource management for better service delivery</p>
<p>Additional information about this unit</p>	
<p>Unit aim (s)</p>	<p>The purpose of this unit is to develop the learner's knowledge and understanding of prioritising and managing resource requirements in adult care. The unit covers how to select and obtain the necessary resources and monitor the quality and effectiveness of their use.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>SCDLMCE5</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>N/A</p>

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

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Title:	M/615/2952 Understanding management of health and safety in adult care
Level:	3
Credit:	2
GLH:	6
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand health and safety requirements in adult care	<p>1.1 Explain the legislative framework underpinning health and safety in adult care settings</p> <p>1.2 Explain the policies, procedures and practice supporting safe ways of working</p> <p>1.3 Explain how to ensure that there are systems in place to provide others with current information on:</p> <ul style="list-style-type: none"> • legal and work setting policies • procedures and practices
2. Understand the responsibilities of the manager for health and safety in an adult care service	<p>2.1 Analyse the role of the manager in relation to policies and procedures for health and safety</p> <p>2.2 Explain how to develop systems to evaluate health and safety policies, procedures and practices</p> <p>2.3 Explain methods of ensuring the safety at work for self and team members</p> <p>2.4 Explain how to support others to comply with health and safety policies, procedures and practices</p> <p>2.5 Explain the actions to take when health and safety procedures and practices are not being complied with</p> <p>2.6 Explain the importance of following procedures if health and safety procedures and practices are not complied with</p>

Additional information about this unit

1.3 **Others:** may include:

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

2.3 **Safety at work:** to include lone working, online safety

Unit aim (s)	The purpose of this unit is to develop the learner’s knowledge and understanding of the key role health and safety plays in adult care provision. Legislation and policy underpinning practice is also covered.
Details of the relationship of the unit and relevant national occupational standards	SCDLMCC1
Details of the relationship between the unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Title:	T/615/2953 Understanding the management of safeguarding and protection in adult care
Level:	3
Credit:	3
GLH:	14
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of the manager in the safeguarding and protection of vulnerable adults in adult care	<p>1.1 Explain the current legislative framework that underpins the safeguarding of vulnerable adults</p> <p>1.2 Explain the impact the following have on safeguarding in adult care services:</p> <ul style="list-style-type: none"> • national and local guidelines • policies and procedures for safeguarding <p>1.3 Analyse the safeguarding responsibilities of the manager in relation to:</p> <ul style="list-style-type: none"> • individuals • their families and carers • team members <p>1.4 Identify sources of information and guidance on abuse</p> <p>1.5 Explain the impact of participation in inter-agency safeguarding processes on the role of the manager</p> <p>1.6 Explain how to address potential conflicts between safeguarding and respecting confidentiality</p> <p>1.7 Explain the legal provisions relating to whistle-blowing</p>
2. Understand the responsibilities attached to safeguarding children and young people in an adult care service	<p>2.1 Explain why it is everyone's responsibility to act on concerns about the possible abuse of children and young people</p> <p>2.2 Explain the actions to take if:</p>

	<ul style="list-style-type: none"> • there are concerns about the possible or actual abuse of a child or young person • a child or young person alleges that they are being abused
<p>3. Understand mental capacity and consent</p>	<p>3 .1 Analyse the links between consent, risk management and safeguarding</p> <p>3 .2 Explain the legislation underpinning mental capacity and deprivation of liberty in adult care services</p> <p>3 .3 Explain the role of advocacy in meeting legislative requirements for mental capacity and consent</p> <p>3 .4 Explain the support available for the assessment of mental capacity and the ability to give consent.</p>
<p>4. Understand the use of restrictive practices in adult care</p>	<p>4.1 Analyse how organisational policies and procedures support legal requirements underpinning the use of restrictive practices</p> <p>4.2 Define:</p> <ul style="list-style-type: none"> • restrictive practices • restraint • hidden restraint <p>4.3 Explain situations when restrictive practice might need to be used</p> <p>4.4 Explain how the use of restrictive practices can affect:</p> <ul style="list-style-type: none"> • safety • dignity • relationships • wellbeing <p>4.5 Explain how the use of restrictive practices can be reduced through the implementation of person centred practice and accurate assessment</p> <p>4.6 Explain why the use of restrictive practice must be:</p> <ul style="list-style-type: none"> • proportionate to need

	<ul style="list-style-type: none"> • necessary to reduce the risk of harm • used as a last resort • carried out in a way that ensures dignity and respect
5. Understand the management of concerns and complaints in adult care	<p>5.1 Explain current regulatory requirements, codes of practice and guidance for managing concerns and complaints</p> <p>5.2 Explain the role of the manager in supporting workers to deal with concerns and complaints</p> <p>5.3 Analyse the links between the management of concerns and complaints, risk management and safeguarding</p> <p>5.4 Explain why those using services may be reluctant to raise concerns or make complaints</p> <p>5.5 Explain how to support individuals to raise concerns or make complaints</p> <p>5.6 Evaluate how systems in the workplace ensure concerns and complaints are addressed effectively</p>
Additional information about this unit	
N/A	
Unit aim (s)	The purpose of this unit is to develop the learner's knowledge and understanding of the importance of managing an efficient and effective service which safeguards and protects vulnerable individuals. Restrictive practices are also addressed, their use and legislation and policy informing safe practice.
Details of the relationship of the unit and relevant national occupational standards	SCDLMCB8
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

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

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Title:	A/615/2954 Understand how to manage and develop self in a leadership role in adult care
Level:	4
Credit:	2
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of self-awareness for a manager in adult care	<p>1.1 Evaluate how own values, belief systems and experiences impact on working practice</p> <p>1.2 Analyse how own emotions can effect:</p> <ul style="list-style-type: none"> • own behaviour • the behaviour of others <p>1.3 Explain methods of:</p> <ul style="list-style-type: none"> • keeping aware of own stress levels • maintaining well-being <p>1.4 Explain how feedback from others and reflective practice can increase self-awareness</p>
2. Understand methods of managing own behaviour	<p>2.1 Explain how to ensure own actions reflect a high standard of personal integrity</p> <p>2.2 Evaluate strategies for managing own emotions when interacting with others</p> <p>2.3 Explain how to adapt own communication in response to the:</p> <ul style="list-style-type: none"> • emotional circumstance • communication style of others

<p>3. Understand how to effectively manage own workload</p>	<p>3.1 Explain strategies and tools for identifying work priorities</p> <p>3.2 Analyse strategies and tools that enable work priorities to be met which:</p> <ul style="list-style-type: none"> • reduce own stress levels • build resilience • support own wellbeing <p>3.3 Explain how information technology can be used to improve own efficiency</p> <p>3.4 Explain how and when to delegate responsibilities to others</p>
<p>4. Understand own role in championing the vision and values of the adult care service</p>	<p>4.1 Explain the importance of ensuring own words and actions reinforce the vision and values of the service</p> <p>4.2 Describe how to challenge views, actions, systems and routines that do not match the vision and values of the service in order to promote change</p>
<p>5. Understand how to manage own learning and continuing professional development</p>	<p>5.1 Explain how to evaluate own knowledge and performance using:</p> <ul style="list-style-type: none"> • standards and benchmarks • sources and systems of support • feedback from others • reflection on successes and failures, mistakes and achievements <p>5.2 Explain tools and strategies when developing a personal learning plan</p> <p>5.3 Explain methods of evaluating the effectiveness of own learning</p>
<p>Additional information about this unit</p> <p>5.1 Standards and benchmarks may include:</p> <ul style="list-style-type: none"> • Codes of practice • Regulations • Minimum / essential standards • National occupational standards 	
<p>Unit aim (s)</p>	<p>The purpose of this unit is to develop the learner's knowledge and understanding of</p>

	developing themselves in a leadership role in adult care settings.
Details of the relationship of the unit and relevant national occupational standards	SCDHSC0033, SCDLMCA1
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Title:	F/615/2955 Principles of effective decision-making in adult care
Level:	4
Credit:	2
GLH:	6
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the process of decision-making in adult care	<p>1.1 Explain situations for which decisions are required in adult care</p> <p>1.2 Explain the stages in decision-making processes, including formal and informal</p> <p>1.3 Analyse how each of the following contributes to decision-making :</p> <ul style="list-style-type: none"> • data • information • intelligence <p>1.4 Explain how to ensure decisions are evidence based through:</p> <ul style="list-style-type: none"> • research • analysis of data <p>1.5 Evaluate the benefits of engaging with individuals and others during the decision-making process</p> <p>1.6 Explain how to structure information to maximise its effectiveness in decision-making</p> <p>1.7 Explain how to review the information gathered in order to make a valid and evidence based decision</p>
2. Understand the role of communication in decision-making in adult care	<p>2.1 Explain the principles for communicating with those involved in the decision-making process</p> <p>2.2 Identify the stakeholders who need to be informed when a decision has been made</p>

	2.3 Explain how to present information to different stakeholders so that the decision gains support
3. Understand how to review the process of decision-making in adult care	<p>3.1 Explain how to review the decision-making process involving:</p> <ul style="list-style-type: none"> • own research and thought processes • the contributions made by others <p>3.2 Describe the importance of monitoring the effects of decisions made to identify learning points</p> <p>3.3 Evaluate ways to record and disseminate learning points to improve future decision-making in the service</p>
<p>Additional information about this unit</p> <p>1.3 Data includes research, reports, statistics, internal and external feedback, suggestions, complaints</p> <p>1.5/2.2 Others/stakeholders may include:</p> <ul style="list-style-type: none"> • individuals • carers, family members and friends • advocates • paid workers • other professionals 	
Unit aim (s)	The purpose of this unit is to develop the learner's knowledge and understanding of the importance of the role and impact of decision-making on adult care service delivery. In addition, the process of decision-making and effective methods of communication during this process is covered.
Details of the relationship of the unit and relevant national occupational standards	N/A
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A

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

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Title:	J/615/2956 Understanding innovation and change management in adult care
Level:	5
Credit:	3
Guided learning:	9
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the wider market for adult care service provision	<p>1.1 Analyse how the wider market of service provision relates to own service</p> <p>1.2 Analyse how data, information and input identifies innovative options for growth to meet the needs of the market</p> <p>1.3 Analyse how entrepreneurial skills contribute to ensuring that the market is able to meet future demand for adult care services</p>
2. Understand the application of innovation in adult care	<p>2.1 Identify legislative requirements that may influence business redesign</p> <p>2.2 Explain how to establish a culture that supports:</p> <ul style="list-style-type: none"> • entrepreneurial skills • innovation • change in service provision <p>2.3 Describe how to identify ineffective aspects of an organisation that no longer provide a person centred service</p> <p>2.4 Explain how to work with others within and beyond the organisation to identify opportunities for growth as a business</p> <p>2.5 Analyse the features of a sustainable business plan</p> <p>2.6 Explain how to develop a plan for business development or re-design</p>

<p>3. Understand how a vision for an adult care service fosters innovation</p>	<p>3.1 Appraise how a vision for an organisation drives quality and sustains service delivery</p> <p>3.2 Explain how to engage with key influencers to develop a vision for the future of the service</p> <p>3.3 Explain how to present the vision in a way which engages and inspires others</p>
<p>4. Understand the principles of change management in adult care</p>	<p>4.1 Analyse theories and models of change management</p> <p>4.2 Evaluate drivers shaping adult care services</p> <p>4.3 Analyse the evolving nature of care provision</p> <p>4.4 Explain the responsibility of the manager in implementing change</p> <p>4.5 Explain how to use change management tools to support change, innovation and business development</p>
<p>Additional information about this unit</p> <p>1.3 Entrepreneurial skills The skills needed to ensure that the service is able to recognise and proactively adapt to trends, gaps and improvements in the provision of care and support.</p> <p>2.4 Others may include individuals, their carers, family members and friends, advocates, paid workers and other professionals</p> <p>3.2 Key influencers to include: services users, colleagues, local community</p>	
<p>Unit aim (s)</p>	<p>The purpose of this unit is to develop the learner's knowledge and understanding of the contribution entrepreneurial skills can make to adult care services. The unit also looks at the relationship between adult services and wider service provisions. The influence of innovation and change can have on adult care services is also covered. This includes approaches to developing a vision for the service.</p>

Details of the relationship of the unit and relevant national occupational standards	SCDLMCA2
Details of the relationship between the unit and other standards or curricula (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This qualification will be assessed in line with Skills for Care and Development Assessment Principles.