

# SPECIFICATION

**IAO Level 4 Diploma in Adult Care**  
**Qualification Number: 603/2517/3**



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:

<b>Active Leisure</b>	<b>Health and Social Care</b>
<b>Business and Management</b>	<b>Hospitality and Catering</b>
<b>Childcare</b>	<b>IT</b>
<b>Employability</b>	<b>Logistics</b>
<b>Retail</b>	<b>Education and Training</b>

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

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

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

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

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

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

Telephone: 0117 314 2800  
Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/2517/3
<b>Qualification review date</b>	31/12/2022
<b>Guided Learning Hours (GLH)</b>	Minimum of 485 hours
<b>Total Qualification Time (TQT)</b>	Minimum of 700 hours
<b>RQF level</b>	Level 4
<b>Qualification credit value</b>	70 credits
<b>Minimum credits at/above level</b>	68 credits
<b>Assessment requirements</b>	<p>Portfolio of Evidence</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>
<b>Aims and objectives of the qualification</b>	<p>This qualification is designed to equip learners with the knowledge, understanding and skills required to work in a senior role with adults in an adult care setting. The qualification prepares learners to manage complex situations found in Adult Care, and to give advice and guidance to customers and service users of different care services, and is recognised by employers as conferring occupational competence at this level.</p>
<b>Entry guidance</b>	<p>There are no formal entry requirements for this qualification. This qualification is suitable for those who work within the adult care sector. It provides Learners with an opportunity to demonstrate their skills and knowledge in a range of senior roles across the sector.</p>
<b>Progression opportunities</b>	<p>Learners who achieve this qualification could progress into:</p> <ul style="list-style-type: none"> <li>• IAO Level 5 Diploma in Leadership and Management for Adult Care</li> </ul>
<b>Funding</b>	<p>For details on eligibility for government funding please refer to the following websites:</p> <p><a href="http://www.education.gov.uk/section96">http://www.education.gov.uk/section96</a>  <a href="https://www.gov.uk/government/organisations/skills-funding-agency">https://www.gov.uk/government/organisations/skills-funding-agency</a></p>

### **Innovate Awarding**

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

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

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

### **Feedback**

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

### **Complaints**

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

### **Fees**

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

### **Enquiries and Appeals**

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

### **Data Protection**

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

### **Equality and Diversity**

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

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

### **Reasonable Adjustment and Special Consideration**

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

### **Malpractice and Maladministration**

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

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

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

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

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

## The Regulated Qualifications Framework (RQF)

### What is the RQF?

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

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

### Qualification Level

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

### Qualification Size

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

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



## Skills for Care and Development Assessment Principles

### 1. Introduction

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

### 2. Assessment Principles

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.

- 2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified<sup>3</sup>, 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 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.

## **Qualification Structure**

Learners must achieve at least 70 credits to gain this qualification. These are made of 36 credits from the mandatory and a maximum of 34 credits from the optional units.

The Minimum Guided Learning Hours (GLH) for this qualification is 485 hours.

The Total Qualification Time (TQT) for this qualification is 700 hours.

### **Unit Structures**

Mandatory and optional units are listed below.

## Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
K/616/5862	Develop, maintain and use records and reports	4	3	23
M/616/5863	Professional practice in social care for adults	4	3	20
T/616/5864	Work in partnership in adult care settings	4	4	26
A/616/5865	Advanced communication skills	4	4	27
F/616/5866	Personal development in social care settings	4	4	26
J/616/5867	Equality and diversity in adult care settings	4	3	21
L/616/5868	Health and safety in adult care settings	4	3	21
R/616/5869	Facilitate person-centred assessment to support the wellbeing of individuals	4	2	14
J/616/5870	Facilitate support planning to promote positive outcomes for individuals and to support well being	4	2	14
L/616/5871	Understand personalisation in care and support services	5	4	33
R/616/5872	Understand safeguarding and protection in health and social care settings	3	2	18
Y/616/5873	Safeguard children and young people who are present in the adult sector	4	2	14

## Optional units

Unit ref	Unit title	Level	Credit value	GLH
D/616/5874	Develop and implement reablement plans	4	4	30
H/616/5875	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	5	35
K/616/5876	Manage finance within own area of responsibility in adult care settings	4	4	31
T/616/5900	Provide support to adults who have experienced harm or abuse	4	5	39
A/616/5901	Mentoring in social care	4	2	15
H/616/5410	Support individuals in the use of assistive technology	4	4	32
F/616/5902	Assessment, implementation and review of assistive technology in social care	4	4	27
J/616/5903	Understand public funding of individual care needs in adult social care	4	4	29
L/616/5904	Providing independent advocacy to adults	4	5	35
R/616/5905	Support people who are providing homes to individuals	4	6	40
Y/616/5906	Promote assistive technology in adult care	4	4	29
F/616/5401	Theories of relationships and social networks	4	3	29
D/616/5907	Understand professional management and leadership in social care	5	6	50
H/616/5908	Manage quality in adult care settings	5	5	36

K/616/5909	Lead practice in assessing and planning for the needs of families and carers	5	3	22
D/616/5910	Share knowledge and good practice	5	3	20
H/616/5911	Appraise staff performance	5	5	32
K/616/5912	Facilitate change in adult care settings	5	5	33
M/616/5913	Provide information, advice and guidance	4	4	26



## Mandatory units

<b>Title:</b>	<b>K/616/5862 Develop, maintain and use records and reports</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 the legal and organisational requirements for recording information and providing reports	1.1 Explain the legal requirements and agreed ways of working for the security and confidentiality of information 1.2 Analyse tensions between confidentiality and transparency in records and reports 1.3 Specify own responsibilities and those of others when recording information and producing reports
2. Prepare professional records and reports	2.1 Maintain accurate and up to date records 2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them 2.3 Ensure that records and reports comply with legal and organisational requirements 2.4 Use ICT that supports information exchange within and across disciplines and organisations 2.5 Support individuals to participate in the preparation of reports 2.6 Use information communication technology (ICT) systems for the collection and storage of information
3. Use records and reports to inform judgements and decisions	3.1 Clarify the accuracy of records and reports with individuals and others 3.2 Respond to feedback from those who receive records and reports

	<p>3.3 Evaluate how own records and reports provide evidence for the basis of judgements and decisions</p> <p>3.4 Demonstrate the use of facts and evidence based opinions within records and reports</p>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim(s)</b>	This unit increases the learner's knowledge, understanding and skills in developing, maintaining and using records and reports
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>T/616/5864 Work in partnership in adult care settings</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand partnership working	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with: <ul style="list-style-type: none"> <li>• colleagues</li> <li>• <b>other professionals</b></li> <li>• <b>others</b></li> </ul> 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working
2. Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues 2.2 Develop and agree common objectives when working with colleagues 2.3 Evaluate own working relationship with colleagues 2.4 Deal constructively with any conflict that may arise with colleagues
3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals 3.2 Develop procedures for effective working relationships with other professionals within the boundaries of own role and responsibilities 3.3 Agree common objectives when working with other professionals 3.4 Evaluate procedures for working with other professionals 3.5 Deal constructively with any conflict

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

<b>Title:</b>	<b>M/616/5863 Professional practice in social care for adults</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand theories, values and ways of working that underpin practice within adult care	1.1 Analyse <b>theories</b> that underpin professional practice 1.2 Analyse how <b>ways of working</b> underpin service provision 1.3 Analyse how <b>values</b> and principles underpin service provision
2. Understand how duty of care contributes to safe practice	2.1 Explain what it means to have a 'duty of care' 2.2 Analyse how duty of care contributes to <ul style="list-style-type: none"> <li>• safeguarding of individuals</li> <li>• supporting individuals' rights and choices</li> </ul>
3. Understand how to address conflicts that may arise between an individual's rights and choices	3.1 Explain conflicts which may arise between the duty of care and an individual's rights 3.2 Explain how to manage risks associated with conflicts between an individual's rights and the duty of care 3.3 Describe where to get support and advice about managing conflicts
4. Utilise values and ways of working that underpin service provision in own area of work	4.1 Comply with ways of working that underpin service provision 4.2 Apply values and principles that underpin service provision 4.3 Contribute to quality assurance processes to promote positive experiences for individuals using care services
<b>Additional information about this unit</b>	
<b>Theories</b> may include: <ul style="list-style-type: none"> <li>• Human development and growth</li> </ul>	

- Identity and self esteem
- Aging
- Loss and change
- Psychological and sociological perspectives of social issues
- Discrimination

**Values** may include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

**Ways of working** may include:

- Statutory frameworks
- Guidance
- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

<b>Unit aim(s)</b>	This unit is aimed at those who work in adult care settings in a wide range of service provision. The purpose of this unit is for workers to analyse the professional practice in these settings, exploring how duty of care affects service delivery.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>Y/616/5873 Safeguard children and young people who are present in the adult sector</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>14</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the responsibility to safeguard children and young people who are present in an adult care setting	1.1 Analyse the legislation, policies and procedures that apply to safeguarding children and young people 1.2 Explain own responsibility to safeguard children and young people who are present in an adult social care work setting 1.3 Explain the responsibility of others to safeguard children and young people who are present in an adult social care work setting
2. Be able to develop the understanding of others in relation to safeguarding children and young people	2.1 Access information, advice and support to inform knowledge and practice about safeguarding children and young people 2.2 Provide information to others on: <ul style="list-style-type: none"> <li>• <b>Indicators</b> of harm, abuse or neglect</li> <li>• Actions that need to be taken where there are <b>safeguarding concerns</b></li> </ul>
3. Understand how to address conflicts and dilemmas associated with safeguarding children and young people	3.1 Analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult care setting 3.2 Identify actions to take when conflicts and dilemmas about safeguarding arise
<b>Additional information about this unit</b>	
<b>Indicators</b> may include the signs, symptoms and behaviours associated with harm, abuse or neglect	
<b>Safeguarding concerns</b> will include: <ul style="list-style-type: none"> <li>• those identified by self</li> <li>• those identified by others</li> </ul>	

- those that are immediate or ongoing concerns

<b>Unit aim(s)</b>	The purpose of this unit is to assess the knowledge and skills required to safeguard children and young people. It is for those learners who do not work directly with children, but need to know how to recognise and respond to harm, abuse and neglect should they or others encounter these in the course of their work with adults.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A



<b>Title:</b>	<b>A/616/5865 Advanced communication skills</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>27</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand methods of communication	1.1 Describe the benefits of communication between <b>individuals</b> 1.2 Explain <b>models of communication</b> 1.3 Analyse how models of communication can meet the individual's personal needs, wishes and preferences 1.4 Describe how <b>barriers</b> to communication may be overcome 1.5 Explain the impact of ineffective communication on an individual 1.6 How independent advocacy can help to meet communication needs and the circumstances in which it might be required
2. Understand the use of assistive technology to enhance communication	2.1 Discuss the role of assistive <b>technology</b> in supporting individuals to communicate 2.2 Describe types of support that an individual may need in order to use assistive technology 2.3 Describe the specialist services relating to assistive technology 2.4 Explain how to ensure that communication equipment is correctly set up and working
3. Be able to interact with individuals	3.1 Work in partnership with the individual and <b>others</b> to identify their preferred methods of communication 3.2 Use agreed methods of communication to interact with the individual 3.3 Monitor the individual's responses to check the effectiveness of communication 3.4 Interact with an individual using:

	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Reflective listening</li> </ul>
4. Understand the importance of confidentiality when interacting with individuals	<p>4.1 Analyse legal and ethical tensions between maintaining confidentiality and sharing information</p> <p>4.2 Analyse the implications of assistive technology for maintaining confidentiality for the individual</p>
5. Be able to convey information to individuals and others	<p>5.1 Use formats that enable an individual and others to understand the information conveyed</p> <p>5.2 Assess an individual's understanding of information conveyed</p>
<p><b>Additional information</b></p> <p>An <b>individual</b> is someone who requires care or support.</p> <p><b>Models of communication</b> may include: Transactional analysis, Lasswell's, interactive, Schramm, linear.</p> <p><b>Barriers</b> to communication: physical, social, environmental, emotional.</p> <p><b>Technology</b> to include assistive and augmentative and alternative communication (AAC). Refers to equipment, electronic systems and digital software or devices designed to augment and assist communication. These may include items such as:</p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Speech synthesis</li> <li>• Pictures</li> <li>• Gestures</li> <li>• Communication charts</li> <li>• Alphabet boards</li> <li>• Hearing aids</li> <li>• Light board display systems</li> <li>• Eye tracker systems</li> <li>• Speech generation devices</li> <li>• Communication apps</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Carers</li> <li>• Families</li> <li>• Friends</li> <li>• Care and support workers</li> </ul>	
<b>Unit aim(s)</b>	This unit enables the learner to develop advanced communication skills whilst interacting with individuals and others.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.

<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A
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<b>Title:</b>	<b>F/616/5866 Personal development in social care settings</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the competence requirements for own work role	1.1 Explain the duties and responsibilities of own work role 1.2 Explain the <b>standards</b> underpinning own work role 1.3 Describe how to ensure that personal attitudes or beliefs do not obstruct the quality of own work 1.4 Why competence includes using own behaviour to model person centred values and practice
2. Reflect on practice	2.1 Explain the cyclical process of reflection 2.2 Explain the importance of reflective practice in continuously improving the quality of service provided 2.3 Use reflective practice to improve ways of working 2.4 Record progress in relation to personal development
3. Evaluate own performance	3.1 Evaluate own knowledge, understanding and performance against relevant standards 3.2 Use feedback to evaluate own performance and inform development 3.3 Evaluate learning activities used in practice
4. Agree a personal development plan	4.1 Use <b>data and information</b> to plan and review own development 4.2 Work with <b>others</b> to review and prioritise own:

	<ul style="list-style-type: none"> <li>• learning needs</li> <li>• professional interests</li> <li>• development opportunities</li> </ul> <p>4.3 Work with others to agree own <b>personal development plan</b></p> <p>4.4 Take steps to develop own leadership and mentoring skills</p>
5. Be able to use evidence based practice	<p>5.1 Analyse how <b>evidence based practice</b> can be used to inform your practice</p> <p>5.2 Apply evidence based practice to own practice</p> <p>5.3 Evaluate use of evidence based practice in own setting</p>
6. Be able to use reflective practice to contribute to personal development	<p>6.1 Evaluate how learning activities have affected practice</p> <p>6.2 Demonstrate how reflective practice has contributed to improved ways of working</p> <p>6.3 Record progress in relation to personal development</p>

**Additional information about this unit**

**Standards** may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

**Information** may include:

- Journals
- Internet/websites
- Publications
- Legislation
- Professional bodies

**Others** may include:

- Service users
- The individual
- Carers
- Advocates

- Supervisor, line manager or employer
- Other professionals

**Data** may include:

- Supervision
- Feedback from internal and external sources
- Appraisal
- Regulatory feedback

**Evidence based practice** may include:

- Formal and informal research
- Good practice

<b>Unit aim(s)</b>	This unit develops the learner's knowledge and understanding of requirements relating to personal development and the use of reflective practice and evidence based research.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>J/616/5867 Equality and diversity in adult care settings</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>21</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand equality and diversity in adult care	<p>1.1 Analyse how current legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role</p> <p>1.2 Explain the impact on own practice of:</p> <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• inclusion</li> </ul> <p>1.3 Analyse how barriers to equality impact on <b>individuals</b></p> <p>1.4 Explain the attitudes that may lead to discriminatory behaviour</p>
2. Understand how inclusive practice supports equality and diversity	<p>2.1 Explain how inclusive practice promotes equality and supports diversity</p> <p>2.2 Analyse how inclusive practice respects the individual's:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• culture</li> <li>• values</li> <li>• preferences</li> <li>• life experience</li> </ul> <p>2.3 Evaluate principles of inclusive practice</p>
3. Work in a way that supports equality and diversity	<p>3.1 Use person-centred approaches to support equality and diversity</p> <p>3.2 Work with others to promote equality and diversity</p> <p>3.3 Challenge discrimination to promote change</p> <p>3.4 Access resources to support equality and diversity practice</p>

	<p>3.5 Disseminate information to others relating to equality and diversity</p> <p>3.6 Reflect on own practice in relation to equality and diversity</p> <p>3.7 Model behaviour that promotes equality, diversity and inclusion</p>
4. Understand how to promote equality and diversity	<p>4.1 Explain how to challenge discrimination to promote change</p> <p>4.2 Explain how to support others to promote equality and diversity</p> <p>4.3 Evaluate current systems and processes to identify improvements which support equality and diversity</p>
<b>Additional information about this unit</b>	
<b>Individuals</b> are adults, young people or children who use services.	
<b>Unit aim(s)</b>	This unit covers equality and diversity and how to promote inclusion in the work setting, addressing the promotion of good practice and challenging discrimination.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A



<b>Title:</b>	<b>L/616/5868 Health and safety in adult care settings</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 own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Describe current legislation relating to health and safety in own <b>work setting</b> 1.2 Explain health and safety <b>policies and procedures</b> underpinning own role 1.3 Explain the health and safety responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others</b> in the work setting</li> </ul> 1.4 Explain <b>tasks</b> that should not be carried out in own work setting without specialist training
2. Understand how to carry out own responsibilities for health and safety	2.1 Analyse the limits of own role in relation to moving and positioning 2.2 Analyse own responsibilities with regard to legislation and policy for: <ul style="list-style-type: none"> <li>• Emergency first aid</li> <li>• Food safety</li> <li>• Fire safety</li> <li>• Risk to own safety</li> <li>• Risk to safety of others</li> <li>• Prompting of administration of medication</li> <li>• Infection prevention and control</li> <li>• Hazardous substances</li> <li>• Security</li> </ul> 2.3 Explain procedures to be followed if an accident or sudden illness should occur 2.4 Explain how to record and report health and safety incidents

3. Be able to manage risk	3.1 Contribute to development of policies, procedures and practices which identify, assess and manage risk 3.2 Work with others to assess potential risks 3.3 Assess how risk-taking impacts on: <ul style="list-style-type: none"> <li>• individuals</li> <li>• organisations</li> </ul> 3.4 Work with others to manage risks 3.5 Evaluate own practice in leading a balanced approach to risk management
4. Be able to work safely in health and social care settings	4.1 Apply current legislation relating to Health and Safety in own work setting 4.2 Comply with current guidelines for: <ul style="list-style-type: none"> <li>• Hand hygiene</li> <li>• Moving and handling equipment or other objects safely</li> <li>• Checking the identity of anyone requesting access to the work setting</li> <li>• Maintaining evacuation routes</li> <li>• Food safety</li> </ul> 4.3 Complete health and safety records according to legal and work setting requirements
5. Be able to support others to work safely in relation to health and safety	5.1 Support others to work safely

**Additional information about this unit**

**Work setting** may include one specific location or a range of locations, depending on the context of a particular work role.

**Policies and procedures** may include other agreed ways of working as well as formal policies and procedures.

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Tasks** for which special training is required may include:

- Use of equipment
- First aid
- Medication

<ul style="list-style-type: none"> <li>• Health care procedures</li> <li>• Food handling and preparation</li> </ul>	
<b>Unit aim(s)</b>	This unit provides the learner with the knowledge, understanding and skills necessary to implement health and safety in their work setting
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>R/616/5869 Facilitate person-centred assessment to support the well being of individuals</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>14</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand theories and principles of assessment	1.1 Critically analyse theoretical models of assessment 1.2 Review the effectiveness of <b>assessment tools</b> available to support own role 1.3 Analyse the effect of legislation and policy on assessment processes 1.4 Explain the effect <b>assessment</b> practice can have on individuals' lives
2. Be able to work in partnership with an individual and others to facilitate person centred assessment	2.1 Agree with an <b>individual</b> and <b>others</b> the purpose of the assessment 2.2 Agree with an individual and others the intended outcomes of the assessment 2.3 Agree with an individual and others how the assessment should be carried out and who else should be involved 2.4 Ensure that an individual is supported to carry out self-assessment process
3. Be able to carry out person centred assessment that promotes well-being	3.1 Analyse the interrelationship between factors that support an individual's wellbeing 3.2 Take account of the strengths and aspirations of an individual in the assessment 3.3 Work with an individual and others to assess requirements to support wellbeing 3.4 Record the assessment in an agreed format according to organisational policies and procedures
<b>Additional information</b>	

**Assessment** involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention.

**Assessment tools** may include:

- FACE
- Mental health
- Learning disability specific
- Specialist tools for moving and handling, continence, occupation and activities

An **individual** is someone requiring care or support.

**Others** may include:

- Carers
- Families
- Friends
- Care and support workers

<b>Unit aim(s)</b>	This unit assesses the learner's knowledge, understanding and skills required in the assessment processes to support the wellbeing of individuals. This unit covers a range of the key areas of practice that support the implementation of person centred working
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>J/616/5870 Facilitate support planning to promote positive outcomes for individuals and to support well being</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>14</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the principles that underpin outcome based practice	1.1 Critically review approaches to outcome based practice 1.2 Analyse the effect of legislation and policy on outcome based practice 1.3 Explain the impact of the Mental Capacity Act on support planning processes 1.4 Explain how outcome based practice can impact on an individual's life
2. Be able to develop a support plan to meet the identified needs of an individual	2.1 Support an <b>individual</b> to make informed choices about their identified needs, preferences and wishes 2.2 Assist the individual to make informed choices about their support plan 2.3 Evaluate risks associated with a support plan 2.4 Assist an individual to understand the risks associated with the choices they make in their support plan 2.5 Work in partnership with an individual and <b>others</b> to identify options, resources and preferences in relation to an assessment 2.6 Record a plan according to organisational systems and processes to support information sharing
3. Understand the use of assistive living technology in developing a support plan	3.1 Analyse situations where <b>assistive technology</b> solutions can be supportive to an individual and others 3.2 Analyse assistive living technology for an individual in terms of: <ul style="list-style-type: none"> <li>• benefits</li> <li>• risks</li> <li>• challenges</li> </ul>

<p>4. Be able to facilitate the implementation of support plans</p>	<p>4.1 Agree how a support plan will be carried out with an individual and others</p> <p>4.2 Agree the roles and responsibilities of those involved to implement the support plan</p> <p>4.3 Ensure implementation of a support plan</p>
<p>5. Be able to facilitate a person-centred review of a support plan</p>	<p>5.1 Agree the <b>monitoring process</b> for a support plan</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• People</li> <li>• Budget</li> <li>• Compliance with regulators' standards</li> </ul> <p>5.2 Use systems, procedures and practices that engage an individual and others in the review process according to agreed ways of working</p> <p>5.3 Review a support plan to include</p> <ul style="list-style-type: none"> <li>• Feedback from an individual and others</li> <li>• Assessed risks</li> </ul> <p>5.4 Record review process and outcomes according to organisational systems and procedures to support information sharing</p>

**Additional information**

An **individual** is someone who requires care or support

**Others** may include:

- Carers
- Families
- Friends
- Care and support workers

**Assistive Living Technology** may include **Electronic**:

- Sensor mats or pads
- Pendants/telecare
- Echo box/reminding tool
- Key pad entries
- Keys with lights
- Apps for budgeting/direction finding/instructions
- Talking books

Or **Physical**:

- Kettle tippers
- Jar openers
- Special cutlery/utensils

- Key safe box
- Sticks to pull socks up

The **monitoring process** for a support plan:

- Time
- People
- Budget
- Compliance with regulators' standards

<b>Unit aim(s)</b>	This unit enables learners to identify the knowledge, skills and understanding necessary to enable them to facilitate support planning in order to promote positive outcomes for individuals and to support wellbeing.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A



<b>Title:</b>	<b>L/616/5871 Understand personalisation in care and support services</b>
<b>Level:</b>	<b>5</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 personalisation in adult care services	<p>1.1 Compare the ‘professional gift’ ‘empowerment’ and ‘rights’ models of service provision</p> <p>1.2 Define the terms:</p> <ul style="list-style-type: none"> <li>• Personalised service</li> <li>• Self-commissioned service</li> <li>• Self-directed support</li> <li>• Micro-employer</li> </ul> <p>1.3 Compare <b>models of service provision</b> facilitating personalisation</p> <p>1.4 Explain why the concept of ‘outcomes’ is central to personalisation</p> <p>1.5 Identify legislative and policy drivers for personalised services</p>
2. Understand the systems and processes that support personalisation	<p>2.1 Describe the impact that personalisation has on the commissioning, funding and delivery of services</p> <p>2.2 Analyse the roles of direct payments and individual budgets in supporting personalisation</p> <p>2.3 Explain the role of brokerage in commissioning and delivering personalised services</p> <p>2.4 Describe types of support that <b>individuals</b> or their families might need in order to access personalised services</p>
3. Understand roles and responsibilities within self-directed support	<p>3.1 Explain the importance of knowing roles and remits in relation to the delivery and quality of self-directed support</p> <p>3.2 Analyse the responsibilities held for the delivery and quality of self-directed support by:</p> <ul style="list-style-type: none"> <li>• Direct payments recipients</li> </ul>

	<ul style="list-style-type: none"> <li>• Commissioners</li> <li>• Social workers/managers</li> </ul>
4. Know how to promote personalisation	<p>4.1 Analyse the attitudes, approaches and skills needed in own role to implement personalisation</p> <p>4.2 Evaluate the impact of personalisation on own role</p> <p>4.3 Propose ways to enhance own contribution to promoting personalisation</p>
5. Know how to develop systems and structures for personalisation	<p>5.1 Evaluate how far systems and structures in own organisation have adapted to personalisation</p> <p>5.2 Describe ways to improve systems and structures to enhance personalisation</p>
<p><b>Additional information</b></p> <p><b>Models of service provision</b> may include: professional gift, empowerment, rights</p> <p>An <b>individual</b> is someone who requires care or support</p>	
<b>Unit aim(s)</b>	This unit is aimed at those whose work involves commissioning, providing or contributing to services for care and support. Learners will develop their understanding of the theory, practice and legislation that underpins the personalisation agenda for care and support services.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>R/616/5872 Understand safeguarding and protection in health and social care settings</b>
<b>Level:</b>	<b>3</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 the impact of current legislation for the safeguarding of vulnerable adults	1.1 Explain the current legislative framework that supports the safeguarding of vulnerable adults 1.2 Explain how current national guidelines and local policies and procedures for safeguarding affect own work role 1.3 Explain own responsibilities relating to the current legislative framework in relation to safeguarding
2. Understand how to respond to suspected or alleged abuse	2.1 Describe signs and symptoms associated with types of abuse 2.2 Explain actions to take if there are suspicions that an individual is being abused 2.3 Explain actions to take if an individual alleges that they are being abused 2.4 Explain how to raise concerns when suspected abuse has been reported but procedures do not appear to have been followed
3. Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults	3.1 Explain agreed protocols for working in partnership with other organisations 3.2 Explain own role in partnership working
4. Understand how to support others in safeguarding	4.1 Explain how to support <b>others</b> to raise concerns 4.2 Explain how to support others during the safeguarding process
<b>Additional information about this unit</b>  <b>Others</b> may include: <ul style="list-style-type: none"> <li>• The individual</li> <li>• Families and Carers</li> </ul>	

- Advocates
- Supervisor, line manager or employer
- Other professionals

<b>Unit aim(s)</b>	This unit addresses types of harm and abuse and the symptoms of each. The unit also covers understanding of the policies and procedures in place around safeguarding and the role of the worker in putting these into practice.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

## Optional Units

<b>Title:</b>	<b>D/616/5874 Develop and implement reablement plans</b>
<b>Level:</b>	<b>4</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 reablement in adult care	1.1 Explain legislation and policy drivers relating to reablement 1.2 Analyse the evidence base for current policy drivers towards reablement 1.3 Explain the principles supporting reablement 1.4 Explore the cultural shift in working to support individuals and their families to learn how to meet their own needs
2. Understand the importance of activities of daily living for individuals	2.1 Explain the basic and complex activities of daily living 2.2 Explain how activities of daily living support individual roles and identity 2.3 Explore the <b>barriers</b> to activities of daily living
3. Understand resources available to support reablement	3.1 Explain <b>techniques</b> that can be adopted for successful reablement 3.2 Describe how different equipment can be used to support reablement 3.3 Explain how technology can support reablement
4. Contribute to the development of plans for reablement	4.1 Work in partnership with individuals and <b>others</b> to set outcome focussed goals using assessment information 4.2 Address any barriers identified in the reablement plan 4.3 Identify resources needed to implement the reablement plan 4.4 Assess risks associate with the agreed reablement plan

	<p>4.5 Explain positive risk taking when working towards outcomes focussed goals</p> <p>4.6 Develop contingency plans to reduce the likelihood of identified risks</p>
<p>5. Be able to implement reablement plan</p>	<p>5.1 Enable optimum participation in activities of daily living</p> <p>5.2 Enable learning and engagement with individuals and their families</p> <p>5.3 Work in partnership with individuals and others to monitor progress against the outcome focussed goals</p> <p>5.4 Work in partnership with individual and others to agree any changes to the reablement plan</p> <p>5.5 Record agreed changes to the reablement plan</p>

**Additional information about this unit**

**Principles supporting reablement:**

- Independence
- Empowerment
- Personalisation
- Choice and control

**Others** may include:

- Carers
- Families
- Friends
- Care workers
- Colleague
- Manager
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate

- Support groups

**Barriers** to activities of daily living:

- Environmental
- Social
- Physical
- Emotional
- Sensory impairment
- Cognitive
- Finance

**Techniques** may include:

- pacing
- grading
- energy conservation
- times and length of calls
- spacing between visits

<b>Unit aim(s)</b>	This unit provides the opportunity for the learner to understand the key principles of reablement and to demonstrate how to develop and implement reablement plans.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>H/616/5875 Identify the physical health needs of individuals with mental health needs and plan appropriate actions</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>35</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand how to assess the physical health needs of individuals with mental health needs	1.1 Analyse how physical and mental health needs may impact on one another 1.2 Describe needs-led assessment and person-centred planning 1.3 Evaluate the legislation, policies and procedures that apply to the assessment process 1.4 Explain why it is important to consider all information gathered during the assessment process as a whole
2. Be able to carry out assessments of the physical health needs of individuals with mental health needs	2.1 Obtain <b>valid consent</b> from the individual prior to assessment 2.2 Carry out an assessment of an individuals' physical health needs in line with <b>agreed ways of working</b> 2.3 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual 2.4 Identify where the outcomes of the assessment require further advice, investigation or referral
3. Be able to document the outcome of assessments	3.1 Record assessments in line with agreed ways of working 3.2 Explain why agreement on sharing of information with others may conflict with the wishes of the individual



	3.3 Discuss the content of the assessment records with the individual
4. Be able to plan actions needed following physical health assessments	4.1 Describe the actions that could be taken to meet the individual's needs identified by the assessment 4.2 Identify the risks attached to various courses of action 4.3 Plan actions to be taken in line with agreed ways of working
5. Be able to identify resources and services needed by individuals following physical health assessments	5.1 Identify the resources and/or services required by the individual as a result of the assessment 5.2 Explain how an individual's needs can be met when it is difficult to secure resources
6. Be able to make referrals	6.1 Obtain and record valid consent where referral is required 6.2 Make referrals in line with agreed ways of working 6.3 Describe why a referral may be refused
<p><b>Additional information about this unit</b></p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>	
<b>Unit aim(s)</b>	This unit applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining courses of action to promote their physical health.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>K/616/5876 Manage finance within own area of responsibility in adult care settings</b>
<b>Level:</b>	<b>4</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 financial management in own work setting	1.1 Explain the importance of effective financial management systems within own work setting 1.2 Outline sources of funding that are used to construct the budget for own work setting 1.3 Describe the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting
2. Be able to plan budget requirements for own area of responsibility	2.1 Work with <b>others</b> to calculate the financial resources required to meet objectives within own area of responsibility 2.2 Communicate budget requirements to inform overall budget build 2.3 Analyse the impact of an insufficient budget on service delivery 2.4 Work with others to prioritise budget allocation in own area of responsibility
3. Be able to manage a budget	3.1 Explain the financial management systems that are available to monitor a 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

	<p>3.6 Implement corrective action to address any variances</p> <p>3.7 Make revisions to the budget to take account of variances and <b>new developments</b></p>
4. Be able to evaluate financial expenditure within own area of responsibility	<p>4.1 Review actual expenditure against planned expenditure within a financial period</p> <p>4.2 Report findings from budget reviews</p> <p>4.3 Make recommendations for adjustments for budget planning and management</p>
<p><b>Additional information about this unit</b></p> <p><b>Others</b> may include:</p> <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> <p><b>Financial period</b> may include:</p> <ul style="list-style-type: none"> <li>• Monthly</li> <li>• Quarterly</li> <li>• Half year</li> <li>• Full year</li> </ul> <p><b>New developments</b> may include:</p> <ul style="list-style-type: none"> <li>• The demands of market forces</li> <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 setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in the work setting.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>L/616/5904 Providing independent advocacy to adults</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>35</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to provide Independent Advocacy support to adults	1.1 Identify <b>settings</b> where adults may require the support of an advocate 1.2 Analyse and address the potential negative impact of the environment 1.3 Promote the advocacy service 1.4 Identify and address <b>dilemmas</b> advocates can face in practice 1.5 Support adults to self-advocate 1.6 Apply <b>local or national standards</b> to advocacy services
2. Be able to treat the individual receiving advocacy support as an individual	2.1 Use <b>communication methods</b> appropriate to the individual 2.2 Resolve <b>barriers</b> that can prevent people being treated as an individual 2.3 Use underpinning advocacy principles of empowerment and person-centred practice to treat people as individuals 2.4 Describe how cultural backgrounds can impact on the advocacy relationship 2.5 End the advocacy relationship a positive manner
3. Be able to assist the individual receiving advocacy support to explore choices and potential consequences	3.1 Help individuals to access a range of <b>sources of information</b> on options available 3.2 Support an individual to explore options available and make choices 3.3 Use UK and European <b>legislation</b> to identify human, service and legal rights 3.4 Act on the choices and preferred options of an individual
4. Be able to work safely	4.1 Use supervision to identify good practice and areas for improvement

	<p>4.2 Maintain accurate records</p> <p>4.3 Summarise local adult protection procedure</p> <p>4.4 Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality</p>
<p><b>Additional information about this unit</b></p> <p><b>Settings:</b> including prisons, day centres, hospital and locked wards and their impact on the adult receiving advocacy support.</p> <p><b>Dilemmas:</b> including maintaining confidentiality, remaining person centred and information sharing.</p> <p><b>Local or national standards:</b> The UK Advocacy Network (UKAN), Mind, Action For Advocacy: Advocacy Charter and Code of Practice.</p> <p><b>Communication methods:</b> verbal and non verbal methods of communication.</p> <p><b>Barriers:</b> including financial, time, personal and organisational.</p> <p><b>Sources of information:</b> including reports, records, medical information and rights.</p> <p><b>Legislation:</b> including Human Rights Act (1998); Equality Act (2010); Mental Capacity Act (2005); Data Protection Act (1998); Health and Safety at Work Act (1974).</p>	
<b>Unit aim(s)</b>	The unit aims to provide learners with an understanding and the practical skills needed to provide Independent Advocacy to adults in a range of settings including: care homes, hospital wards, community settings, secure settings, supported housing, prisons, day centres and police stations.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>T/616/5900 Provide support to adults who have experienced harm or abuse</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>39</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the role of self and others when supporting individuals who have experienced harm or abuse	<p>1.1 Explain own role and responsibilities to <b>individuals</b> who have experienced <b>harm or abuse</b></p> <p>1.2 Explain the role and responsibilities of <b>others</b> to individuals who have experienced harm or abuse</p> <p>1.3 Explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse</p>
2. Support individuals to disclose harm or abuse	<p>2.1 Support an individual to understand how information about harm or abuse will be shared</p> <p>2.2 Support an individual to disclose any harm or abuse they have experienced, at their own pace</p> <p>2.3 Explain why it is important to respond calmly to disclosures of harm or abuse</p> <p>2.4 Communicate with an individual according to their level of understanding when they are disclosing harm or abuse</p> <p>2.5 Seek <b>only sufficient information</b> to confirm that there is an allegation</p> <p>2.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court</p> <p>2.7 Keep detailed, accurate, timed, dated and signed records about any disclosures of harm or abuse</p> <p>2.8 Access further support in situations that are outside your expertise, experience, role and responsibility</p>

<p>3. Be able to support individuals who have experienced harm or abuse</p>	<p>3.1 Access information about how to support an individual who has experienced harm or abuse</p> <p>3.2 Work with an individual, agreed <b>key people</b> and others to establish what outcomes they want from safeguarding interventions</p> <p>3.3 Work with an individual, agreed key people and others to understand implications from harm and abuse</p> <p>3.4 Work with agreed key people and others to support an individual to deal with distress, fear and anxieties that may have been caused by harm or abuse</p> <p>3.5 Work with agreed key people and others to support an individual to develop positive coping strategies</p> <p>3.6 Seek support where the individual's behaviour gives cause for concern</p> <p>3.7 Use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experienced</p> <p>3.8 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse</p>
<p><b>Additional information about this unit</b></p> <p><b>Individuals</b> would include a person who is accessing care or support.</p> <p><b>Harm or abuse</b> may include neglect; physical; emotional; sexual; financial abuse; bullying; self-harm.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Other professionals</li> <li>• Advocates</li> </ul> <p><b>Only sufficient information</b> – this would involve avoiding leading questions or putting pressure on the individual to divulge information.</p> <p><b>Key people</b> are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship.</p>	
<p><b>Unit aim(s)</b></p>	<p>The purpose of this unit is to develop the knowledge, understanding and skills of the</p>

	learner to support individuals who have experienced harm or abuse.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A



<b>Title:</b>	<b>A/616/5901 Mentoring in social care</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand own role and responsibilities in relation to mentoring in adult care	1.1 Compare and contrast <b>models</b> for mentoring 1.2 Explain the role of a mentor in adult care 1.3 Analyse the skills and qualities required for a mentoring role 1.4 Analyse how own values, behaviours, attitudes and emotional awareness can impact on a mentoring role 1.5 Explain why in a mentoring relationship it is important to establish: <ul style="list-style-type: none"> <li>• ground rules for engagement</li> <li>• boundaries</li> <li>• responsibilities and autonomy of mentee</li> </ul> 1.6 Explain the importance of working to ethical and professional standards 1.7 Discuss sources of support to deal with issues which are outside of own expertise and authority
2. Understand the use of mentoring in adult care	2.1 Explain <b>legal and organisational requirements</b> relating to the mentoring role 2.2 Analyse the benefits of mentoring to the organisation 2.3 Analyse the impact of mentoring on the learning and development of the mentee
3. Understand methods of establishing a mentoring relationship	3.1 Analyse <b>communication techniques</b> used in mentoring relationships 3.2 Examine the role of confidentiality in maintaining mentoring relationships

<p>4. Be able to agree goals and outcomes in partnership with the mentee</p>	<p>4.1 Establish a mentoring agreement with a mentee to include:</p> <ul style="list-style-type: none"> <li>• ground rules for engagement</li> <li>• boundaries</li> <li>• responsibilities and autonomy of mentee</li> </ul> <p>4.2 Agree goals and outcomes with a mentee</p> <p>4.3 Agree processes for recording interactions and progress to support information sharing</p>
<p>5. Be able to mentor in adult care</p>	<p>5.1 Plan activities for mentoring based on identified goals and outcomes</p> <p>5.2 Use mentoring techniques in order to maintain a working relationship with the mentee</p> <p>5.3 Use communication techniques that develop the mentoring relationship</p> <p>5.4 Provide constructive feedback to mentee</p>
<p><b>Additional information about this unit</b></p> <p><b>Models may include:</b></p> <ul style="list-style-type: none"> <li>• apprentice model</li> <li>• competency model</li> <li>• reflective model</li> <li>• GROW model</li> </ul> <p><b>Legal and organisational requirements:</b></p> <ul style="list-style-type: none"> <li>• data protection</li> <li>• privacy</li> <li>• confidentiality</li> <li>• safeguarding and disclosure</li> </ul> <p><b>Communication techniques may include:</b></p> <ul style="list-style-type: none"> <li>• Establish rapport</li> <li>• Identify points of connection</li> <li>• Clear open discussion</li> <li>• Sharing assumptions, needs, expectations</li> <li>• Discussion re: previous mentoring relationships</li> <li>• Active listening</li> <li>• Reflecting</li> <li>• Summarizing</li> <li>• Communication via range of methods</li> <li>• Immediate feedback</li> <li>• Use of praise</li> </ul>	
<p><b>Unit aim(s)</b></p>	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the mentoring process. This</p>

	unit covers a range of the key areas of practice.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 4, 5, 6 must be assessed in the work setting.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>H/616/5410 Support individuals in the use of assistive technology</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>32</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the range, purpose and effectiveness of assistive technology available to support individuals	1.1 Research the range, purpose and effectiveness of assistive technology that is available to support individuals in own area of work 1.2 Explain how assistive technology can have a positive impact on the <b>well being</b> and quality of life of individuals
2. Be able to support the selection of assistive technology with individuals	2.1 Explain own role and the roles of others in the provision of assistive technology for individuals 2.2 Support an individual to access specialist information and support about assistive technology 2.3 Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology 2.4 Support an individual to select assistive technology to meet their needs and preferences
3. Be able to support the use of assistive technology aids with an individual	3.1 Prepare the environment to support the use of assistive technology with an individual 3.2 Support the use of assistive technology following instructions or guidelines within boundaries of own role 3.3 Record the use of assistive technology following procedures or agreed ways of working 3.4 Explain when and to whom referrals for maintenance or repair would be made

<p>4. Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes</p>	<p>4.1 Review the effectiveness of assistive technology against identified outcomes with individuals and / or <b>others</b></p> <p>4.2 Provide feedback to others on the use of assistive technology</p> <p>4.3 Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others</p> <p>4.4 Evaluate own practice in using assistive technology to meet identified outcomes</p> <p>4.5 Adapt own practice to support the needs of the individual</p>
<p><b>Additional information about this unit</b></p> <p><b>Well Being</b> e.g.</p> <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Psychological</li> <li>• Physical</li> </ul> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers / family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>	
<p><b>Unit aim(s)</b></p>	<p>The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support the use of assistive technology.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2, 3 &amp; 4 must be assessed in a real work environment.</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/616/5902 Assessment, implementation and review of assistive technology in social care</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 how legislation and regulatory procedures impact on the provision of assistive technology	1.1 Analyse how <b>assistive technology</b> provision is affected by: <ul style="list-style-type: none"> <li>• legislation</li> <li>• mental capacity</li> <li>• regulatory procedures</li> </ul>
2. Understand how assistive technology can support independent living and wellbeing	2.1 Critically compare <b>assistive technology solutions</b> 2.2 Research developments in assistive technology 2.3 Compare how assistive technology can improve outcomes for <b>individuals</b>
3. Be able to carry out assessment for assistive technology	3.1 Support an individual and <b>others</b> to review assistive technology in relation to their: <ul style="list-style-type: none"> <li>• strengths</li> <li>• needs</li> <li>• options</li> </ul> 3.2 Use assessment to identify assistive technology solutions which preserve dignity for an individual 3.3 Support an individual to express their informed choice about assistive technology considering <ul style="list-style-type: none"> <li>• merits of different solutions</li> <li>• impact of different solutions</li> <li>• concerns an individual has</li> </ul> 3.4 Assess the suitability of the home environment for assistive technology 3.5 Undertake risk assessment for the suitability of assistive technology 3.6 Use agreed processes to establish consent when an individual is not able to

	<p>express informed consent for themselves</p> <p>3.7 Record outcomes of assessment according to <b>agreed ways of working</b></p>
4. Be able to support an individual and others to implement assistive technology	<p>4.1 Offer <b>advice and guidance</b> in relation to assistive technology procurement</p> <p>4.2 Support an individual and others to measure the impact of assistive technology</p> <p>4.3 Support an individual and others to understand roles and responsibilities regarding <b>contractual obligations</b></p> <p>4.4 Evaluate support measures available to individuals using assistive technology to maintain their independence</p> <p>4.5 Establish contingency plans for assistive technology provision to address areas identified in risk assessment</p> <p>4.6 Develop a strategy for on-going assessment and review according to agreed ways of working</p>
5. Be able to work in partnership with an individual and others to review provision of assistive technology	<p>5.1 Review the provision of assistive technology with an individual and others including:</p> <ul style="list-style-type: none"> <li>• Feedback from an individual and others</li> <li>• Assessed risks</li> </ul> <p>5.2 Record review process and outcomes according to agreed ways of working</p>

**Additional information about this unit**

**Assistive technology** may include:

**Electronic:** e.g.

- sensor mats/pads
- pendants/telecare
- echo bot/reminding tool
- key pad entries
- keys with lights
- applications for budgeting/direction finding/instructions
- talking books

**Physical:** e.g.

- kettle tippers,
- jar openers,
- special cutlery/utensils
- key safe box
- stocking aids

**Organisational** e.g.

- iPads/apps/tablets
- PCs/laptops
- video links
- webinars
- software packages
- remotely or virtually operated assistive technology

**Assistive technology solutions** for:

- communications
- wellbeing
- employment
- finance
- keeping safe
- travel
- social networking

An **individual** is someone requiring care or support

**Others** may include:

- colleagues
- team members
- carers
- families
- other professionals

**Agreed ways of working** may include organisational practices, policies and procedures where they exist

**Risk assessment** for the assistive technology:

- social
- safeguarding
- financial
- operability
- data protection

**Advice and guidance** including:

- Solution options
- Cost
- Availability
- Sourcing
- Funding options

**Contractual obligations** may include for individual and suppliers:

- warranty



<ul style="list-style-type: none"> <li>• contracting arrangements</li> <li>• servicing/maintenance arrangements</li> </ul>	
<b>Unit aim(s)</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support the assessment, review and implementation of assistive technology.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 must be assessed in the work setting.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>J/616/5903 Understand public funding of individual care needs in Adult Social Care</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>29</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the welfare benefit system	1.1 Describe the legislation relating to the welfare benefits system 1.2 Explain eligibility criteria of current means tested benefits 1.3 Explain eligibility criteria of current non means tested benefits 1.4 Explain how <b>changes of circumstances</b> may affect benefit entitlement
2. Understand the processes relating to local authority for individual care needs	2.1 Explain the legislation relating to local authority funding 2.2 Explain current eligibility criteria 2.3 Explain local Authority funding levels for care needs 2.4 Explain local authority financial assessment processes
3. Understand the processes relating to National Health Service (NHS) funding for individual care needs	3.1 Explain NHS funding eligibility criteria 3.2 Explain the process for challenging NHS funding decisions
4. Understand ways in which <b>others</b> can manage financial affairs of an individual	4.1 Explain aspects of the Mental Capacity Act (MCA) 2005 which relate to managing the financial affairs of an individual 4.2 Explain the application of: <ul style="list-style-type: none"> <li>• Enduring Power of Attorney</li> <li>• Lasting Power of Attorney</li> <li>• Court of Protection Deputy</li> <li>• Department of Work and Pensions Appointee</li> </ul>
5. Understand how to signpost and refer to professional advice services	5.1 Explain when to refer to <ul style="list-style-type: none"> <li>• financial advice</li> <li>• legal advice</li> </ul> 5.2 Explain how to refer to specialist <ul style="list-style-type: none"> <li>• financial advice</li> </ul>

	<ul style="list-style-type: none"> <li>• legal advice</li> </ul>
<p><b>Additional information about this unit</b></p> <p><b>Changes of circumstances</b> may include:</p> <ul style="list-style-type: none"> <li>• Admission to hospital</li> <li>• Discharge from hospital</li> <li>• Admission to care home</li> <li>• Change in status:             <ul style="list-style-type: none"> <li>- Housing</li> <li>- Marital</li> <li>- Medical</li> <li>- Physical</li> <li>- Immigration</li> <li>- Death</li> <li>- Income/capital/savings</li> <li>- Employment</li> <li>- Imprisonment</li> </ul> </li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Carers</li> <li>• Family</li> <li>• Friends</li> <li>• Solicitor</li> <li>• Corporate Deputies</li> </ul>	
<b>Unit aim(s)</b>	This unit provides the opportunity for the learner to develop an understanding of the complex nature of public funding and the legislation governing this.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>R/616/5905 Support people who are providing homes to individuals</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>40</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to carry out assessments for the approval of adult placement / shared lives carers	1.1 Provide information to <b>carer(s)</b> on the criteria against which they will be assessed 1.2 Work with carer(s) to clarify their role and responsibilities 1.3 Carry out the initial assessment of carer(s) against agreed criteria 1.4 Complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks 1.5 Agree the content of the assessment report with carer(s) 1.6 Present the assessment for approval of carer(s) in line with work setting requirements
2. Be able to support adult placement / shared lives carers to prepare for providing a home to an individual	2.1 Provide advice and guidance to carer(s) about preparing to share their home and their lives with an individual 2.2 Support carer(s) to reflect on changes they will need to make in order to provide a home to an <b>individual</b> 2.3 Work with carer(s) to identify learning needs related to providing a home to an individual 2.4 Support carer(s) to meet their learning needs 2.5 Support carer(s) to reflect on how they can make an individual feel welcome in their home 2.6 Support carer(s) to develop 'house rules'

	2.7 Support carer(s) to prepare their families and networks for the inclusion of an individual
3. Be able to carry out the matching process between adult placement / shared lives carers and individuals	<p>3.1 Match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s)</p> <p>3.2 Provide information to an individual and matched carer(s) prior to introductions</p> <p>3.3 Facilitate introduction meetings between an individual and potential carer(s)</p> <p>3.4 Work with an individual, potential carer(s) and <b>others</b> to evaluate the introduction sessions</p> <p>3.5 Work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made</p>
4. Be able to monitor and review placements of individuals	<p>4.1 Carry out placement monitoring visits with an individual and carer(s) according to work setting requirements</p> <p>4.2 Complete reports from placement visits in line with work setting requirements</p> <p>4.3 Provide ongoing advice and guidance to carer(s) about the support of an individual</p> <p>4.4 Carry out periodic reviews of carer(s) in line with work setting requirements</p>
<p><b>Additional information about this unit</b></p> <p><b>Carer(s)</b> in the context of this unit carers are ‘adult placement or shared lives’ carers who provide accommodation and / or support in their home. This includes the mutual sharing of everyday life experience between the approved carer and the individual who chooses to use this type of service.</p> <p><b>Individuals</b> refers to people accessing care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Families, friends, advocates or others who are important to individuals</li> </ul>	
<b>Unit aim(s)</b>	The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support to people who are providing support to individuals.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.

<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A
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<b>Title:</b>	<b>Y/616/5906 Promote assistive technology in adult care</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>29</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the difficulties individuals face when accessing assistive technology	1.1 Analyse <b>barriers for individuals and others to assistive technology</b> 1.2 Analyse <b>barriers of own organisation</b> to the provision of assistive technology
2. Be able to support the organisation to offer assistive technology	2.1 Evaluate how own organisation currently uses assistive technology 2.2 Analyse support networks for users of assistive technology within the organisation 2.3 Propose a strategy to reduce identified barriers to assistive technology for <ul style="list-style-type: none"> <li>• individuals</li> <li>• others</li> <li>• own organisation</li> </ul> 2.4 Contribute to the development of assistive technology: <ul style="list-style-type: none"> <li>• policies</li> <li>• procedures</li> <li>• practices</li> </ul> 2.5 Obtain feedback from individuals and others to support future developments in the offer of assistive technology
3. Be able to champion the use of assistive technology	3.1 Evaluate the skills and knowledge of others in using assistive technology 3.2 Support others' knowledge of assistive technology through: <ul style="list-style-type: none"> <li>• information</li> <li>• guidance</li> <li>• training /education</li> </ul> 3.3 Support others to implement assistive technology 3.4 Evaluate the impact of assistive technology on individuals

	<p>3.5 Propose a strategy to support self and others to:</p> <ul style="list-style-type: none"> <li>• maintain own competence</li> <li>• manage knowledge transfer</li> </ul>
<p><b>Additional information about this unit</b></p> <p><b>Barriers to assistive technology</b></p> <ul style="list-style-type: none"> <li>• social</li> <li>• psychological</li> <li>• economic</li> <li>• organisational</li> </ul> <p><b>Assistive technology</b> may include:</p> <p><b>Electronic:</b> eg.</p> <ul style="list-style-type: none"> <li>• sensor mats/pads</li> <li>• pendants/telecare</li> <li>• echo bot/reminding tool</li> <li>• key pad entries</li> <li>• keys with lights</li> <li>• applications for budgeting/direction finding/instructions</li> <li>• talking books</li> </ul> <p><b>Physical:</b> eg.</p> <ul style="list-style-type: none"> <li>• kettle tipplers,</li> <li>• jar openers,</li> <li>• special cutlery/utensils</li> <li>• key safe box</li> <li>• stocking aids</li> </ul> <p><b>Organisational</b> eg.</p> <ul style="list-style-type: none"> <li>• iPads/apps/tablets</li> <li>• PCs/laptops</li> <li>• video links</li> <li>• webinars</li> <li>• software packages</li> </ul> <p><b>Remotely or virtually operated assistive technology</b></p> <p><b>Barriers of own organisation</b> including:</p> <ul style="list-style-type: none"> <li>• policies</li> <li>• procedures</li> <li>• practices</li> <li>• economic factors</li> </ul> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• colleagues</li> </ul>	



<ul style="list-style-type: none"> <li>• team members</li> <li>• carers</li> <li>• families</li> <li>• other professionals</li> </ul>	
<b>Additional information about this unit</b> N/A	
<b>Unit aim(s)</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote assistive technology. This unit covers the key areas of practice in the development of organisational culture, policies, procedures and practices to support implementation of assistive technology solutions.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>F/616/5401 Theories of relationships and social networks</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>29</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand relationship theories underpinning adult care practice	1.1 Explain principles of relationship theories 1.2 Analyse how relationship theories enhance health and social care practice
2. Understand factors that can affect the process of a relationship	2.1 Explain the processes involved in the development, maintenance and breakdown of relationships 2.2 Analyse <b>influences</b> on the development, maintenance and breakdown of relationships
3. Understand the influence of relationships on well-being and self esteem	3.1 Explain the effects of supportive relationships and social networks on an individual's well-being and self esteem 3.2 Analyse the impact of difficult relationships on an individual's well-being and self esteem
<b>Additional information about this unit</b>	
<b>Influences:</b> Social factors; economic factors; cultural factors; psychological factors; physical factors.	
<b>Unit aim(s)</b>	This unit provides the learner with the knowledge required to understand supportive relationships and social networks in adult care settings, and how they can affect an individual's well-being and self esteem.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>D/616/5907 Understand professional management and leadership in social care</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>50</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand theories of management and leadership and their application to adult care settings	1.1 Research theories of management and leadership 1.2 Analyse how theoretical models of management and leadership can be applied to adult care service provision 1.3 Describe how the values and cultural context of an organisation influence the application of management and leadership models
2. Understand the relationship between professional management and leadership	2.1 Identify the interdependencies between leadership and management 2.2 Analyse the conflicts between the application of management and leadership models 2.3 Describe how conflicts between management and leadership models can be addressed
3. Understand the skills of professional management and leadership in adult care settings	3.1 Analyse the skills required to be an: <ul style="list-style-type: none"> <li>• Effective manager</li> <li>• Effective leader</li> </ul> 3.2 Explain why managers in adult care settings need both management and leadership skills 3.3 Analyse how leadership skills can influence the values of an organisation 3.4 Explain why leadership styles may need to be adapted to manage different situations
4. Understand the impact of policy drivers on professional management and leadership in health and social care	4.1 Identify factors that influence policy drivers in adult care settings

	4.2 Analyse emerging themes and trends that impact on management and leadership of adult care services
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim(s)</b>	The purpose of this unit is to develop the learner's knowledge and understanding in relation to management and leadership in adult care settings, and the skills involved in each role.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>H/616/5908 Manage quality in adult care settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>36</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the context of quality assurance in an adult care setting	1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting 1.2 Analyse how quality standards influence positive outcomes for <b>individuals</b> 1.3 Evaluate methods that can be used to measure the achievement of quality standards
2. Be able to implement quality standards in an adult care setting	2.1 Work with team members and <b>others</b> to <ul style="list-style-type: none"> <li>• agree quality standards for the service</li> <li>• select indicators to measure agreed standards</li> <li>• identify controls to support the achievement of agreed standards</li> </ul> 2.2 Develop systems and processes to measure achievement of quality standards 2.3 Support team members to carry out their roles in implementing quality controls 2.4 Explain how quality assurance standards relate to performance management
3. Be able to lead the evaluation of quality processes in an adult care setting	3.1 Support team members to carry out their roles in monitoring quality indicators 3.2 Use selected indicators to evaluate the achievement of quality standards 3.3 Work with others to identify: <ul style="list-style-type: none"> <li>• areas of best practice</li> <li>• areas for improvement</li> </ul>

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

<b>Title:</b>	<b>M/616/5913 Provide information, advice and guidance</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the importance of providing information, advice and guidance in a person-centred way	1.1 Explain the relationship between information, advice and guidance 1.2 Explain the importance of respecting: <ul style="list-style-type: none"> <li>• values</li> <li>• diversity</li> <li>• cultures</li> <li>• beliefs</li> <li>• expertise</li> <li>• experience in providing information, advice and guidance</li> </ul> 1.3 Analyse the risks in supporting individuals and <b>others</b> to access information, advice and guidance 1.4 Explain why accurate, timely and relevant information, advice and guidance is important 1.5 Outline the impact on individuals and others of information, advice and guidance in enabling informed decisions
2. Understand the provision of information, advice and guidance in own practice	2.1 Analyse own role, responsibilities and boundaries in the provision of information, advice and guidance 2.2 Analyse ethical principles and their impact on own practice
3. Provide accurate information advice and guidance using different sources	3.1 Establish requirements for information, advice and guidance with individuals and others 3.2 Provide person centred information, advice and guidance to individuals and others 3.3 Support individuals and others to access information, advice and guidance from different <b>sources</b>

	<p>3.4 Signpost individuals and others for specialist advice</p> <p>3.5 Discuss any potential risk in information, advice and guidance given with individuals and others</p> <p>3.6 Summarise information, advice and guidance offered</p> <p>3.7 Check the understanding of information, advice and guidance offered</p> <p>3.8 Record information, advice and guidance offered including identified risks in ways agreed by the organisation</p>
<p>4. Be able to review own practice in information, advice and guidance</p>	<p>4.1 Review how the interaction with individuals and others met their information, advice and guidance needs</p> <p>4.2 Implement plan to develop own knowledge and practice in providing information, advice and guidance</p> <p>4.3 Evaluate own knowledge and practice in providing information, advice and guidance</p>
<p><b>Additional information about this unit</b></p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Carers</li> <li>• Families</li> <li>• Friends</li> <li>• Care and support workers</li> </ul> <p><b>Sources</b> may include:</p> <ul style="list-style-type: none"> <li>• Leaflets</li> <li>• Libraries</li> <li>• GP</li> <li>• Advisory Agencies</li> <li>• Internet</li> <li>• Other media sources – e.g. DVD</li> <li>• Social media</li> </ul>	
<p><b>Unit aim(s)</b></p>	<p>This unit provides the opportunity for the learner to develop their knowledge, understanding and skills in working to support people to access required information, advice and guidance.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>



<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A
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<b>Title:</b>	<b>K/616/5909 Lead practice in assessing and planning for the needs of families and carers</b>
<b>Level:</b>	<b>5</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. Be able to support others to understand the contribution that families and carers make in caring for individuals	1.1 Analyse the benefits and challenges faced by family and unpaid carers in providing care 1.2 Support others to understand the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information 1.3 Support others to understand the benefits to society of family and unpaid carers providing care 1.4 Support others to recognise the contribution that carers make to the well-being of individuals 1.5 Support others to understand the rights of families and carers providing care
2. Be able to support staff in assessing the needs of families and carers	2.1 Implement procedures for assessing the needs of families and carers 2.2 Support staff to learn from families and carers about their caring role 2.3 Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers 2.4 Support staff to carry out assessments of needs and wishes in partnership with carers and families 2.5 Support staff to gain consent from carers and families to speak with others about their circumstances

	<p>2.6 Manage recording procedures to ensure assessments are shared with families and carers</p> <p>2.7 Evaluate the quality of assessments carried out to meet the needs of families and carers</p>
3. Be able to implement a care planning process to support families and carers	<p>3.1 Establish systems which ensure that all care plans include:</p> <ul style="list-style-type: none"> <li>• participation by carers and families</li> <li>• agreement on resources required to address needs and wishes</li> <li>• agreed roles and responsibilities in achieving the plan</li> </ul> <p>3.2 Monitor the implementation of care plans which support families and carers</p> <p>3.3 Evaluate the quality of care plans to meet the needs of families and carers</p> <p>3.4 Use analysis of the care planning process to inform strategic planning within an organisation</p>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim(s)</b>	This unit develop learner's knowledge and skills in supporting staff in adult care settings to recognise the value of their input and assess the needs of families and unpaid carers.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>D/616/5910 Share knowledge and good practice</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to share knowledge and good practice	1.1 Explain the legal and organisational requirements relating to the sharing of knowledge and good practice 1.2 Identify outcomes to be achieved through sharing knowledge and good practice 1.3 Identify areas of knowledge and good practice that should be shared within and outside the organisation 1.4 Agree methods to be used to share knowledge and good practice 1.5 Implement agreed arrangements for sharing knowledge and good practice
2. Be able to incorporate new knowledge into own practice	2.1 Apply good practice learnt from others within and beyond the organisation 2.2 Evaluate the transferability of new knowledge to own practice
3. Be able to evaluate the sharing of knowledge and good practice	3.1 Evaluate processes for sharing knowledge and good practice within and outside the organisation 3.2 Identify benchmarks for the sharing of knowledge and good practice 3.3 Recommend improved processes for the sharing of knowledge and good practice
<b>Additional information about this unit:</b>	
N/A	
<b>Unit aim(s)</b>	The unit requires learners to demonstrate that they can plan and carry out the sharing of knowledge and good practice, learn from others and evaluate how effectively knowledge and good practice has been shared.

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

<b>Title:</b>	<b>H/616/5911 Appraise staff performance</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 policies, theories and models which underpin appraisal of performance	1.1 Outline <b>policies and agreed ways of working</b> for appraisals in the work setting 1.2 Describe how appraisals are used to inform: <ul style="list-style-type: none"> <li>• Achievement of objectives</li> <li>• Overall performance</li> <li>• Future objectives.</li> </ul> 1.3 Explain how appraisals are used to develop practice. 1.4 Differentiate between appraisals and disciplinary processes 1.5 Use research on the theories of power to explore the relationship between appraiser and appraisee
2. Be able to support others to understand the purpose of appraisal	2.1 Support <b>others</b> to develop an understanding of the <b>purpose</b> of appraisals
3. Facilitate preparation for appraisals	3.1 Confirm with appraisee the objectives against which performance will be appraised 3.2 Identify with the appraisee the actions they need to take to prepare for their appraisal 3.3 Evaluate evidence gathered from a <b>range of sources</b> towards achievement of objectives 3.4 Prepare paperwork for appraisal in line with work setting requirements

<p>4. Support appraisee to participate in appraisal meetings</p>	<p>4.1 Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee</p> <p>4.2 Demonstrate how to prepare the environment for the appraisal meeting</p> <p>4.3 Support the appraisee to engage in an evaluation of their performance over the past year to include:</p> <ul style="list-style-type: none"> <li>• areas of practice which have met or exceeded standards</li> <li>• areas for development</li> </ul> <p>4.4 Provide feedback to appraisee on their performance over the past year to include:</p> <ul style="list-style-type: none"> <li>• areas of practice which have met or exceeded standards</li> <li>• areas for development.</li> </ul> <p>4.5 Identify with appraisee work objectives for forthcoming year</p> <p>4.6 Identify with appraisee professional development plan for forthcoming year.</p> <p>4.7 Record the appraisal in line with work setting requirements</p>
<p>5. Be able to evaluate own practice during the appraisal process.</p>	<p>5.1 Evaluate with appraisee their experience of how the appraisal was conducted.</p> <p>5.2 Reflect on own practice in managing the appraisal process</p>

**Additional information about this unit**

**Policies and agreed ways of working** – this will include organisational and national policies. These may be attached to standards or frameworks

**Others** will include those staff for whom you have responsibility

**Purpose** of appraisals to include:

- mutual responsibilities
- the achievement of objectives
- reflection on overall performance
- professional development
- how outcomes of the appraisal will be used
- future objectives.

**Mutual responsibilities** – The underpinning principle of appraisal is that both parties engage in a conversation rather than it being a “top-down” process. Therefore, there is an element of joint responsibility and both parties should familiarise themselves of the competences against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed.

**Range of sources** may include:

- Feedback from individuals, carers and families
- Feedback from other colleagues, other professionals
- Own observations
- Work products

<b>Unit aim(s)</b>	The purpose of this unit is to develop the learner's knowledge, understanding and skills necessary to carry out appraisal of staff performance.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.  Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A



<b>Title:</b>	<b>K/616/5912 Facilitate change in adult care settings</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</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 principles of change management in adult care settings	1.1 Analyse <b>factors</b> that drive change 1.2 Evaluate underpinning theories of change management 1.3 Evaluate approaches, tools and techniques that support the change process 1.4 Explain the importance of effective change management for service provision
2. Facilitate a shared understanding of the need for change in adult care settings	2.1 Promote the benefits of change 2.2 Analyse <b>challenges</b> that may arise during the process of change 2.3 Enable others to express views about proposed change 2.4 Support <b>others</b> to recognise that changes need to be made
3. Be able to develop a change management plan in adult care settings	3.1 Analyse the <b>impact</b> of a proposed change to the <b>service provision</b> 3.2 Produce a <b>change management plan</b> that takes account of the identified impact 3.3 Establish criteria against which the plan can be evaluated 3.4 Secure the approval necessary for the change management plan
4. Gain support for a proposed change in adult care settings	4.1 Provide positive leadership during the change process 4.2 Identify others who can promote the vision for change 4.3 Use strategies that address resistance to change 4.4 Implement a <b>communication strategy</b> to support others to understand a proposed change

<p>5. Be able to implement approved change management plans in adult care settings</p>	<p>5.1 Identify roles and responsibilities for implementing a change management plan</p> <p>5.2 Support others to carry out their agreed roles in a change management plan</p> <p>5.3 Adapt a change management plan to address issues as they arise</p> <p>5.4 Determine strategies for ensuring that the quality of service for <b>individuals</b> is maintained during a period of change</p>
<p>6. Be able to evaluate the change management process in adult care settings</p>	<p>6.1 Implement systems to monitor the effectiveness of the change management plan</p> <p>6.2 Work with others to review the change management plan against identified criteria</p> <p>6.3 Evaluate outcomes of the <b>change</b></p>

**Additional information about this unit**

**Factors** may include:

- Internal
- External

**Challenges** may include:

- anxiety
- stress
- resistance
- fear
- resources
- competence

**Others** may include:

- individuals
- practitioners
- families and friends of individuals
- advocates
- colleagues
- other professionals within and beyond the organisation
- others with an interest in the service

**Impact** may include:

- risks
- costs
- benefits

**Service provision** may include:

- individuals
- team members
- practitioners
- stakeholders
- service delivery

**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
- contingency plans

The **communication strategy** will reflect the needs and preferences of its audiences and may incorporate:

- using a range of styles and formats
- adjusting the pace of information-giving
- repeating key messages over time
- clarifying and summarising key points
- updating information as necessary

**Individuals** are those accessing care or services.

**Change** may include

- sustainability
- closure
- growth
- development
- improvement
- merger

<b>Unit aim(s)</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in adult care settings.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.  Learning outcomes 2, 3, 4, 5 and 6, must be assessed in the work setting.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

