



Specification

IAO Level 5 Diploma for Assistant Practitioners in Healthcare

Qualification Number: 610/3735/7

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Change Control Sheet

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

Version Number	Date Revised	Description of Revision	Page Affected

Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is V1. We will inform centres of any changes to this Specification. Centres can keep up to date from visiting our website

www.innovateawarding.org

This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

For more information on our range of Qualifications, email

contactus@innovateawarding.org

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

Qualification Summary

Qualification Title	Level 5 Diploma for Assistant Practitioners in Healthcare		
Qualification Number (QN)	610/3735/7	RQF Level	5
Operational Start Date	1st March 2024		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
940 hours	478 hours	94

Qualification Objective

This qualification develops the knowledge and skills needed by those working in a senior role with adults in healthcare environments.

Assistant Practitioners carry out their duties in a range of settings, such as hospitals, clinics or in the community (e.g. GP surgeries). They may visit individuals in their own homes or in residential care where their wider team may include workers from both health and social care. They work in a wide range of health and care services for example diagnostic services, rehabilitation, orthopaedics, oncology, end of life care, mental health and learning disabilities. Assistant Practitioners are often hybrid roles aligned to local population and service needs and cross traditional occupational boundaries.

The broad purpose of the occupation is to work alongside registered healthcare professionals in providing high quality and person-centred compassionate healthcare and support to individuals. On a daily basis, Assistant Practitioners will assist registered healthcare professionals in total patient assessment, and in the coordination of care (including referrals to other practitioners) as well as undertaking clinical, diagnostic and therapeutic activities according to local population and service needs.

Assessment Requirements

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Learners must compile a portfolio of evidence demonstrating how they meet the assessment criteria.

To pass, the learner must demonstrate that they have met all the learning outcomes and their associated assessment criteria. If the learner has not demonstrated competence, they would be provided with feedback for the criteria not yet met.

Portfolio of Evidence

Portfolio of Evidence may include workplace documentation and workplace records, witness statements, annotated photographs, video clips, professional discussion with your tutor and observation by your tutor. This is not a definitive list; other evidence sources are allowed.

Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them.

Qualification Structure

Mandatory Units

Unit Number	Unit Title	Level	Credit Value	GLH
Y/602/2860	Understand safeguarding of children and young people (for those working in the adult sector)	3	1	10
L/602/2578	Promote professional development	4	4	33
A/602/3189	Work in partnership in health and social care or children and young people's settings	4	4	26
F/602/2335	Use and develop systems that promote communication	5	3	24
Y/602/3183	Champion equality, diversity and inclusion	5	4	34
K/602/3172	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5	5	33
R/602/2758	Manage quality in health and social care or children and young people's setting	5	5	36
J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80
A/616/7910	Perform and support others to perform physiological measurement	5	9	35
R/616/7914	Anatomy, physiology, health and wellbeing	5	5	23
D/616/7916	Healthcare needs during an individual's lifespan	4	4	15
K/616/7921	Lead practice for communication and information management in care settings	5	4	20

Unit Number	Unit Title	Level	Credit Value	GLH
F/616/7925	Promote and support others to promote effective nutrition and fluid balance	5	10	22
J/616/7926	Healthcare philosophy	5	5	18
L/616/7927	Manage infection prevention and control	5	8	28
R/616/7928	Lead the assessment of and support others to assess the health and wellbeing of individuals	5	6	21

Optional Units Group 1

Unit Number	Unit Title	Level	Credit Value	GLH
L/616/7930	Safeguarding and protection of children and young people	5	5	10
R/602/2856	Safeguarding and protection of vulnerable adults	5	5	37

Optional Units Group 2

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

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

Target Audience

An employee in this occupation will be responsible for working within the limits of their competence and authority to provide high quality, evidence-based clinical, diagnostic or therapeutic care and holistic support as part of the wider healthcare team. Assistant Practitioners report to a registered healthcare practitioner and they may delegate to, supervise, teach and mentor others including healthcare support workers and students. They may manage their own caseload and normally require only indirect supervision. However, they are accountable for their actions and must alert the registered healthcare practitioner in situations where they do not have the necessary knowledge, skills or experience.

Assistant Practitioners must communicate effectively and be able to adhere to strict standards, including legislation, when handling sensitive information. They promote a safe and healthy working environment, assess and manage risk, continually develop their knowledge and skills and support others to do the same. Assistant Practitioners will provide leadership within the scope of their practice and contribute to quality improvement in services by participating in audit and research activities. There are no formal entry requirements for this qualification.

This qualification is regulated for learners aged 18 years and older.

Progression Opportunities

With training and experience, this role could lead to progression to healthcare professions such as nursing, midwifery, occupational therapy or paramedicine.

Learners who complete this qualification may go on to further study or apprenticeship programmes in related areas such as:

- Level 6 Registered Nurse
- Level 6 Midwife
- Level 6 Occupational Therapist
- Level 6 Operating Department Practitioner
- Level 6 Paramedic

Support Materials

A Portfolio Evidence Locator is available for this qualification.

Funding

For details on eligibility for government funding please refer to:

<https://www.qualifications.education.gov.uk/>

QUALIFICATION UNITS

Unit Title	Understand safeguarding of children and young people (for those working in the adult sector)
Unit Number	Y/602/2860
Level	3
Credit Value	1
GLH	10

Unit Aim

This unit provides learners with knowledge and understanding of the safeguarding of children and young people. Although the learners may not work directly with children, they need to know how to recognise and respond to abuse and/or neglect should they come across it in the course of their work with adults.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the policies, procedures and practices for safe working with children and young people	1.1 Explain the policies, procedures and practices for safe working with children and young people
2. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 2.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting 2.3 Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged
Additional information	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
This unit must be assessed in accordance with Skills for Health's Assessment Principles.	
Details of the relationship of the unit and relevant national occupational standards	
CCLD 305, LDSS 1, HSC 34	

Unit Title	Promote professional development
Unit Number	L/602/2578
Level	4
Credit Value	4
GLH	33

Unit Aim

This unit provides learners with the knowledge and skills required to maintain the currency of their knowledge and skills and to continually reflect on and improve practice.

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

Additional information
<p>Sources and systems of support may include:</p> <ul style="list-style-type: none"> • Formal support • Informal support • Supervision • Appraisal • Mentoring • Within the organisation • Beyond the organisation <p>Standards and benchmarks may include:</p> <ul style="list-style-type: none"> • Codes of practice • Regulations • Minimum/essential standards
Assessment requirements specified by a sector or regulatory body (if appropriate)
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>
Details of the relationship of the unit and relevant national occupational standards
<p>HSC 43, LMCS A1, D3 CCLD 429, LDSS/GCU6</p>

Unit Title	Work in partnership in health and social care or children and young people's settings
Unit Number	A/602/3189
Level	4
Credit Value	4
GLH	26

Unit Aim

This unit provides learners with the knowledge and skills required to implement and promote effective partnership working.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand partnership working	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with: <ul style="list-style-type: none"> • Colleagues • Other professionals • Others 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working
2. Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues 2.2 Develop and agree common objectives when working with colleagues 2.3 Evaluate own working relationship with colleagues 2.4 Deal constructively with any conflict that may arise with colleagues
3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals 3.2 Develop procedures for effective working relationships with other professionals 3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities 3.4 Evaluate procedures for working with other professionals 3.5 Deal constructively with any conflict that may arise with other professionals

<p>4. Be able to work in partnership with others</p>	<p>4.1 Analyse the importance of working in partnership with others</p> <p>4.2 Develop procedures for effective working relationships with others</p> <p>4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities</p> <p>4.4 Evaluate procedures for working with others</p> <p>4.5 Deal constructively with any conflict that may arise with others</p>
<p>Additional information</p>	
<p>Other professionals may include:</p> <ul style="list-style-type: none"> Workers from other agencies or organisations Advocates Independent visitors <p>Others may include:</p> <ul style="list-style-type: none"> Individuals Children and young people Families Carers Friends of the individual Advocates 	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>	
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

LMCS B1, HSC 41, CCLD 405, 406

Unit Title	Use and develop systems that promote communication
Unit Number	F/602/2335
Level	5
Credit Value	3
GLH	24

Unit Aim

This unit provides learners with the knowledge and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to address the range of communication requirements in own role	1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role 1.2 Explain how to support effective communication within own job role 1.3 Analyse the barriers and challenges to communication within own job role 1.4 Implement a strategy to overcome communication barriers 1.5 Use different means of communication to meet different needs
2. Be able to improve communication systems and practices that support positive outcomes for individuals	2.1 Monitor the effectiveness of communication systems and practices 2.2 Evaluate the effectiveness of existing communication systems and practices 2.3 Propose improvements to communication systems and practices to address any shortcomings 2.4 Lead the implementation of revised communication systems and practices
3. Be able to improve communication systems to support partnership working	3.1 Use communication systems to promote partnership working 3.2 Compare the effectiveness of different communications systems for partnership working 3.3 Propose improvements to communication systems for partnership working
4. Be able to use systems for effective information management	4.1 Explain legal and ethical tensions between maintaining confidentiality and sharing information 4.2 Analyse the essential features of information

	sharing agreements within and between organisations 4.3 Demonstrate use of information management systems that meet legal and ethical requirements
Additional information	
<p>Means of communication may include:</p> <ul style="list-style-type: none"> • Verbal • Non-verbal • Sign • Pictorial • Written • Electronic • Assisted • Personal • Organisational • Formal • Informal • Public (information/promotional) <p>Partnership working: Working effectively together with people, professionals, agencies and organisations to enhance the wellbeing of people and support positive and improved outcomes.</p>	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>	
Details of the relationship of the unit and relevant national occupational standards	
LMCS E1 HSC 41	

Unit Title	Anatomy, physiology, health and wellbeing
Unit Number	R/616/7914
Level	5
Credit Value	5
GLH	23

Unit Aim

The aim of this unit is to enable learners to understand the structure and functions of the human biology. Each of the human body systems are explored and the relationships between them. Learners will also explore the links between the human body and health and wellbeing.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the basic make-up of the human body	1.1 Describe the structure and function of a single human cell 1.2 Explain how cells make up systems in the human body 1.1 Evaluate the function of DNA and its effect on the human body
2. Understand the structure and function of body systems	2.1 Explain the different systems of the human anatomy 2.2 Explain the main functions of each of the body systems 2.3 Analyse the relationships between the different body systems 2.4 Explain the concept of homeostasis and its links with the body systems
3. Understand the links between the human body and health and wellbeing	3.1 Analyse positive and negative factors which affect each of the body systems 3.2 Explain what is meant by a 'healthy lifestyle'
Additional information	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
This unit must be assessed in accordance with Skills for Health's Assessment Principles.	
Details of the relationship of the unit and relevant national occupational	

standards

Unit Title	Champion equality, diversity and inclusion
Unit Number	Y/602/3183
Level	5
Credit Value	4
GLH	34

Unit Aim

This unit provides learners with the knowledge and skills required for a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand diversity, equality and inclusion in own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility 1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility 1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility
2. Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion in policy and practice 2.2 Challenge discrimination and exclusion in policy and practice 2.3 Provide others with information about: <ul style="list-style-type: none"> the effects of discrimination the impact of inclusion the value of diversity 2.4 Support others to challenge discrimination and exclusion
3. Understand how to develop systems and processes that promote diversity, equality and inclusion	3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion 3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility 3.3 Propose improvements to address gaps
4. Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care 4.2 Explain the principle of informed choice 4.3 Explain how issues of individual capacity may

	<p>affect informed choice</p> <p>4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility</p>
Additional information	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>	
Details of the relationship of the unit and relevant national occupational standards	

Unit Title	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings
Unit Number	K/602/3172
Level	5
Credit Value	5
GLH	33

Unit Aim

This unit provides learners with the knowledge and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health and social care or children and young people's settings.

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

<p>4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings</p>	<p>4.1 Work with individuals to balance the management of risk with individual rights and the views of others</p> <p>4.2 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking</p> <p>4.3 Evaluate own practice in promoting a balanced approach to risk management</p> <p>4.4 Analyse how helping others to understand the balance between risk and rights improves practice</p>
<p>5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings</p>	<p>5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others</p> <p>5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting.</p> <p>5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting</p> <p>5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting</p>

Additional information

Others may include:

- Self
- Workers/practitioners
- Carers
- Significant others
- Visitors to the work setting
- Inspectors/regulators

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

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

This unit must be assessed in accordance with Skills for Health's Assessment Principles.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of

evidence and must be carried out over an appropriate period of time.

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.

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

LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428

Unit Title	Manage quality in health and social care or children and young people's settings
Unit Number	R/602/2758
Level	5
Credit Value	4
GLH	36

Unit Aim

This unit provides learners with the knowledge and skills required to manage quality assurance systems.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the context of quality assurance in a health and social care or children and young people's 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 individuals 1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards
2. Be able to implement quality standards in a health and social care or children and young people's setting	2.1 Work with team members and others to: <ul style="list-style-type: none"> • agree quality standards for the service • select indicators to measure agreed standards • identify controls to support the achievement of agreed standards 2.2 Develop systems and processes to measure achievement of quality standards 2.3 Support team members to carry out their roles in implementing quality controls 2.4 Explain how quality assurance standards relate to performance management
3. Be able to lead the evaluation of quality processes in a health and social care or children and young people's 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"> • areas of best practice • areas for improvement 3.4 Work with others to develop an action plan to improve quality of service
Additional information	

Individuals are those accessing care or support.

Methods for example:

- NICE quality standards
- National targets
- Key performance indicators
- Specific indicators/standards
- Legal regulations
- Self-evaluation

Others may include:

- Individuals
- Advocates
- Carers
- Family members
- Others important to the individual's wellbeing

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

This unit must be assessed in accordance with Skills for Health's Assessment Principles.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

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.

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

LMC E3 LMC A5 CCLD 427 MSC F13 HSC436

Unit Title	Undertake a research project within services for health and social care or children and young people
Unit Number	J/602/3499
Level	5
Credit Value	10
GLH	80

Unit Aim

This unit provides learners with the knowledge and skills required to undertake a research project within services for health and social care or children or young people.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project 1.2 Develop the aims and objectives of the research project 1.3 Explain ethical considerations that apply to the area of the research project 1.4 Complete a literature review of chosen area of research
2. Understand how the components of research are used	2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research
3. Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project 3.2 Formulate a detailed plan for a research project 3.3 Select research methods for the project 3.4 Develop research questions to be used within the project 3.5 Conduct the research using identified research methods 3.6 Record and collate data
4. Be able to analyse research findings	4.1 Use data analysis methods to analyse the data 4.2 Draw conclusions from findings 4.3 Reflect how own research findings substantiate initial literature review 4.4 Make recommendations related to area of research 4.5 Identify potential uses for the research findings

	within practice
Additional information	
<p>Aims and objectives – the reasons, understanding and methods for conducting the research project</p> <p>Ethical considerations – confidentiality, sensitivity of data, seeking agreements with participants</p>	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>	
Details of the relationship of the unit and relevant national occupational standards	
CCLD 420 Undertake a research project	

Unit Title	Perform and support others to perform physiological measurement
Unit Number	A/616/7910
Level	5
Credit Value	9
GLH	35

Unit Aim

This unit provides learners with the knowledge and skills required to undertake and support others to undertake a range of physiological measurements. Relevant physiological measurements are explained and their relationship to the associated anatomy and physiology. Learners will demonstrate safe performance and how they support others to undertake safe and effective practice.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand legislation, policy and procedures relevant to undertaking physiological measurements	1.1 Evaluate current legislation, policy and local procedures relating to undertaking physiological measurements 1.2 Explain the competence requirements needed to safely and effectively take and record physiological measurements
2. Understand the anatomy and physiology associated with physiological measurements	2.1 Describe in detail the anatomy and physiology related to the physiological measurement being undertaken
3. Understand upper and lower parameters of physiological measurements	3.1 Explain the following in detail: <ul style="list-style-type: none"> • Blood pressure maintenance • Systolic and diastolic pressure • Normal parameters of blood pressure 3.2 Explain the following in detail: <ul style="list-style-type: none"> • Maintenance of pulse • Normal parameters of pulse 3.3 Explain the following in detail: <ul style="list-style-type: none"> • Maintenance of respiration • Normal parameters of respiration 3.4 Explain the following in detail: <ul style="list-style-type: none"> • Maintenance of body temperature • Normal parameters of body temperature 3.5 Explain the following in detail: <ul style="list-style-type: none"> • Maintenance of fluid balance

	<ul style="list-style-type: none"> • Dehydration <p>3.6 Explain the following in detail:</p> <ul style="list-style-type: none"> • Maintenance of oxygen levels in the blood stream • Normal parameters of oxygen levels in the blood stream
4. Know conditions which affect physiological measurement	4.1 Explain conditions which have an effect on physiological measurement, including the effect of relevant physiological measurement
5. Perform and support others to perform physiological measurement	<p>5.1 Demonstrate the procedure for taking and recording physiological measurements</p> <p>5.2 Supervise individuals undertaking physiological measurements using the correct procedure</p> <p>5.3 Provide feedback on performance of physiological measurements</p>
Additional information	
<p>Physiological measurements can include:</p> <ul style="list-style-type: none"> • Blood pressure • Pulse • Respiration • Temperature • Fluid balance • Pulse oximetry 	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>	
Details of the relationship of the unit and relevant national occupational standards	

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Unit Title	Healthcare needs during an individual's lifespan
Unit Number	D/616/7916
Level	4
Credit Value	4
GLH	15

Unit Aim

This unit provides learners with knowledge of human development. The learner will explore stages of development and factors that influence health and wellbeing at each stage, as well as healthcare provision for each part of the human lifespan.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the different stages of development over a lifespan	1.1 Describe each stage of human development 1.2 Explain theories of human development
2. Understand the influences on health and wellbeing at different stages of life	2.1 Analyse the factors that influence health and wellbeing for each stage of an individual's lifespan 2.2 Explain different morbidity and mortality rates at each stage of life
3. Understand care provision over different life stages	3.1 Explain types of care provision for each stage of life 3.2 Explain the need for targeted health promotion for each stage of human development 3.3 Analyse the barriers to individuals accessing health care provision at each stage of development
Additional information	
<p>Stage of human development: in utero, infancy, childhood, adolescence, early adulthood, mid adulthood, late adulthood</p> <p>Theories of human development: Grand theories, Mini theories, Developmental theories, Emergent theories</p> <p>Factors: biological, social, psychological, lifestyle choices, ecological</p>	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
This unit must be assessed in accordance with Skills for Health's Assessment	

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

Unit Title	Lead practice for communication and information management in care settings
Unit Number	K/616/7921
Level	5
Credit Value	4
GLH	20

Unit Aim

This unit provides learners with the knowledge and skills required to communicate effectively in care settings. The unit explores the range of relationships where communication plays a vital role and the legal and ethical aspects influencing practice.

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

management	information 3.2 Manage systems to address potential legal and/or ethical conflicts that can arise between maintaining confidentiality and sharing information
Additional information	
Models of communication can include linear, interactive, transactional	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>	
Details of the relationship of the unit and relevant national occupational standards	
SCDLMCE1 and SCDHSC0434	

Unit Title	Promote and support others to promote effective nutrition and fluid balance
Unit Number	F/616/7925
Level	5
Credit Value	10
GLH	22

Unit Aim

This unit provides learners with knowledge and understanding in nutrition and fluid balance, dietary and fluid supplements and relevant anatomy and physiology. Learners will also develop the skills to promote and support others to promote nutrition and fluid balance.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the legislation, policies and procedures relevant to nutrition and fluid balance	1.1 Explain the legislation, policies and procedures relating to nutrition and fluid balance 1.2 Explain how legislation, policies and procedures influence own role and practice in terms of nutrition and fluid balance
2. Understand the impact of social, cultural and lifestyle factors on an individual's nutrition and fluid balance	2.1 Describe the components of a balanced diet 2.2 Analyse the effect on an individual's nutrition and fluid balance of: <ul style="list-style-type: none"> • Social factors • Cultural factors • Lifestyle factors 2.3 Evaluate health promotion initiatives relevant to diet, nutrition and fluid balance
3. Understand the impact of ill health on an individual's nutrition and fluid balance	3.1 Describe health conditions which affect an individual's ability to maintain a balanced diet and fluid balance 3.2 Explain the anatomy and physiology relevant to nutrition and fluid balance
4. Understand the requirement for dietary and fluid supplements	4.1 Explain the requirements for supplements to dietary and/or fluid intake 4.2 Work with wider multidisciplinary team to identify what supplements individuals require 4.3 Create a care plan based on the assessment for dietary and/or fluid supplements 4.4 Use the care plan to support an individual's nutrition and fluid balance using supplements 4.5 Monitor an individual's use of and response to dietary and/or fluid supplements 4.6 Report to the wider team and adjust the care

	plan as necessary
5. Promote nutrition and fluid balance	5.1 Formulate a person-centred plan of care to address the nutrition and fluid balance needs of the individual, in partnership with multidisciplinary team 5.2 Implement care plan to provide nutrition and fluid balance to individuals 5.3 Monitor the individual's response to nutrition and fluid balance support
6. Support others to promote nutrition and fluid balance	6.1 Implement strategies to ensure that others are aware of the need to promote nutrition and fluid balance 6.2 Communicate the care plan to the wider team 6.3 Monitor others in promoting nutrition and fluid balance 6.4 Give feedback to others on their performance in promoting nutrition and fluid balance
Additional information	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>	
Details of the relationship of the unit and relevant national occupational standards	

Unit Title	Healthcare philosophy
Unit Number	J/616/7926
Level	5
Credit Value	5
GLH	18

Unit Aim

This unit provides learners with knowledge and understanding of models of healthcare and their use in practice. The unit enables the learner to explore the context of healthcare and factors that have an influence upon it.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the concepts which underpin the notion of healthcare	1.1 Define: <ul style="list-style-type: none"> • health • wellbeing 1.2 Analyse the links between health and wellbeing 1.3 Explain the influence on health and wellbeing of: <ul style="list-style-type: none"> • lifestyle • culture • social factors
2. Understand models of healthcare	2.1 Define the following models of healthcare: <ul style="list-style-type: none"> • biomedical • social • psychological • biopsychosocial • ecological 2.2 Analyse the advantages and disadvantages of models of healthcare
3. Understand how models of care influence their practice	3.1 Identify the models of care used in own practice 3.2 Evaluate own use of models of care in own practice
Additional information	
Assessment requirements specified by a sector or regulatory body (if	

appropriate)
This unit must be assessed in accordance with Skills for Health's Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards

Unit Title	Manage infection prevention and control
Unit Number	L/616/7927
Level	5
Credit Value	8
GLH	28

Unit Aim

This unit provides learners with the knowledge and skills required to implement and support others to implement legislation, policies and procedures relating to infection prevention and control.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand legislation, policies and procedures relating to infection control processes	1.1 Evaluate legislation, policies and procedures and local codes of practice relating to infection prevention and control in a range of care settings 1.2 Describe own role in infection prevention and control 1.3 Describe own role in supporting others in infection prevention and control 1.4 Explain the importance of sharing information about infection prevention and control 1.5 Analyse the effectiveness of information sharing in relation to infection prevention and control
2. Implement legislation, policies and procedures relating to infection prevention and control	2.1 Explain differences in the application of infection prevention and control policies and procedures across a range of care settings 2.2 Identify factors that contribute to the spread of infection 2.3 Evaluate the concept of a proportionate approach in a range of care settings 2.4 Apply legislation, policies and procedures to own practice area 2.5 Maintain records relating to infection prevention and control including outbreaks and/or isolated infections
3. Support others to apply infection prevention and control legislation, policies and procedures	3.1 Ensure that others are aware of the relevant legislation, policies and procedures relating to infection prevention and control

	3.2 Monitor compliance with legislation, policies, procedures and best practice initiatives 3.3 Provide feedback to others on their performance relating to infection prevention and control 3.4 Describe the procedure for dealing with non-compliance
4. Review the effectiveness of the legislation, policies and procedures for infection prevention and control and their implementation	4.1 Analyse non-compliance data 4.2 Explore reasons for non-compliance 4.3 Analyse data on infection rates and types 4.4 Explain reasons for infection rates and types of infection 4.5 Make recommendations based on findings from the data analysis

Additional information

Care settings:

- Individual's own home
- Residential care settings
- Nursing home settings
- Community settings
- Health care settings

Proportionate approach: The application of infection prevention and control policies and procedures (Department of Health and Social Care Code of Practice for health and social care on the prevention and control of infections and related guidance)

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

This unit must be assessed in accordance with Skills for Health's Assessment Principles.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

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.

Details of the relationship of the unit and relevant national occupational

standards

Unit Title	Lead the assessment of and support others to assess the health and wellbeing of individuals
Unit Number	R/616/7928
Level	5
Credit Value	6
GLH	21

Unit Aim

This unit provides learners with the knowledge and skills required to undertake and support others to assess the health and wellbeing of individuals.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the process for assessing the health and wellbeing of individuals using a person-centred approach	1.1 Summarise national and local policies and codes of practice relevant to the assessment of health and wellbeing of individuals 1.2 Evaluate different processes related to the assessment of health and wellbeing of individuals 1.3 Evaluate the role of others in the assessment of health and wellbeing of individuals 1.4 Explain the importance of using a person-centred approach in the assessment of health and wellbeing of individuals
2. Demonstrate effective assessment of the health and wellbeing of individuals	2.1 Discuss the relevance of the assessment being undertaken with the individual 2.2 Carry out the assessment process in accordance with national and local policies using a person-centred approach 2.3 Overcome barriers to effective assessment during the assessment process 2.4 Record the assessment according to national and local policies 2.5 Report findings from the assessment to the wider team in accordance with national and local policies 2.6 Evaluate the sources of data available during the assessment
3. Develop and review plans based on the assessment of the health and wellbeing of individuals	3.1 Identify actions as a result of the assessment undertaken 3.2 Using a person-centred approach develop a plan of care based on the assessment

	3.3 Implement and review the effectiveness of the plan of care at regular intervals 3.4 Adjust and update the plan as and when appropriate 3.5 Ensure the wider team is advised of the plan, the review and any changes made 3.6 Discuss the importance of developing a person-centred plan of care
4. Support others to undertake assessment of the health and wellbeing of individuals	4.1 Demonstrate the assessment processes to others 4.2 Demonstrate how to delegate assessment processes, taking into account the scope of practice of the individual undertaking the assessment 4.3 Demonstrate how to assess others' ability to undertake assessment processes 4.4 Provide feedback to others undertaking assessments

Additional information

Barriers

- Communication (such as language, visual impairment, hearing impairment)
- Noise
- Cultural
- Illness such as dementia or confusion
- Disability – physical or psychological
- Environment
- Family members
- Lack of privacy
- Capacity

Person-centred assessment

Ensuring the person being assessed is at the centre of the assessment process. This includes ensuring:

- Privacy
- Dignity
- Equality
- Care
- Compassion

Assessment requirements specified by a sector or regulatory body (if

appropriate)
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>
Details of the relationship of the unit and relevant national occupational standards

Unit Title	Safeguarding and protection of vulnerable adults
Unit Number	R/602/2856
Level	5
Credit Value	5
GLH	37

Unit Aim

This unit provides learners with the knowledge and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the legislation, regulations and policies that underpin the protection of vulnerable adults	1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults 1.2 Evaluate the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting 1.3 Explain the legislative framework for safeguarding vulnerable adults 1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults 1.5 Explain the protocols and referral procedures when harm or abuse is alleged or suspected
2. Be able to lead service provision that protects vulnerable adults	2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices 2.2 Provide information to others on: <ul style="list-style-type: none"> • indicators of abuse • measures that can be taken to avoid abuse taking place • steps that need to be taken in the case of suspected or alleged abuse 2.3 Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse 2.4 Monitor the implementation of policies and

	<p>procedures that aim to safeguard vulnerable adults and prevent abuse from occurring</p> <p>2.5 Provide feedback to others on practice that supports the protection of vulnerable adults</p>
3. Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults	<p>3.1 Follow agreed protocols for working in partnership with other organisations</p> <p>3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations</p>
4. Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults	<p>4.1 Support the participation of vulnerable adults in a review of systems and procedures</p> <p>4.2 Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting</p> <p>4.3 Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults</p> <p>4.4 Recommend proposals for improvements in systems and procedures in own service setting</p>
Additional information	
<p>Policy developments may include:</p> <ul style="list-style-type: none"> • Our health, our care, our say • Putting People First • No Secrets • In Safe Hands • Disclosure and Barring Service • Local Safeguarding Adults Boards <p>Agreed protocols may include:</p> <ul style="list-style-type: none"> • Boundaries • Areas of responsibility • Information sharing • Limits of authority • Decision making • Recording information 	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p>	

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

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.

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

HSC 45, 430

Unit Title	Safeguarding and protection of children and young people
Unit Number	L/616/7930
Level	5
Credit Value	5
GLH	10

Unit Aim

This unit provides learners with the knowledge and skills required to protect and safeguard children and young people.

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

	2.5 Evaluate the effectiveness of guidelines, policies and procedures in safeguarding and protecting children and young people
3. Support others to safeguard and protect children and young people	3.1 Provide information and mentoring to team members about safeguarding and protection 3.2 Challenge any identified poor practice and attitudes in relation to safeguarding and protection 3.3 Monitor the implementation of guidelines, policies and procedures in relation to safeguarding and protection 3.4 Give feedback on team and individual performance in safeguarding and protection 3.5 Manage training for team members on safeguarding and protection issues
Additional information	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
<p>This unit must be assessed in accordance with Skills for Health's Assessment Principles.</p> <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>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.</p>	
Details of the relationship of the unit and relevant national occupational standards	

Unit Title	Principles of developing and leading a healthcare work team
Unit Number	Y/616/7932
Level	5
Credit Value	5
GLH	17

Unit Aim

This unit provides learners with knowledge and understanding of team theory and its application in the workplace.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand theories of leadership and management in terms of their impact on teams	1.1 Describe theories of management and leadership 1.2 Explain the relationship between management and leadership 1.3 Explain the impact of management and leadership theories on teams
2. Understand theories of team development and team working	2.1 Explain theories of team development 2.2 Explain theories of effective team working 2.3 Evaluate the application of team working theories to own practice 2.4 Analyse different types of teams in healthcare settings
3. Understand management of team performance	3.1 Evaluate the impact of different management styles on team performance 3.2 Evaluate the impact of different leadership styles on team performance 3.3 Describe how to motivate teams in healthcare settings 3.4 Explain the importance of monitoring and reviewing team performance
Additional information	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
This unit must be assessed in accordance with Skills for Health's Assessment	

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

Unit Title	Lead and manage a team in healthcare settings
Unit Number	H/616/7934
Level	5
Credit Value	2
GLH	10

Unit Aim

This unit provides learners with the knowledge and skills required to lead and manage a team in healthcare settings.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand theories of leadership and management	1.1 Describe theories of leadership and management 1.2 Explain how theoretical models are applied to practice 1.3 Analyse how to address conflicts relating to the application of leadership and management models
2. Understand leadership and management in healthcare	2.1 Analyse the impact of policy drivers on leadership and management in care services 2.2 Explain the leadership and management skills needed in care settings 2.3 Explain why leadership and management styles need to be adapted to manage different situations 2.4 Evaluate the interaction between leadership and the values and culture of an organisation 2.5 Describe the importance of learning from experience 2.6 Explain how to establish a culture of continual learning and development in the setting
3. Lead commitment to a vision for the service	3.1 Contribute own ideas about the vision for the service and its future 3.2 Support stakeholders to: <ul style="list-style-type: none"> • be aware of the vision for the service • understand the impact it will have on them 3.3 Work with others to build support for the vision 3.4 Implement measures to ensure the vision is

	shared and owned by those who will be implementing and communicating it
4. Be able to provide leadership for a team	4.1 Adapt leadership styles to reflect different stages in the team's development 4.2 Establish trust and accountability within the team 4.3 Build team commitment to the service and its values 4.4 Contribute to the lifecycle of strategies to support a positive values-based culture in the team 4.5 Promote team practice that: <ul style="list-style-type: none"> • champions diversity, equality and inclusion • challenges discrimination and exclusion
5. Be able to manage team working	5.1 Facilitate team members to actively participate in agreeing team objectives 5.2 Implement ways to support team members to work towards personal and team objectives 5.3 Monitor progress towards objectives for: <ul style="list-style-type: none"> • individuals • team 5.4 Analyse how the attributes of the team contribute to meeting agreed objectives 5.5 Provide feedback on performance to <ul style="list-style-type: none"> • individual team members • the team 5.6 Work with team members to: <ul style="list-style-type: none"> • address any issues with performance • identify opportunities for continuing development
Additional information	
Others can include colleagues, other professionals, individuals and their families and carers Attributes can include skills, interests, knowledge, development needs and expertise	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
This unit must be assessed in accordance with Skills for Health's Assessment	

Principles.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

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.

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

APPENDIX

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.

Credit Values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours.

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF Terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding organisations.

Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence Version 5, September 2022

1. Introduction

- 1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.
- 1.2 This document sets out principles and approaches to the assessment of regulated qualifications not already described by the qualifications regulators in England, Wales and Northern Ireland. This information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.
- 1.4 These principles apply to qualifications and the units therein that assess occupational competence.¹
- 1.5 Throughout this document the term *unit* is used for simplicity but this can mean module or any other similar term.

2. Assessment Principles

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
- 2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal assessor qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in

¹ These are qualifications which confirm competence in an occupational role to the standards required and/or confirm the ability to meet 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body

the Learning and Development National Occupational Standard 09 Assess learner achievement.

- 2.4 Competence based units **must** include direct observation² in the workplace as the primary source of evidence.

In some instances, direct observation² may take place with the assessor being remote from the learner. This **must** be defined in the unit assessment strategy and **must** be agreed with Skills for Health.

A risk assessment must be conducted and documented prior to the assessment commencing to ensure that the privacy, dignity or confidentiality of any individual will not be compromised by the use of remote technologies.

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

Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

- 2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.7 Assessment decisions for knowledge only units must be made by an assessor qualified to make these assessment decisions as defined in the unit assessment strategy.

3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.
- 3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal internal quality assurance qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal internal quality assurance qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality

² Direct observation will typically involve the assessor being in the workplace with the learner.

assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

4. Definitions

4.1 Occupationally competent:

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

4.2 Occupationally knowledgeable:

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

4.3 Qualified to make assessment decisions:

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

4.4 Qualified to make quality assurance decisions:

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

4.5 Expert witness:

An expert witness must:

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

Assessment Principles

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

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

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.

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.

Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

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. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

Quality Assurance

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.

Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

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.

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

Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

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

Types of Assessor Qualifications

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

- Level 5 Diploma in Education and Training
- Level 3 Certificate in Assessing Vocational Achievement (RQF)

Tutors

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

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

Assessors

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

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

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

Internal Quality Assurers

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

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

Internal Verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to

demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

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

External Quality Assurers

External Quality Assurers must hold or be working towards any of the following:

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

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

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

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

Additional Information

Centre Approval

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

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 contactus@innovateawarding.org or call 0117 314 2800.

Complaints

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

Fees

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

Enquiries and Appeals

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

Data Protection

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

Equality and Diversity

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

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

Reasonable Adjustment and Special Consideration

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

Malpractice and Maladministration

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

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

Recognition of Prior Learning (RPL)

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

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



Innovate Awarding
Block F, 291 Paintworks, Arnos Vale,
Bristol, BS43AW

 innovateawarding.org

 contactus@innovateawarding.org

 +44 (0)117 314 2800