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Pearson
Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

Specification

Competence-based qualification

First registration September 2014

Issue 6

Pearson

Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 6. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) specification Issue 6 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 8
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualification

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- the combination of units that a learner must have completed before the qualification will be awarded and any pathways

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification

- the method of any assessment and any associated requirements relating to it

- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)

- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body

- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body

- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel Competence-based qualifications

What are Competence-based qualifications?

Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

Competence-based qualifications are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. Competence-based qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

Competence-based qualifications are outcomes-based with no fixed learning programme - allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
  (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369
  (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more
  (equivalent to 37 credits and above).

2   Qualification summary and key information

Qualification title	Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)
Qualification Number (QN)	601/4438/5
Regulation start date	27/08/2014
Operational start date	01/09/2014
Approved age ranges	19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	90
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	900
Guided learning hours	527
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website at: qualifications.pearson.com

3   Qualification rationale

Qualification objectives

The Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) is for learners who work in, or who want to work in the Adult Social Care sector in England.

It gives learners the opportunity to:

- develop and demonstrate competence in leadership roles within either a Social Care or children and young people's services setting, such as:
  - Managers of residential services
  - Assistant managers of residential services
  - Assistant managers
  - Senior Care workers
  - Day service managers
  - Day service assistant managers
  - Managers of domiciliary services
  - Assistant managers of domiciliary services
  - Managers of community based services.
- develop technical skills and knowledge and understanding related to the specified job roles above in health and social care or children and young people's services such as understanding safeguarding, managing health and safety risks and partnership working.
- have existing skills recognised
- achieve a nationally-recognised Level 5 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 5 NVQ Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF), which expired on 31st October 2014. The old qualification with QN 600/0744/8 was replaced in order to meet the SASE Higher Apprenticeship framework requirements for minimum credit value of 90 credits.

This new qualification was amended in August 2015 to remove the Children and Young People's Residential Management pathway which has been replaced by the new Pearson BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England) with QN 601/5401/9, which has been live for registration since January 2015.

Apprenticeships

Skills for Care and Development include the Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) as the competencies component for the Higher Apprenticeship in Care Leadership and Management (England) (General Adult Social Care).

Apprentices are required to achieve a minimum of 90 credits and must include the unit below, included as an option within the qualification:

- Unit 70, Understand Professional Management and Leadership in Health and Social Care or Children and Young People's Settings (F/504/2218).

Progression opportunities

Learners who achieve the Pearson Edexcel Level 5 Diploma can progress to higher education courses in health and social care leadership or courses in working with children and young people at undergraduate or postgraduate level.

Industry support and recognition

This qualification is supported by Skills for Care and Development, the Sector Skills Council for Adult Social Care.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Health and Social Care, which were set and designed by Skills for Care and Development, the Sector Skills Council for the sector.

4   Qualification structure

Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

Before this qualification can be awarded, the learner will need to achieve 30 credits from the mandatory unit group and meet the credit requirements from their chosen pathway outlined in the tables below.

Number of credits that must be achieved	90
Minimum number of credits that must be achieved at level 5 or above	66
Number of mandatory credits that must be achieved	30
Number of credits that must be achieved from a pathway	60

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	F/602/2335	Use and Develop Systems that Promote Communication	5	3	24
2	L/602/2578	Promote Professional Development	4	4	33
3	Y/602/3183	Champion Equality, Diversity and Inclusion	5	4	34
4	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
5	A/602/3189	Work in Partnership in Health and Social Care or Children and Young People's Settings	4	4	26
42	J/602/3499	Undertake a Research Project within Services for Health and Social Care or Children and Young People	5	10	80

Children and Young People's Management Pathway

To achieve this qualification, Learners must achieve 90 credits, including the 30 credits from the mandatory units.

From this pathway, learners must achieve a minimum of 60 credits, including 38 credits from the core units in Group C1 and a minimum of 12 credits from the optional units in Group C2. The remaining credits can come from Group C2, C3 or C4, with a maximum of 6 credits from Group C3.

Unit	Unit reference number	Group C1 – Core units	Level	Credit	Guided learning hours
6	F/601/9449	Understand Children and Young Person's Development	5	6	30
7	J/601/9369	Lead Practice that Supports Positive Outcomes for Child and Young Person Development	5	6	36
8	A/601/9370	Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People	5	6	26
9	H/602/3171	Lead and Manage a Team Within a Health and Social Care or Children and Young People's Setting	6	7	46
10	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39
11	J/602/2577	Lead Practice in Promoting the Wellbeing and Resilience of Children and Young People	5	8	53

Unit	Unit reference number	Group C2 – Optional Management units	Level	Credit	Guided learning hours
18	J/602/2336	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6	40
19	R/602/2338	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3	26
20	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42
21	L/602/2547	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6	43
22	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
23	F/602/2612	Facilitate Change in Health and Social Care or Children and Young People's Setting	5	6	42
24	L/602/2743	Manage an Inter-Professional Team in a Health and Social Care or Children and Young People's Setting	6	7	48
25	T/602/2753	Manage Finance within own Area of Responsibility in Health and Social Care or Children and Young People's Setting	4	4	31
26	R/602/2758	Manage Quality in Health and Social Care or Children and Young People's Setting	5	5	36
27	Y/600/9588	Develop and Evaluate Operational Plans for own Area of Responsibility	5	6	25
28	K/600/9711	Manage Physical Resources	4	3	25

Unit	Unit reference number	Group C3 – Optional Knowledge units Learners may achieve a maximum of 6 credits from this group	Level	Credit	Guided learning hours
29	T/602/3188	Understand Partnership Working	4	1	7
30	D/602/3170	Understand How to Manage a Team	4	3	20
31	H/602/3185	Understanding Professional Supervision Practice	4	3	22
32	J/601/3538	Understand the Process and Experience of Dementia	3	3	22
33	J/601/6150	Understand Physical Disability	3	3	22
34	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
35	M/601/3467	Understand Sensory Loss	3	3	21
36	A/601/6274	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
71	A/503/8135	Understand Advance Care Planning	3	3	25
73	F/503/8704	End of Life and Dementia Care	3	2	20
74	J/503/8137	Understand how to support Individuals during the Last Days of Life	3	3	28
75	R/504/2224	Support People who are Providing Homes for Individuals	4	6	40
76	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
77	T/504/2216	Assess the Needs of Carers and Families	3	4	28

Unit	Unit reference number	Group C4 – General Optional units	Level	Credit	Guided learning hours
37	L/602/2337	Manage Domiciliary Services	5	6	39
38	F/602/2853	Lead the Management of Transitions	5	4	29
39	K/602/2572	Lead Positive Behavioural Support **Please refer to the barred combinations table for this unit.**	7	10	75
40	K/602/3074	Develop Provision for Family Support	5	5	33
41	M/602/2380	Lead Support for Disabled Children and Young People and their Carers	6	8	57
43	H/601/7354	Lead Active Support	5	5	35
44	K/601/7355	Active Support: Lead Interactive Training	5	4	30
45	J/601/5645	Promote Access to Healthcare for Individuals with Learning Disabilities	5	6	44
46	A/601/5318	Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions	5	7	53
47	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
48	D/601/5750	Support Families who Have a Child with a Disability	3	3	23
49	M/601/9494	Support the Development of Community Partnerships	4	5	33
50	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
51	T/601/9495	Support Individuals at the End of Life	3	7	53
52	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
53	T/601/9738	Implement the Positive Behavioural Support model **Please refer to the barred combinations table for this unit.**	4	8	61
54	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31

Unit	Unit reference number	Group C4 – General Optional units *continued*	Level	Credit	Guided learning hours
55	M/601/5249	Promote Awareness of Sensory Loss	5	3	19
56	H/601/5250	Support the Use of Assistive Technology	5	4	31
57	K/601/5251	Explore Models of Disability	5	5	32
58	M/601/5252	Support Individuals with Sensory Loss with Communication	5	5	37
59	T/601/5253	Support Individuals with Multiple Conditions and/or Disabilities	5	5	34
60	T/600/9789	Support Children's Speech, Language and Communication	3	4	30
61	F/600/9777	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40
62	F/502/3295	Independent Mental Capacity Advocacy **Please refer to the barred combinations table for this unit.**	4	12	35
63	J/502/3296	Independent Mental Health Advocacy **Please refer to the barred combinations table for this unit.**	4	7	35
64	L/502/3297	Providing Independent Advocacy Management **Please refer to the barred combinations table for this unit.**	4	11	35
65	R/502/3298	Providing Independent Advocacy to Adults **Please refer to the barred combinations table for this unit.**	4	5	35
66	Y/502/3299	Independent Advocacy with Children and Young People **Please refer to the barred combinations table for this unit.**	4	7	35

Unit	Unit reference number	Group C4 – General Optional units *continued*	Level	Credit	Guided learning hours
67	F/502/3300	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards **Please refer to the barred combinations table for this unit.**	4	5	35
68	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
69	D/501/0585	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	3	4	24
70	F/504/2218	Understand Professional Management and Leadership in Health and Social Care or Children and Young People's Settings	5	6	50

Centres should be aware that within the Level 5 qualification in this specification, learners will be required to meet the demands of unit(s) at level 7. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

Children and Young People's Advanced Practice Pathway

To achieve this qualification, Learners must achieve 90 credits, including the 30 credits from the mandatory units.

From this pathway, learners must achieve a minimum of 60 credits, including 26 credits from the core units in Group D1 and the remaining credits from the optional units in Group D2, D3 or D4, with a maximum of 6 credits from Group D3.

Unit	Unit reference number	Group D1 – Core units	Level	Credit	Guided learning hours
6	F/601/9449	Understand Children and Young Person's Development	5	6	30
7	J/601/9369	Lead Practice that Supports Positive Outcomes for Child and Young Person Development	5	6	36
8	A/601/9370	Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People	5	6	26
11	J/602/2577	Lead Practice in Promoting the Wellbeing and Resilience of Children and Young People	5	8	53
Unit	Unit reference number	Group D2 – Optional Management units	Level	Credit	Guided learning hours
18	J/602/2336	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6	40
19	R/602/2338	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3	26
20	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42
21	L/602/2547	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6	43
22	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
23	F/602/2612	Facilitate Change in Health and Social Care or Children and Young People's Setting	5	6	42

Unit	Unit reference number	Group D2 – Optional Management units *continued*	Level	Credit	Guided learning hours
24	L/602/2743	Manage an Inter-Professional Team in a Health and Social Care or Children and Young People's Setting	6	7	48
25	T/602/2753	Manage Finance within own Area of Responsibility in Health and Social Care or Children and Young People's Setting	4	4	31
26	R/602/2758	Manage Quality in Health and Social Care or Children and Young People's Setting	5	5	36
27	Y/600/9588	Develop and Evaluate Operational Plans for own Area of Responsibility	5	6	25
28	K/600/9711	Manage Physical Resources	4	3	25

Unit	Unit reference number	Group D3 – Optional Knowledge units Learners may achieve a maximum of 6 credits from this group	Level	Credit	Guided learning hours
29	T/602/3188	Understand Partnership Working	4	1	7
30	D/602/3170	Understand How to Manage a Team	4	3	20
31	H/602/3185	Understanding Professional Supervision Practice	4	3	22
32	J/601/ 3538	Understand the Process and Experience of Dementia	3	3	22
33	J/601/6150	Understand Physical Disability	3	3	22
34	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
35	M/601/3467	Understand Sensory Loss	3	3	21
36	A/601/6274	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
71	A/503/8135	Understand Advance Care Planning	3	3	25
73	F/503/8704	End of Life and Dementia Care	3	2	20
74	J/503/8137	Understand how to support Individuals during the Last Days of Life	3	3	28
75	R/504/2224	Support People who are Providing Homes for Individuals	4	6	40
76	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
77	T/504/2216	Assess the Needs of Carers and Families	3	4	28

Unit	Unit reference number	Group D4 – General Optional units	Level	Credit	Guided learning hours
37	L/602/2337	Manage Domiciliary Services	5	6	39
38	F/602/2853	Lead the Management of Transitions	5	4	29
39	K/602/2572	Lead Positive Behavioural Support **Please refer to the barred combinations table for this unit.**	7	10	75
40	K/602/3074	Develop Provision for Family Support	5	5	33
41	M/602/2380	Lead Support for Disabled Children and Young People and their Carers	6	8	57
43	H/601/7354	Lead Active Support	5	5	35
44	K/601/7355	Active Support: Lead Interactive Training	5	4	30
45	J/601/5645	Promote Access to Healthcare for Individuals with Learning Disabilities	5	6	44
46	A/601/5318	Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions	5	7	53
47	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
48	D/601/5750	Support Families who Have a Child with a Disability	3	3	23
49	M/601/9494	Support the Development of Community Partnerships	4	5	33
50	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
51	T/601/9495	Support Individuals at the End of Life	3	7	53
52	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
53	T/601/9738	Implement the Positive Behavioural Support model **Please refer to the barred combinations table for this unit.**	4	8	61
54	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31

Unit	Unit reference number	Group D4 – General Optional units *continued*	Level	Credit	Guided learning hours
55	M/601/5249	Promote Awareness of Sensory Loss	5	3	19
56	H/601/5250	Support the Use of Assistive Technology	5	4	31
57	K/601/5251	Explore Models of Disability	5	5	32
58	M/601/5252	Support Individuals with Sensory Loss with Communication	5	5	37
59	T/601/5253	Support Individuals with Multiple Conditions and/or Disabilities	5	5	34
60	T/600/9789	Support Children's Speech, Language and Communication	3	4	30
61	F/600/9777	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40
62	F/502/3295	Independent Mental Capacity Advocacy **Please refer to the barred combinations table for this unit.**	4	12	35
63	J/502/3296	Independent Mental Health Advocacy **Please refer to the barred combinations table for this unit.**	4	7	35
64	L/502/3297	Providing Independent Advocacy Management **Please refer to the barred combinations table for this unit.**	4	11	35
65	R/502/3298	Providing Independent Advocacy to Adults **Please refer to the barred combinations table for this unit.**	4	5	35
66	Y/502/3299	Independent Advocacy with Children and Young People **Please refer to the barred combinations table for this unit.**	4	7	35
67	F/502/3300	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards **Please refer to the barred combinations table for this unit.**	4	5	35

Unit	Unit reference number	Group D4 – General Optional units *continued*	Level	Credit	Guided learning hours
68	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
69	D/501/0585	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	3	4	24
70	F/504/2218	Understand Professional Management and Leadership in Health and Social Care or Children and Young People's Settings	5	6	50

Centres should be aware that within the Level 5 qualification in this specification, learners will be required to meet the demands of unit(s) at level 7. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

Adults' Residential Management Pathway

To achieve this qualification, Learners must achieve 90 credits, including the 30 credits from the mandatory units.

From this pathway, learners must achieve a minimum of 60 credits, including 32 credits from the core units in Group E1 and a minimum of 12 credits from the optional units in Group E2. The remaining credits can come from Group E2, E3 or E4, with a maximum of 6 credits from Group E3.

Unit	Unit reference number	Group E1 – Core units	Level	Credit	Guided learning hours
12	M/602/2850	Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals	5	5	35
13	R/602/2856	Safeguarding and Protection of Vulnerable Adults	5	5	37
14	T/602/3174	Lead and Manage Group Living for Adults	5	5	39
15	Y/602/2860	Understand Safeguarding Of Children And Young People (For Those Working In The Adult Sector)	3	1	10
16	D/602/2844	Lead Person-Centred Practice	5	4	29
9	H/602/3171	Lead and Manage a Team Within a Health and Social Care or Children and Young People's Setting	6	7	46
10	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39

Unit	Unit reference number	Group E2 – Optional Management units	Level	Credit	Guided learning hours
18	J/602/2336	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6	40
19	R/602/2338	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3	26
20	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42
21	L/602/2547	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6	43
22	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
23	F/602/2612	Facilitate Change in Health and Social Care or Children and Young People's Setting	5	6	42
24	L/602/2743	Manage an Inter-Professional Team in a Health and Social Care or Children and Young People's Setting	6	7	48
25	T/602/2753	Manage Finance within own Area of Responsibility in Health and Social Care or Children and Young People's Setting	4	4	31
26	R/602/2758	Manage Quality in Health and Social Care or Children and Young People's Setting	5	5	36
27	Y/600/9588	Develop and Evaluate Operational Plans for own Area of Responsibility	5	6	25
28	K/600/9711	Manage Physical Resources	4	3	25

Unit	Unit reference number	Group E3 – Optional Knowledge units Learners may achieve a maximum of 6 credits from this group	Level	Credit	Guided learning hours
29	T/602/3188	Understand Partnership Working	4	1	7
30	D/602/3170	Understand How to Manage a Team	4	3	20
31	H/602/3185	Understanding Professional Supervision Practice	4	3	22
32	J/601/3538	Understand the Process and Experience of Dementia	3	3	22
33	J/601/6150	Understand Physical Disability	3	3	22
34	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
35	M/601/3467	Understand Sensory Loss	3	3	21
36	A/601/6274	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
71	A/503/8135	Understand Advance Care Planning	3	3	25
73	F/503/8704	End of Life and Dementia Care	3	2	20
74	J/503/8137	Understand how to support Individuals during the Last Days of Life	3	3	28
75	R/504/2224	Support People who are Providing Homes for Individuals	4	6	40
76	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
77	T/504/2216	Assess the Needs of Carers and Families	3	4	28

Unit	Unit reference number	Group E4 – General Optional units	Level	Credit	Guided learning hours
37	L/602/2337	Manage Domiciliary Services	5	6	39
38	F/602/2853	Lead the Management of Transitions	5	4	29
39	K/602/2572	Lead Positive Behavioural Support **Please refer to the barred combinations table for this unit.**	7	10	75
40	K/602/3074	Develop Provision for Family Support	5	5	33
41	M/602/2380	Lead Support for Disabled Children and Young People and their Carers	6	8	57
43	H/601/7354	Lead Active Support	5	5	35
44	K/601/7355	Active Support: Lead Interactive Training	5	4	30
45	J/601/5645	Promote Access to Healthcare for Individuals with Learning Disabilities	5	6	44
46	A/601/5318	Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions	5	7	53
47	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
48	D/601/5750	Support Families who Have a Child with a Disability	3	3	23
49	M/601/9494	Support the Development of Community Partnerships	4	5	33
50	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
51	T/601/9495	Support Individuals at the End of Life	3	7	53
52	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
53	T/601/9738	Implement the Positive Behavioural Support model **Please refer to the barred combinations table for this unit.**	4	8	61
54	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31

Unit	Unit reference number	Group E4 – General Optional units *continued*	Level	Credit	Guided learning hours
55	M/601/5249	Promote Awareness of Sensory Loss	5	3	19
56	H/601/5250	Support the Use of Assistive Technology	5	4	31
57	K/601/5251	Explore Models of Disability	5	5	32
58	M/601/5252	Support Individuals with Sensory Loss with Communication	5	5	37
59	T/601/5253	Support Individuals with Multiple Conditions and/or Disabilities	5	5	34
60	T/600/9789	Support Children's Speech, Language and Communication	3	4	30
61	F/600/9777	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40
62	F/502/3295	Independent Mental Capacity Advocacy **Please refer to the barred combinations table for this unit.**	4	12	35
63	J/502/3296	Independent Mental Health Advocacy **Please refer to the barred combinations table for this unit.**	4	7	35
64	L/502/3297	Providing Independent Advocacy Management **Please refer to the barred combinations table for this unit.**	4	11	35
65	R/502/3298	Providing Independent Advocacy to Adults **Please refer to the barred combinations table for this unit.**	4	5	35
66	Y/502/3299	Independent Advocacy with Children and Young People **Please refer to the barred combinations table for this unit.**	4	7	35
67	F/502/3300	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards **Please refer to the barred combinations table for this unit.**	4	5	35

Unit	Unit reference number	Group E4 – General Optional units *continued*	Level	Credit	Guided learning hours
68	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
69	D/501/0585	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	3	4	24
70	F/504/2218	Understand Professional Management and Leadership in Health and Social Care or Children and Young People's Settings	5	6	50
72	D/504/2243	Understand the Factors Affecting Older People	3	2	17

Centres should be aware that within the Level 5 qualification in this specification, learners will be required to meet the demands of unit(s) at level 7. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

Adults' Management Pathway

To achieve this qualification, Learners must achieve 90 credits, including the 30 credits from the mandatory units.

From this pathway, learners must achieve a minimum of 60 credits, including 33 credits from the core units in Group F1 and a minimum of 12 credits from the optional units in Group F2. The remaining credits can come from Group F2, F3 or F4, with a maximum of 6 credits from Group F3.

Unit	Unit reference number	Group F1 – Core units	Level	Credit	Guided learning hours
12	M/602/2850	Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals	5	5	35
13	R/602/2856	Safeguarding and Protection of Vulnerable Adults	5	5	37
15	Y/602/2860	Understand Safeguarding Of Children And Young People (For Those Working In The Adult Sector)	3	1	10
16	D/602/2844	Lead Person-Centred Practice	5	4	29
9	H/602/3171	Lead and Manage a Team Within a Health and Social Care or Children and Young People's Setting	6	7	46
10	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39
17	J/601/5242	Assess the Individual in a Health and Social Care Setting	5	6	41

Unit	Unit reference number	Group F2 – Optional Management units	Level	Credit	Guided learning hours
18	J/602/2336	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6	40
19	R/602/2338	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3	26
20	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42
21	L/602/2547	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6	43
22	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
23	F/602/2612	Facilitate Change in Health and Social Care or Children and Young People's Setting	5	6	42
24	L/602/2743	Manage an Inter-Professional Team in a Health and Social Care or Children and Young People's Setting	6	7	48
25	T/602/2753	Manage Finance within own Area of Responsibility in Health and Social Care or Children and Young People's Setting	4	4	31
26	R/602/2758	Manage Quality in Health and Social Care or Children and Young People's Setting	5	5	36
27	Y/600/9588	Develop and Evaluate Operational Plans for own Area of Responsibility	5	6	25
28	K/600/9711	Manage Physical Resources	4	3	25

Unit	Unit reference number	Group F3 – Optional Knowledge units Learners may achieve a maximum of 6 credits from this group	Level	Credit	Guided learning hours
29	T/602/3188	Understand Partnership Working	4	1	7
30	D/602/3170	Understand How to Manage a Team	4	3	20
31	H/602/3185	Understanding Professional Supervision Practice	4	3	22
32	J/601/3538	Understand the Process and Experience of Dementia	3	3	22
33	J/601/6150	Understand Physical Disability	3	3	22
34	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
35	M/601/3467	Understand Sensory Loss	3	3	21
36	A/601/6274	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
71	A/503/8135	Understand Advance Care Planning	3	3	25
73	F/503/8704	End of Life and Dementia Care	3	2	20
74	J/503/8137	Understand how to support Individuals during the Last Days of Life	3	3	28
75	R/504/2224	Support People who are Providing Homes for Individuals	4	6	40
76	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
77	T/504/2216	Assess the Needs of Carers and Families	3	4	28

Unit	Unit reference number	Group F4 – General Optional units	Level	Credit	Guided learning hours
37	L/602/2337	Manage Domiciliary Services	5	6	39
38	F/602/2853	Lead the Management of Transitions	5	4	29
39	K/602/2572	Lead Positive Behavioural Support **Please refer to the barred combinations table for this unit.**	7	10	75
40	K/602/3074	Develop Provision for Family Support	5	5	33
41	M/602/2380	Lead Support for Disabled Children and Young People and their Carers	6	8	57
43	H/601/7354	Lead Active Support	5	5	35
44	K/601/7355	Active Support: Lead Interactive Training	5	4	30
45	J/601/5645	Promote Access to Healthcare for Individuals with Learning Disabilities	5	6	44
46	A/601/5318	Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions	5	7	53
47	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
48	D/601/5750	Support Families who Have a Child with a Disability	3	3	23
49	M/601/9494	Support the Development of Community Partnerships	4	5	33
50	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
51	T/601/9495	Support Individuals at the End of Life	3	7	53
52	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
53	T/601/9738	Implement the Positive Behavioural Support model **Please refer to the barred combinations table for this unit.**	4	8	61
54	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31

Unit	Unit reference number	Group F4 – General Optional units *continued*	Level	Credit	Guided learning hours
55	M/601/5249	Promote Awareness of Sensory Loss	5	3	19
56	H/601/5250	Support the Use of Assistive Technology	5	4	31
57	K/601/5251	Explore Models of Disability	5	5	32
58	M/601/5252	Support Individuals with Sensory Loss with Communication	5	5	37
59	T/601/5253	Support Individuals with Multiple Conditions and/or Disabilities	5	5	34
60	T/600/9789	Support Children's Speech, Language and Communication	3	4	30
61	F/600/9777	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40
62	F/502/3295	Independent Mental Capacity Advocacy **Please refer to the barred combinations table for this unit.**	4	12	35
63	J/502/3296	Independent Mental Health Advocacy **Please refer to the barred combinations table for this unit.**	4	7	35
64	L/502/3297	Providing Independent Advocacy Management **Please refer to the barred combinations table for this unit.**	4	11	35
65	R/502/3298	Providing Independent Advocacy to Adults **Please refer to the barred combinations table for this unit.**	4	5	35
66	Y/502/3299	Independent Advocacy with Children and Young People **Please refer to the barred combinations table for this unit.**	4	7	35
67	F/502/3300	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards **Please refer to the barred combinations table for this unit.**	4	5	35

Unit	Unit reference number	Group F4 – General Optional units *continued*	Level	Credit	Guided learning hours
68	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
69	D/501/0585	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	3	4	24
70	F/504/2218	Understand Professional Management and Leadership in Health and Social Care or Children and Young People's Settings	5	6	50
72	D/504/2243	Understand the Factors Affecting Older People	3	2	17

Centres should be aware that within the Level 5 qualification in this specification, learners will be required to meet the demands of unit(s) at level 7. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

Adults' Advanced Practice Pathway

To achieve this qualification, Learners must achieve 90 credits, including the 30 credits from the mandatory units.

From this pathway, learners must achieve a minimum of 60 credits, including 21 credits from the core units in Group G1 and the remaining credits from the optional units in Group G2, G3 or G4, with a maximum of 6 credits from Group G3.

Unit	Unit reference number	Group G1 – Core units	Level	Credit	Guided learning hours
12	M/602/2850	Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals	5	5	35
13	R/602/2856	Safeguarding and Protection of Vulnerable Adults	5	5	37
15	Y/602/2860	Understand Safeguarding Of Children And Young People (For Those Working In The Adult Sector)	3	1	10
16	D/602/2844	Lead Person-Centred Practice	5	4	29
17	J/601/5242	Assess the Individual in a Health and Social Care Setting	5	6	41

Unit	Unit reference number	Group G2 – Optional Management units	Level	Credit	Guided learning hours
18	J/602/2336	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6	40
19	R/602/2338	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3	26
20	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42
21	L/602/2547	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6	43
22	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
23	F/602/2612	Facilitate Change in Health and Social Care or Children and Young People's Setting	5	6	42
24	L/602/2743	Manage an Inter-Professional Team in a Health and Social Care or Children and Young People's Setting	6	7	48
25	T/602/2753	Manage Finance within own Area of Responsibility in Health and Social Care or Children and Young People's Setting	4	4	31
26	R/602/2758	Manage Quality in Health and Social Care or Children and Young People's Setting	5	5	36
27	Y/600/9588	Develop and Evaluate Operational Plans for own Area of Responsibility	5	6	25
28	K/600/9711	Manage Physical Resources	4	3	25

Unit	Unit reference number	Group G3 – Optional Knowledge units Learners may achieve a maximum of 6 credits from this group	Level	Credit	Guided learning hours
29	T/602/3188	Understand Partnership Working	4	1	7
30	D/602/3170	Understand How to Manage a Team	4	3	20
31	H/602/3185	Understanding Professional Supervision Practice	4	3	22
32	J/601/3538	Understand the Process and Experience of Dementia	3	3	22
33	J/601/6150	Understand Physical Disability	3	3	22
34	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
35	M/601/3467	Understand Sensory Loss	3	3	21
36	A/601/6274	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
71	A/503/8135	Understand Advance Care Planning	3	3	25
73	F/503/8704	End of Life and Dementia Care	3	2	20
74	J/503/8137	Understand how to support Individuals during the Last Days of Life	3	3	28
75	R/504/2224	Support People who are Providing Homes for Individuals	4	6	40
76	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
77	T/504/2216	Assess the Needs of Carers and Families	3	4	28

Unit	Unit reference number	Group G4 – General Optional units	Level	Credit	Guided learning hours
37	L/602/2337	Manage Domiciliary Services	5	6	39
38	F/602/2853	Lead the Management of Transitions	5	4	29
39	K/602/2572	Lead Positive Behavioural Support **Please refer to the barred combinations table for this unit.**	7	10	75
40	K/602/3074	Develop Provision for Family Support	5	5	33
41	M/602/2380	Lead Support for Disabled Children and Young People and their Carers	6	8	57
43	H/601/7354	Lead Active Support	5	5	35
44	K/601/7355	Active Support: Lead Interactive Training	5	4	30
45	J/601/5645	Promote Access to Healthcare for Individuals with Learning Disabilities	5	6	44
46	A/601/5318	Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions	5	7	53
47	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
48	D/601/5750	Support Families who Have a Child with a Disability	3	3	23
49	M/601/9494	Support the Development of Community Partnerships	4	5	33
50	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
51	T/601/9495	Support Individuals at the End of Life	3	7	53
52	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
53	T/601/9738	Implement the Positive Behavioural Support model **Please refer to the barred combinations table for this unit.**	4	8	61
54	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31

Unit	Unit reference number	Group G4 – General Optional units *continued*	Level	Credit	Guided learning hours
55	M/601/5249	Promote Awareness of Sensory Loss	5	3	19
56	H/601/5250	Support the Use of Assistive Technology	5	4	31
57	K/601/5251	Explore Models of Disability	5	5	32
58	M/601/5252	Support Individuals with Sensory Loss with Communication	5	5	37
59	T/601/5253	Support Individuals with Multiple Conditions and/or Disabilities	5	5	34
60	T/600/9789	Support Children's Speech, Language and Communication	3	4	30
61	F/600/9777	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40
62	F/502/3295	Independent Mental Capacity Advocacy **Please refer to the barred combinations table for this unit.**	4	12	35
63	J/502/3296	Independent Mental Health Advocacy **Please refer to the barred combinations table for this unit.**	4	7	35
64	L/502/3297	Providing Independent Advocacy Management **Please refer to the barred combinations table for this unit.**	4	11	35
65	R/502/3298	Providing Independent Advocacy to Adults **Please refer to the barred combinations table for this unit.**	4	5	35
66	Y/502/3299	Independent Advocacy with Children and Young People **Please refer to the barred combinations table for this unit.**	4	7	35
67	F/502/3300	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards **Please refer to the barred combinations table for this unit.**	4	5	35

Unit	Unit reference number	Group G4 – General Optional units *continued*	Level	Credit	Guided learning hours
68	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
69	D/501/0585	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	3	4	24
70	F/504/2218	Understand Professional Management and Leadership in Health and Social Care or Children and Young People's Settings	5	6	50
72	D/504/2243	Understand the Factors Affecting Older People	3	2	17

Centres should be aware that within the Level 5 qualification in this specification, learners will be required to meet the demands of unit(s) at level 7. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

Barred Combinations

Unit	Unit reference number	Unit title	Barred combination with these units
39	K/602/2572	Lead positive behavioural support	T/601/9738
53	T/601/9738	Implement the positive behavioural support model	K/602/2572
62	F/502/3295	Independent Mental Capacity Advocacy	F/502/3300, J/502/3296, L/502/3297, R/502/3298, Y/502/3299
67	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	F/502/3295, J/502/3296, L/502/3297, R/502/3298, Y/502/3299
63	J/502/3296	Independent Mental Health Advocacy	F/502/3295, F/502/3300, L/502/3297, Y/502/3299, R/502/3298
64	L/502/3297	Providing Independent Advocacy Management	F/502/3295, J/502/3296, F/502/3300, R/502/3298, Y/502/3299
65	R/502/3298	Providing Independent Advocacy to Adults	F/502/3295, J/502/3296, L/502/3297, F/502/3300, Y/502/3299
66	Y/502/3299	Independent Advocacy with Children and Young People	F/502/3295, J/502/3296, L/502/3297, R/502/3298, F/502/3300

5   Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website: http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support include:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme

- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs

- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction can include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery, the assessment process. It is good practice to involve employers in the induction process, this helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme

- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication with the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery include:

- Offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios.

- Planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning.

- Integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them.

- Developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed.

- Discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement include:

- Communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs.

- Working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor.

- Helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6   Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.

- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.

- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

• they should be available to everyone who is capable of reaching the required standards

• they should be free from barriers that restrict access and progression

• there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

This qualification is for all learners aged 19+ who are capable of reaching the required standards. Learners do not need any prior qualifications, knowledge or experience before starting the qualification, however they are likely to be employed in and have experience of working in a social care or children and young people's services setting.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

• learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

• all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

8 Assessment

To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy,* available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website at: http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

Internal assessment

The units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

Valid   relevant to the standards for which competence is claimed

Authentic   produced by the learner

Current   sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim

Reliable   indicates that the learner can consistently perform at this level

Sufficient   fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role

- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.

- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

- Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

- a combination of these.

Assessment strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remain valid and reliable. It has been developed by Skills for Care and Social Development (SfCD) in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation (S)

- professional discussion (PD)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: qualifications.pearson.com. Please see *Section 12, Further information and useful publications* for details.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy,* which is available on our website at: http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy,* which is available on our website at: http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website at: http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website at: http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites

- number and throughput of learners

- number and turnover of assessors

- number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook,* the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at www.pearsonwbl.edexcel.com

11 Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Assessment methodology

This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Unit 1: Use and Develop Systems that Promote Communication

Unit reference number: F/602/2335

Level: 5

Credit value: 3

Guided learning hours: 24

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding 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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Content

1 **Be able to address the range of communication requirements in own role**

Groups and individuals: clients; families; advocates; internal staff; liaising with external agencies, e.g. Care Quality Commission, health professionals, social services

Methods of communication: verbal; non-verbal, e.g. signs, pictorial, written, electronic, assisted; personal; organisational; formal; informal; promotional; informative

Support: empowerment; promotion of rights; maintaining confidentiality; personalisation

Barriers and challenges: type of communication, e.g. difficult, complex, sensitive; language needs/preferences; disability; personality; environment; time; self-esteem and self-image of others; anxiety; depression; assumptions; cultural differences; value and belief systems; stereotypes; use and abuse of power; attitude; assertiveness, aggressiveness, submissiveness; responses to behaviour; effects on identity

2 **Be able to improve communication systems and practices that support positive outcomes for individuals**

Communication systems: internal, e.g. records, handovers, client files, staff meetings; external, e.g. multi-agency working, shared records, email, electronic files, fax, face to face

Effectiveness of existing communication systems and practices: maintaining confidentiality; complying with legal requirements, e.g. Essential Standards for Safety and Quality; meeting organisational requirements

Propose improvements to communication systems and practices to address any shortcomings: proposals in meetings through written or oral communication; shortcomings, e.g. in shared access with multi-agency working; who can have access and when this is appropriate; maintaining accurate records, e.g. ensuring all information is documented in full and accurately

Lead the implementation of revised communication systems and practices: communicating with staff on change through team meetings; involving and listening to ideas and problems; finding solutions; being able to compromise; alleviating anxieties of others; designating new roles, responsibilities and practices

3   **Be able to improve communication systems to support partnership working**

Use communication systems to promote partnership working: shared records, e.g. electronic, written, email, fax, face-to-face; working effectively together with people, e.g. professionals, agencies and organisations to enhance the wellbeing of people and support positive and improved outcomes

Compare the effectiveness of different communications systems for partnership working: computerised systems; shared records and access; power issue, e.g. who has access and who is excluded; faster response and retrieval of information; increased frequency with which information is collected and shared; standardisation across partnership working

Propose improvements to communication systems for partnership working: proposals in meetings through written or oral communication; liaising with external partners through meetings; involving and listening to ideas and problems; finding solutions; being able to compromise; alleviating anxieties of others

4   **Be able to use systems for effective information management**

Explain legal and ethical tensions between maintaining confidentiality and sharing information: Data Protection Act 1998; CQC Essential Standards on Safety and Quality; ethical issues when to share information; who to share with; when to maintain confidentiality

Analyse the essential features of information-sharing agreements within and between organisations: who can access records and who is excluded; circumstances for sharing information; boundaries to agreement

Demonstrate use of information management systems that meet legal and ethical requirements: Data Protection Act 1998; CQC Essential Standards on Safety and Quality; maintenance of records; positive promotion of individual rights; advocacy; work practices; putting the patient/service user at the heart of service provision

Unit 2: Promote Professional Development

Unit reference number: L/602/2578

Level: 4

Credit value: 4

Guided learning hours: 33

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: – reflection on best practice – reflection on failures and mistakes			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Content

1 **Understand principles of professional development**

Improving professional development: understanding the meaning of professional practice and the need to continually improve; barriers to professional development – personal (intellectual, social, emotional), time pressures (family or other commitments), financial barriers, organisational barriers and work pressures; how these might be managed and overcome

Sources and systems of support: information sources, e.g. books, internet; formal learning opportunities, e.g. mentoring, appraisal and formal supervision; informal learning opportunities, e.g. support from work colleagues; organisational support for personal development that links with business plans/organisational goals; how to recognise the most relevant sources of information and the most supportive approaches including partnership organisations

Factors to consider: how to assess the relevance of sources and systems of support in relation to personal, professional and organisational goals, e.g. relevant journals; methods of evaluating information sources, e.g. peer review, research (Social Care Institute for Excellence (SCIE), National Institute for Health and Clinical Excellence (NICE), Cochrane library, NHS Information centre)

2 **Prioritise goals and targets for professional development**

Evaluate own knowledge and practice: how to assess own performance and how to benchmark own current practice using professional standards and operational benchmarks including codes of practice, regulations, minimum/essential standards and National Occupational Standards (NOS), e.g. by undertaking a personal skills inventory; how to identify personal goals and targets for improvement; how to identify and prioritise targets to meet standards, e.g. gaps in own knowledge, skills practice; personal goals, e.g. career progression and aspirations; personal development, e.g. how to critically review own beliefs and values

3 **Produce a personal development plan**

Developing a professional development plan: how to select formal and informal learning opportunities to meet identified goals, targets and objectives for personal development, e.g. being mentored or coached, shadowing, secondment, accredited and non-accredited courses; how to identify and consider own preferred learning style and recognise this within the plan; how to evaluate own plan, e.g. developing a timeframe, monitoring and review of plan, collecting evidence of achievement and performance, self-assessment against targets, validating plan with chosen mentor, colleague or manager

4   **Improve performance through reflective practice**

Models of reflective practice: e.g. Schon D, Moon, J, Gibbs reflective cycle, Johns model of reflection, Atkins and Murphy's model of reflection; feedback from others, importance of objectivity and how to achieve this; identifying reflection in practice and reflection on practice and when to use these, how reflective practice improves performance

Importance of reflective practice: links between theory and practice; how reflective practice influences future performance; reflective writing, e.g. storyboards, diaries, tape recordings, documenting achievements and mistakes; how you can influence others through learned theories applied to practice

Evaluation: formal and informal evaluation – self-assessment using personal documentation; assessment by others, e.g. supervisors, peer evaluation; on-going evaluation using own criteria, e.g. milestone assessment, against personal development plan (PDP); feeding results of evaluation into PDP to establish cycle of continuous improvement

Unit 3: Champion Equality, Diversity and Inclusion

Unit reference number: Y/602/3183

Level: 5

Credit value: 4

Guided learning hours: 34

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required 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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2 and 4 must be assessed in the work setting.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: – the effects of discrimination – the impact of inclusion – the value of diversity			
		2.4	Support others to challenge discrimination and exclusion			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 or shortfalls in systems and processes			
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 affect informed choice			
		4.4	Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Content

1 **Understand diversity, equality and inclusion in own area of responsibility**

Models of practice that underpin equality, diversity and inclusion in own area of responsibility: e.g. egalitarianism, equity, equality of opportunity, rights, privacy, individuality, independence, dignity, respect, partnerships respecting diversity, empowerment, equality of care, individual rights, individual choice, acceptance, confidentiality, redress, person-centred practice, wishes and needs, supporting privacy and dignity, allocating resources, current codes of practice, partnership working, quality assurance systems, protection from abuse and harm, support and attention for individuals, family, friends, carers, groups and communities, the European Union, local government, unions, meeting national minimum standards, responding to national initiatives, complaint procedures

Potential effects of barriers to equality and inclusion in own area of Responsibility: the law and effects on organisation when barriers exist, e.g. breaking the law and outcomes, self-esteem, self-concept, mental health, physical health, unsafe environment, harm and abuse; critical reflection; the cycle of oppression; learned helplessness; disempowerment, diminished life chance; social exclusion; being marginalised; poor interpersonal interactions and communication; risk assessment and case for action; new organisational structures and systems; lack of group cohesiveness; differing personalities; the media; prejudice; implications of non-compliance, e.g. financial, legal, moral, health

The impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility: as relevant, e.g. Every Child Matters, Rights to Action, The Equal Pay Act 1975, The Disability Discrimination Act 1995, Race Relations Act 1976, The Children Act 1989, The Children Act 2004, The NHS and Community Care Act 1990, The Data Protection Act 1984, The Mental Health Act 1983, Sex Discrimination Acts 1975 and 1986, Care Standards Act 2000, Care Homes Regulations 2001, European Convention on Human Rights and Fundamental Freedoms 1950, The Convention on the Rights of the Child 1989, Human Rights Act 1998, The Disability Discrimination Act 2005; Codes of Practice, e.g. Code of Practice for Social care Workers and Code of Practice for Employers of Social Care Workers, Charters, Organisational Policies; The Patient's Charter; changes to practice, development and improvement needs; inter-professional working; how legislation impacts/shapes practice through own policies and codes of practice

2 **Be able to champion diversity, equality and inclusion**

Promote equality, diversity and inclusion in policy and practice: articulating own values and beliefs regarding, e.g. embracing diversity, recognising equality, respect and tolerance, non-judgemental attitudes, anti-discriminatory practice, the importance of challenging overt and covert discrimination; use of legislation; codes of practice; charters; staff training and CPD; keeping up to date with new developments; supervision; roles and accountability; quality assurance systems; record keeping; monitoring and evaluating processes; auditing; inspecting the workplace; management structure; meetings; workshops; principles of good practice; record keeping; enforcement and compliance; activities and opportunities for promotion

Challenging discrimination and exclusion in policy and practice – providing others with information about the effects of discrimination: positive and negative effects; short and long-term effects, e.g. health problems, unemployment, inequality; policy and practice reforms; roles and responsibilities; reduced productivity; reduced client numbers; redress

The impact of inclusion: e.g. self-esteem, self-concept, health, equality, respect, valued; improvements e.g. health, recovery rate, future progress, increased productivity, effective team and partnership working, increased client numbers, successful business

The value of diversity: e.g. increased knowledge of other cultures, religions, age, gender, sexuality; increased opportunities; enterprise

Support others to challenge discrimination and exclusion: e.g. positive culture, training and CPD opportunities, own and others contributions, responsibilities for management of practice, a safe environment, monitor and review; dilemmas, e.g. risk-benefit analysis, risk to self and others, resource implications, differing priorities between stakeholders/partners; promoting principles of good practice; reviewing practice; updating of policies and procedures, SWOT analysis

3 **Understand how to develop systems and processes that promote diversity, equality and inclusion**

How systems and processes can promote equality and inclusion or reinforce discrimination and exclusion: using relevant legislation; anti-discriminatory practice to combat, e.g. racism, ageism, sexism; in-house policies and codes of practice; audit of practice; staff appraisals; client/family questionnaire; actions from questionnaire results; sharing good practice and partnership working

The effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility: specific improvements to individual client/staff, e.g. health, self-esteem, self-concept, staff happiness and productivity, timescales; effective communication of others' evaluations and use of for reforms in processes and systems

Propose improvements to address gaps or shortfalls in systems and processes: plans; team meeting; roles and responsibilities; timescales; audit; policy reform; allocation of resources

4 **Be able to manage the risks presented when balancing individual rights and professional duty of care**

Ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care: confidentiality versus disclosure; protection issues relating to individuals and to communities; sharing data between professionals; conflicts between principles of good practice and the values of others; rights and responsibilities of users of the service versus care workers and others; challenging behaviour; conflict; facilitator; advocate; advisor; counsellor; mentor; personal values and beliefs; legal responsibilities of disclosure

The principle of informed choice: e.g. professional, family, individual, child, the elderly; enabling environment; supporting others to make informed choices about the services they receive; making an informed choice; implementing an informed choice; decision making for both short term and long term; culture; values; views; unbiased information; evidence-based information; options

Issues of individual capacity may affect informed choice: e.g. physical health, mental health, the law, social class, culture, religion, age, ability, gender, location, family support, carer support, social mobility, communication and interpersonal skills

Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility: risk assessment and appropriate procedures; action plans; team meetings; monitoring and review; relevant legislation; roles and responsibilities; partnership working to include family and friends

Unit 4: Develop Health and Safety and Risk Management Policies, Procedures and Practices in Health and Social Care or Children and Young People's Settings

Unit reference number: K/602/3172

Level: 5

Credit value: 5

Guided learning hours: 33

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding 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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			
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	4.1	Work with individuals to balance the management of risk with individual rights and the views of others			
		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			
		4.3	Evaluate own practice in promoting a balanced approach to risk management			
		4.4	Analyse how helping others to understand the balance between risk and rights improves practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	5.1	Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others			
		5.2	Evaluate the health, safety and risk management policies, procedures and practices within the work setting.			
		5.3	Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting			
		5.4	Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting			

Learner name: _____ Date: _____

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Content

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:**

The legislative framework for health and safety: understanding the framework; the difference between Acts and Regulations and the roles and responsibilities of the Health and Safety Executive (HSE); role of service managers and team leaders, employees and service users under the law, e.g. Health and Safety at Work Act 1974 and the Management of Health and Safety Regulations 1999 (amended 2003); RIDDOR 1995; COSSH 1994 (amended 2002); Manual Handling Operations 1992; Food Safety Act 1990 and Food Hygiene Regulations 2006; Regulatory Reform (Fire Safety) Order (FSO) 2005

The contribution of policies, procedures and practices to health and safety: how organisational policies support the implementation of the legislation; how work practices are influenced by the legislation and how the way in which procedures are developed is influenced by legislation in own work setting in relation to health, safety and risk management

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**

Supporting compliance: the importance of being a role model for health and safety compliance and what this means for practice

Supporting others: others including colleagues and practitioners, individuals and their carers/significant others, and visitors to the setting, including inspectors and regulators; supporting others to comply with health and safety requirements including policies, practices and procedures through advising, mentoring, coaching, training

Monitoring compliance: how to identify non-compliance and the correct action to take in different circumstances, e.g. what to do when observing a colleague failing to follow food hygiene policy or failing to place hazard notices during cleaning procedures

Completing records: how to develop and implement reporting procedures in line with legislation and the requirements of the organisation

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**

Developing and implementing risk assessment and risk management policies: implementing the five steps to planning a risk assessment; understanding how risk assessment is used in the development of policies, procedures and practices in health and social care or childcare services, including the relationship to safeguarding

Working with individuals and others to assess and manage potential risks and hazards: working with a range of other people and organisations to assess potential risks, identify hazards and develop policies to manage risk in your area of responsibility, e.g. individuals accessing care or support, workers/practitioners, carers, significant others, visitors to the work setting, Local Area Safeguarding Boards or equivalent, carers and domiciliary workers, personal assistants

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**

Balancing management of risks with individual rights: understanding how to raise awareness of the importance of risk taking to the development of independence, health and wellbeing of individuals in own setting; understanding how to identify opportunities to promote independence and develop a culture where individuals can take calculated risks whilst remaining safe

Working with individuals and others: taking action to help others understand the importance of a balance between risks and individual rights, including the concept of calculated risk (risk assessment)

Evaluating own practice: through reflective action; analysing the benefits for improved practice of supporting colleagues and others to assess and manage risk

Supporting others: encouraging others to reflect on their practice in relation to risk management

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**

Obtaining feedback: e.g. from staff, individuals, carers, significant others, domiciliary workers

Evaluating policies: setting up an evaluation cycle for health and safety policy review

Identifying improvements: keeping up to date with health and safety issues; identifying methods of updating staff

Recommending changes: recommending changes to policies, procedures or practice in the context of new and emerging health, safety and risk management issues, e.g. staff changes

Unit 5: Work in Partnership in Health and Social Care or Children and Young People's Settings

Unit reference number:	A/602/3189
Level:	4
Credit value:	4
Guided learning hours:	26

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand partnership working	1.1	Identify the features of effective partnership working			
		1.2	Explain the importance of partnership working with – colleagues – other professionals – others			
		1.3	Analyse how partnership working delivers better outcomes			
		1.4	Explain how to overcome barriers to partnership working			
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 relationships with colleagues			
		2.4	Deal constructively with any conflict that may arise with colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			
4	Be able to work in partnership with others	4.1	Analyse the importance of working in partnership with others			
		4.2	Develop procedures for effective working relationships with others			
		4.3	Agree common objectives when working with others within the boundaries of own role and responsibilities			
		4.4	Evaluate procedures for working with others			
		4.5	Deal constructively with any conflict that may arise with others			

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(*if sampled*)

Content

1 **Understand partnership working**

Effective partnership working: placing individuals accessing care or services at the centre; shared purpose and vision; common purpose to improve individuals' lives; other features, e.g. trust, empathy, respect for the skills and contribution of colleagues, communication, realistic expectations, clear objectives, honesty; working to agreed practices; maintenance of balance between task and relationship orientation; effective listening skills; Team Role Theory (Belbin 1970s), avoidance of groupthink (Janis, 1960), avoidance of social loafing; supportive approach

Importance of partnership working: importance for improved outcomes for individuals accessing services; maintenance of trust; promotion of the communication cycle; achievement of objectives; maximum utilisation of expertise; reduced duplication of tasks and services; shared responsibilities; meeting common objectives; integrated workforce agenda; shared skills and knowledge; colleagues, e.g. social care support workers, nurses, managers; other types of staff within the setting, e.g. kitchen workers, domestic staff; other professionals, e.g. workers from other agencies or organisations, advocates, independent visitors; others, e.g. individuals, children and young people, families, carers, friends of the individual, advocates

Effects on outcomes: improved quality of support for users of services; dissemination of good practice; a co-ordinated approach to service delivery; reduced duplication of services; reduced professional isolation; minimisation of barriers to communication; delivery of flexible services centred on individual needs

Overcoming barriers: shared goals and objectives; recognition of shared aims; continuing communication; involving individuals in key decisions; early intervention; sharing of information; understanding of respective roles, responsibilities and expertise; shared use of language/terminology; clear rationale for joint working; commitment to partnership; joint training; agreed joint protocols; informal meetings, networking and team-building activities; recognition of the contribution of others

2 **Be able to establish and maintain working relationships with colleagues**

Own role when working with colleagues: maintenance of professional approach; upholding sector principles and values; willingness to share concerns; recognition of own limitations; sharing relevant information; completion of own tasks; reporting concerns to colleagues, managers, others; Tuckman's stages

Common objectives: negotiation; compromise; clear communication; setting goals and targets; users of services at the centre of planning; open approach

Evaluation of own working relationship: self-appraisal; acceptance of feedback; measurement against set targets; review of objectives

Dealing with conflict: openness and honesty; identification of issues; establishment of common ground; formulation of points of agreement; equalisation of power; pursuance of common goals; use of third parties to aid negotiation; non-judgemental approach; self-appraisal

3 **Be able to establish and maintain working relationships with other professionals**

Own role and responsibilities: other professionals, e.g. workers from other agencies or organisations, advocates, independent visitors; upholding sector principles and values; maintenance of a professional approach; providing flexible services centred on individual; sharing of information; respect for the skills, roles and responsibilities of other professionals; recognition of limits of own role; adherence to protocols, procedures and practices; effective recording and storing of information; avoidance of jargon/acronyms; proactive initiation of necessary actions; confidence to challenge where appropriate; stating own judgements assertively; know requirements of own role and responsibilities; sharing relevant information; timely communication

Procedures for effective working relationships: establishment of common objectives, goals and targets; use of established tools, processes and procedures

Agree common objectives: use of SMART, (Specific, Achievable Measurable, Realistic, Time-managed) objectives; realistic approach; maintain standards; clarify understanding; avoidance of jargon/acronyms; recognition of boundaries of own role and responsibilities; clear communication

Dealing with conflict: identification of issues; establishment of common ground; equalisation of power where appropriate; use of third parties to aid negotiation; appropriate challenge; listening skills, empathy; self-appraisal

4 **Be able to work in partnership with others**

Importance of working in partnership with others: others, e.g. individuals, children and young people, families, carers, friends of the individual, advocates; user of services at the centre of the process; use of information from the individual's social circle; person-centred approach to care and support; recognition of individual within their community; promotion of the individual's wellbeing; a holistic approach

Procedures for effective working relationships: establishing a shared understanding; setting boundaries, e.g. confidentiality, involvement in delivery of support and care; promotion of problem solving; mechanisms for managing potential areas of conflict; regular communication; recording and storing of information; individual at the centre of the process

Agree common objectives: use of SMART objectives; individual at the centre of the process; recognition of boundaries of own role and responsibilities; reference to objectives and guidelines of the setting; recording of information; agreed agendas

Evaluate procedures: monitor and review process; measured against set outcomes; impact on individuals

Dealing with conflict: identification of issues; establishment of common ground; non-judgemental approach; self-appraisal; equalisation of power where appropriate; formulation of points of agreement; listening skills; empathy; use of third parties for arbitration

Unit 6: Understand Children and Young Person's Development

Unit reference number: F/601/9449

Level: 5

Credit value: 6

Guided learning hours: 30

Unit summary

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop. The unit also explores actions which should be taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Unit assessment requirements/evidence requirements

This unit needs to be assessed in line with Skills for care and development Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the pattern of development that would normally be expected for children and young people from birth-19 yrs	1.1	Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth-19 years			
		1.2	Analyse the difference between sequence of development and rate of development and why the distinction is important			
		1.3	Analyse the reasons why children and young people's development may not follow the pattern normally expected			
2	Understand the factors that impact on children and young people's development	2.1	Analyse how children and young people's development is influenced by a range of personal factors			
		2.2	Analyse how children and young people's development is influenced by a range of external factors			
		2.3	Explain how theories of development and frameworks to support development influence current practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the benefits of early intervention to support the development of children and young people	3.1	Analyse the importance of early identification of development delay			
		3.2	Explain the potential risks of late recognition of development delay			
		3.3	Evaluate how multi-agency teams work together to support all aspects of development in children and young people			
		3.4	Explain how play and leisure activities can be used to support all aspects of development of children and young people			
4	Understand the potential effects of transitions on children and young people's development	4.1	Explain how different types of transitions can affect children and young people's development			
		4.2	Explain the importance of children and young people having positive relationships through periods of transition			
		4.3	Evaluate the effectiveness of positive relationships on children and young people's development			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions	5.1	Explain different methods of assessing, recording and monitoring children and young people's development			
		5.2	Explain how and in what circumstances different methods are used for assessing, recording and monitoring children and young people's development in the work setting			
		5.3	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected			
		5.4	Evaluate the importance of accurate documentation regarding the development of children and young people			

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Content

1 **Understand the pattern of development that would normally be expected for children and young people from birth-19 yrs**

The sequence and rate of each aspect of development that would normally be expected in children and young people from birth-19 years: definition of development; physical development (gross motor skills, fine motor skills, sensory development); speech and language (receptive, expressive, articulation); intellectual/cognitive development e.g. concept, understanding, reasoning, imagination, creativity, perception; social development e.g. bonding and attachment, developing positive relationships; emotional/behavioural e.g. feeling valued, self-identity; emotional boundaries, feelings, sexual development; confidence; moral development e.g. concept of right and wrong, values, respect

The difference between sequence of development and rate of development and why the distinction is important: development follows a sequence from simple to complex and from head to toe; inner to outer, general to specific; interrelationship between aspects of development; links between development of the brain and emotional wellbeing (Goleman); variations in the way children pass through sequences of development; normal ranges; strengths and weaknesses of a biological approach to development (Gesell's theory of maturation); optimum periods for development; differences in rate/speed of development; growth spurts; puberty; identifying developmental delay; the need for a holistic approach

The reasons why children and young people's development may not follow the pattern normally expected: genetic and biological influences e.g. disability, health, gender; needs e.g. physical, social, learning; socio-economic factors e.g. family circumstances, community, education, culture, employment/income, education, access to health and care services; environmental e.g. pollution, housing, access to leisure facilities; communication difficulties e.g. speech and language delay, English as an additional language; emotional reasons

2 **Understand the factors that impact on children and young people's development**

How children and young people's development is influenced by a range of personal factors: health status e.g. chronic illness, mental illness; disability (congenital, developmental, illness or accident); children with complex needs; sensory impairment (sight and/or hearing); specific learning difficulties e.g. literacy, numeracy; giftedness; emotional difficulties; genetic factors; predisposition; effects of personal or common transition; attachment; effects of using illegal substances

How children and young people's development is influenced by a range of external factors: the effects of poverty and deprivation; abuse (sexual, physical, emotional, neglect); family environment and background e.g. family structure, parenting styles; culture, housing, community; pre conceptual care; antenatal care; social exclusion; behaviour of mother during pregnancy e.g. smoking, nutrition, drugs or alcohol intake, diet; personal choices e.g. diet, exercise, rest and sleep, leisure activities, media, safe sex; looked after/care status e.g. foster care, residential care; children as carers; effects of crime; lack of stimulation; educational opportunities; compensatory education

How theories of development and frameworks to support development influence current practice: cognitive development theories; learning dispositions; behaviourist approach (Pavlov, Skinner, Watson); constructivist approach (Piaget, Vygotsky, Bruner); information processing; psychoanalytic (Freud, Erikson); humanist theory (Maslow, Rogers); social learning theory (Bandura); attachment theories (Winnicott, Bowlby, Rutter); constructivist approach (Donaldson, Athey); language development theories (Chomsky, Trevarthen); ecological systems theory (Bronfenbremer); curriculum approaches (Te Whāriki); Kohlberg's levels of moral development; social pedagogy; Early Years Foundation Stage (EYFS)

Influence on practice: child-centred approach; behaviour strategies; curriculum approaches e.g. Reggio Emilia, High Scope; teaching and learning strategies; personalised learning programmes; inclusive practice; use of observation; role of key workers

3   **Understand the benefits of early intervention to support the development of children and young people**

Importance of early identification of development delay: identification, e.g. neo-natal tests, health checks, growth charts, screening programmes (hearing, sight), observation; improving outcomes in all areas of development; prevention of harm; timely coordination of services; providing support for families or communities; removal of barriers; provision of targeted and/or specialist services; improving quality of life; reducing the likelihood of behaviour problems

The potential risks of late recognition of development delay: delay in identifying services and putting interventions into place; children and young people not meeting their full potential; outcomes not being met; effecting/causing delay in other areas of development; effects on self-esteem; reducing potential for independent living

How multi-agency teams work together to support all aspects of development in children and young people: Every Child matters, 2005; Child Care Act 2006; multi-agency working, e.g. multi-agency panels, multi-agency teams, integrated services; commissioning of services; role of lead professionals; child-centred approaches; common assessment framework, coordinated planning, delivery and review, Aiming High for Disabled Children – National Service Framework; sharing information; shared resources; parents as partners

How play and leisure activities can be used to support all aspects of development of children and young people: role of play (Bruce, Moyles) value of play (Froebel, Steiner, Isaacs, Montessori); value of freely chosen play; types of play and leisure activities, e.g. physical, creative, fantasy, role play, games with rules, sport (team and individual), music; specialist play activities, e.g. therapeutic play, multi-sensory play; importance of challenge; mastery of skills; promotion of health and fitness; cognitive development, e.g. problem solving, creativity, language; physical development (gross and fine motor skills); emotional and social development, e.g. confidence, self-awareness, interpersonal skills, resilience

4 **Understand the potential effects of transition on children and young people's development**

How different types of transitions can affect children and young people's development: common transition, e.g. transferring to primary or secondary school; physiological, e.g. stages of growth and development; puberty; long-term or medical conditions; particular or personal transition, e.g. ill health, disability, family breakdown, reconstituted family, change of carer, physical move to new home/locality, from one activity to another, between carers; effects (positive and negative); effects on social and emotional development, e.g. ability to form relationships, anxiety, phobias, depression, self-esteem; effects on cognitive development, e.g. new experiences and development of concepts, academic achievement; emotional transitions affected by personal experience, e.g. bereavement, entering or leaving care; physical transitions, e.g. moving from pre-school to primary

The importance of children and young people having positive relationships through periods of transition: support networks, e.g. family, friends, mentors, health and educational professionals, play workers; role of key worker; buddy system; listening to worries and concerns; reassuring; promoting resilience; supporting individuality; identifying needs, preferences and interests; understanding culture and religious needs

The effectiveness of positive relationships on children and young people's development: the application of coping strategies; the level of resilience of child or young person; positive attitudes; application of self-help skills; level of independence; development of 'can do' attitudes; meeting developmental norms; meeting full potential; self-esteem; feeling valued; development of own interests and pursuits

5 **Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions**

Different methods of assessing, recording and monitoring children and young people's development: routine screening; common assessment framework (CAF); observation, e.g. narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic (graphs, charts, sociogram), video recording; photographs; assessment for learning; standard measurements; centile charts; information from others (parents, carers, children and young people, professionals, colleagues); Leuven Involvement Scale

Different methods for assessing, recording and monitoring children and young people's development in the work setting: assessment on entry to setting; individual profile, e.g. health needs, learning needs, preferences; regular and on-going assessments to record progress; records of discussions with children and young people, parents, colleagues and professionals; reviews of progress; assessment in response to concerns; methods of recording, e.g. formal, informal, diary, reports, electronic

How different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected: intervention provided by specialist services, e.g. social workers, psychologists, psychiatrists, physiotherapists, nurse specialists, health visitors, speech and language therapists; youth offending teams; residential social workers; foster carers; respite care; palliative care; assistive technology, e.g. voice input or output devices, communication boards, hearing aids; mobility aids

Evaluate the importance of accurate documentation regarding the development of children and young people: registration and inspection frameworks; legal requirements (principles of the Data Protection Act 1998); policy and procedures of setting; importance of accuracy and objectivity; ethical guidelines; bias; confidentiality

Unit 7: Lead Practice that Supports Positive Outcomes for Child and Young Person Development

Unit reference number: J/601/9369

Level: 5

Credit value: 6

Guided learning hours: 36

Unit summary

The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for child and young person development.

Unit assessment requirements/evidence requirements

This unit need to be assessed in line with Skills for Care and Development's Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand theoretical approaches to child and young person development	1.1	Explain different theories and frameworks of child and young person development			
		1.2	Explain the potential impact on service provision of different theories and approaches			
		1.3	Critically analyse the move towards outcomes-based services for children and young people			
2	Be able to lead and support developmental assessment of children and young people	2.1	Support use of different methods of developmental assessment and recording for children and young people			
		2.2	Work in partnership with other professionals in assessing development of children and young people			
		2.3	Develop strategies to encourage child or young person and carers' participation in developmental assessment			
		2.4	Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to develop and implement programmes with children or young people requiring developmental support	3.1	Support use of assessments to develop programmes of support			
		3.2	Explain circumstances where referrals to other agencies may be required			
		3.3	Explain how referrals to other agencies are managed			
		3.4	Support use of early interventions to promote positive outcomes for children and young people's development			
		3.5	Lead the implementation of a personalised programme of support for children or young people			
4	Be able to evaluate programmes for children or young people requiring developmental support	4.1	Review programmes of developmental support			
		4.2	Implement strategies for improvement for programmes of development support			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to lead and promote support for children experiencing transitions	5.1	Explain how evidence-based practice can be used to support children and young people experiencing transitions			
		5.2	Lead the implementation of evidence-based practice to support children or young people experiencing transition			
		5.3	Evaluate the implementation of evidence-based practice to support children or young people experiencing transitions			
6	Be able to lead positive behaviour support	6.1	Support use of evidence-based practice with children and young people to encourage positive behaviour			
		6.2	Critically evaluate different approaches to supporting positive behaviour			

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Content

1 **Understand theoretical approaches to child and young person development**

Theories and frameworks of child and young person development: cognitive development theory (Piaget, Vygotsky, Bruner); psychoanalytic (Freud, Erikson); humanist theory (Maslow, Rogers); social learning theory (Bandura); behaviourist approaches (Pavlov, Skinner, Watson); information-processing approach; attachment theories (Winnicott, Bowlby, Rutter); Kohlberg's levels of moral development; social pedagogy; constructivist approach (Donaldson, Athey); language development theories (Brofenbremer); personalised learning programmes; curriculum approaches (Te Whāriki)

The potential impact on service provision of different theories and approaches: child-centred approach; behaviour policies and strategies; curriculum approaches e.g. Reggio Emilia, High Scope; teaching and learning strategies; use of observation; role of key workers; inclusive practice

The move towards outcomes-based services for children and young people: Every Child Matters Outcomes Framework (2008); The Children's Plan (2007); Outcomes Based Accountability (OBA) approach; focus on results rather than service input; increasing engagement with community, families, children and young people

2 **Be able to lead and support developmental assessment of children and young people**

Methods of developmental assessment and recording for children and young people: role of lead professional; assessment frameworks; observation e.g. narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic (graphs, charts, sociogram), video recording, photographs; assessment for learning; standard measurements; centile charts; information from others (parents, carers, children and young people, professionals, colleagues); Leuven Involvement Scale; neonatal tests e.g. Apgar Score, Barlow's test; Common Assessment Framework; screening programmes e.g. sight, hearing tests; health surveillance; health records; developmental reviews

Partnership work with other professionals in assessing development of children and young people: other professionals e.g. health, children's social care, youth justice; public, private and third sector services; models of multi-agency working (multi-agency panel, multi-agency teams, integrated services); commissioning services; information sharing; shared language, values and systems; early intervention strategies

Strategies to encourage child or young person and carers' participation in developmental assessment: carers e.g. families, paid carers; building partnerships with families/carers; involving in decision making; listening to children and young people; demonstrating respect; use of advocates; supporting children, young people and parents to make informed choices; parental rights and responsibilities; building trust, building and

maintaining relationships; breaking down barriers e.g. physical access, communication, language; sharing information/observations; home visits; knowledge of culture, language, religion; workshops/parenting programmes; providing coherent/transparent policies and services; SEAL Programme (Social and Emotional Aspects of Learning) promotes whole school approach to encourage learners to develop social and emotional skills

Measuring the effectiveness of strategies: level of involvement, evidence from feedback, willingness to share information; outcomes (wellbeing of child and young person); reaching priority groups, e.g. young unsupported parents, socially isolated, those in poor housing conditions

3 **Be able to develop and implement programmes with children or young people requiring developmental support**

Assessments to develop programmes of support: holistic assessment; involvement of child, young person and family; importance of identifying strengths and needs; taking into account preferences and family circumstances; advocacy; identifying services to support

Circumstances where referrals to other agencies may be required: developmental delay; failure to thrive; learning difficulties; concerns about harm or abuse or likelihood of harm or abuse; changes in behaviour; anti-social or offending behaviour; concerns raised by parent/carer/colleague; lack of progress following intervention; communication difficulties; health concerns; risk factors, e.g. poverty, attitudes towards education, lack of bonding/attachment

How referrals to other agencies are managed: legislation affecting information sharing (Data Protection Act 1998, Freedom of Information Act 2000); Government guidelines, e.g. information-sharing toolkit; Codes of practice, policy and procedures of setting; Caldicott Principles (1997); shared IT systems; Contact Point (CP); Common Assessment Framework (CAF); explicit informed consent and implied consent; concept of 'capacity to consent'

Early interventions to promote positive outcomes for children and young people's development: Children's National Service Framework; Child Health Promotion Programme including developmental screening and immunisation; family support services e.g. family centres, Sure Start programme; healthy schools programme; early diagnosis of health conditions; mental health assessments; pre-conception and neonatal care; assistive technology; mobility aids; health promotion e.g. mental and sexual health; diet and nutrition

The implementation of a personalised programme of support for children or young people: programmes of support, e.g. Individual Education Plans (IEP), behaviour support plans, transition to adult services, child protection plans, Youth Inclusion Programme (YIP), Early Support Programme for children with disabilities and their family; leading on assessment and target setting; being receptive to new ideas and innovative working practice; liaising with others e.g. children, parents, professionals; monitoring the implementation of programmes; evaluating outcomes; methods of recording implementation

4 **Be able to evaluate programmes for children or young people requiring developmental support**

Reviewing programmes of developmental support: as a continuous cycle; monitoring and reviewing quality of outcomes; use of specific, measurable, achievable, realistic and timed (SMART) targets; seeking feedback from children, young people and carers; liaising with colleagues and professionals; appropriateness of targets and goals

Strategies for improvement for programmes of development support: collaborative and team approach; drawing on specialist expertise; removing barriers which prevent successful outcomes, e.g. communication, physical, attitudinal; problem solving strategies; identify training needs

5 **Be able to lead and promote support for children experiencing transitions**

Evidence-based practice to support children or young people experiencing transition: common transition, e.g. transferring to primary or secondary school; physiological transitions e.g. stages of growth and development, puberty; particular or personal transition, e.g. ill health, disability, family breakdown, reconstituted family, change of carer, physical move to new home/locality; research evidence, e.g. Ofsted 2004, Barnardos 2004; systematic observations; reflecting on current policies and procedures; professional knowledge and expertise

Implement evidence-based practice to support children and young people experiencing transition: child-centred practice, e.g. needs and preferences; seeking feedback from children, young people and families; preparing for and supporting during transition; promoting coping strategies; building trusting relationships; promoting a supportive ethos; giving praise and encouragement; finding opportunities to discuss concerns and effects of transition with children; showing respect; use of reflective listening skills

Evaluate the implementation of evidence-based practice to support children and young people experiencing transition: listening to children and young people and families; comparison of outcomes with expectations/objectives; identifying benefits; identifying changes or improvements to be made

6 **Be able to lead positive behaviour support**

Evidence-based practice with children and young people to encourage positive behaviour: current research evidence, e.g. Irvinct et all 2006, Waler, Cheney, Stage and Blum 2005, Oswald, Safran and Johansan 2005; systematic observation; implications for practice; evidence-based policy making; monitoring progress/outcomes; professional expertise/discussion; reflective practice

Approaches to supporting positive behaviour: least restrictive principle; reinforcing positive behaviour; modelling/positive culture; child-centred approach, e.g. understanding reasons for inappropriate behaviour and adapting responses; inclusive approach; implementing individual behaviour plans; phased stages; interventions; de-escalation and diversion strategies; containment; when restraint may be used; setting boundaries and negotiation; involving children to reflect on and manage own behaviour; inductive discipline; anti-bullying strategies including cyber-bullying

Unit 8:

Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People

Unit reference number: A/601/9370

Level: 5

Credit value: 6

Guided learning hours: 26

Unit summary

This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children and young people.

Unit assessment requirements/evidence requirements

This unit needs to be assessed in line with Skills for Care and Development's Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of current legislation that underpins the safeguarding of children and young people	1.1	Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation			
		1.2	Evaluate how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people			
		1.3	Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing			
2	Be able to support the review of policies and procedures for safeguarding children and young people	2.1	Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice			
		2.2	Identify the policies and procedures required in the work setting for safeguarding children and young people			
		2.3	Develop the process for reviewing the process for safeguarding policies and procedures			
		2.4	Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures			
		2.5	Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to implement policies and procedures for safeguarding children and young people	3.1	Support the implementation of policies and procedures for safeguarding children and young people			
		3.2	Mentor and support other practitioners to develop the skills to safeguard children and young people			
4	Be able to lead practice in supporting children and young people's wellbeing and resilience	4.1	Justify how promoting wellbeing and resilience supports the safeguarding of children and young people			
		4.2	Review how children or young people's resilience and wellbeing are supported in own work setting			
		4.3	Support others to understand the importance of wellbeing and resilience in the context of safeguarding			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Content

1 **Understand the impact of current legislation that underpins the safeguarding of children and young people**

Legislation underpinning safeguarding: key requirements of legislation relevant to own setting, e.g. Children Act 1989, relevant sections from United Nations Convention on the Rights of the Child (UNCRC) 1989, Education Act 2002, Children Act 2004, Childcare Act 2006, Children and Young Person's Act 2008, Borders, Citizenship and Immigration Act 2009, Local Safeguarding Children Boards (Amendment) Regulations 2010, and the implications of these for work practice and policy

Key legislation in the relevant home country: e.g. Children (Scotland) Act 1995, Protection of Vulnerable Groups (Scotland) Act 2007; National Assembly for Wales (Legislative Competence) (Social Welfare and Other Fields) Order 2008, Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, The Sexual Offences (Northern Ireland) Order 2008 and the implications for differences in policy and practice between the countries of the UK

Day-to-day work: e.g. child-care practice, child protection, risk assessment, ensuring voice of child or young person is heard (advocacy service), supporting children and young people and others who may be expressing concerns, working practices that protect practitioners and children/young people

National guidelines: statutory guidance, e.g. Working Together to Safeguard Children 2010 (revised), Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (DfES 2005), What to do if you think a child is being abused (2006), Safeguarding children and young people who may be affected by gang activity (2010), Vetting and Barring Scheme Guidance (HM Government 2009), Framework for the Assessment of Children in Need and their Parents (2000), Common Assessment Framework (England), Parenting and Family Support: Guidance for Local Authorities in England (2010) ; non-statutory guidance, e.g. Think Family Toolkit (DCSF 2009), Positively Safe: a guide to developing safeguarding practices (National Council of Voluntary Child Care Organisations 2005), Safeguarding children and safer recruitment in education (2006); how statutory and non-statutory guidance is used to inform policy and practice in different settings and areas of responsibility, Every Child Matters: Change for Children (DCSF 2004)

Local guidelines: Local Authority Children's Plan, Local Safeguarding Children Board safeguarding and referral policy in your area; Data protection and information handling including the Data Protection Act 2009, Freedom of Information Act 2000; how local arrangements for information sharing between agencies and individuals operate in your setting; day-to-day work with children and young people including how the policies, procedures and work practices in your setting comply with safeguarding legislation; national and local statutory and non-statutory guidelines in relation to risk assessment (including risk to staff), advocacy and representation for children and young people, child protection, support for staff and children involved in safeguarding incidents or procedures

2 **Support the review of policies and procedures for safeguarding children and young people**

Inquiries and serious case reviews: the purpose of reviews of child deaths, e.g. DCSF Research Report: A biennial analysis of serious case reviews 2003 – 2005 e.g. the Victoria Climbie Enquiry Report, report into death of Baby P; how these can be used to inform policy development and good practice in own area of responsibility.

Policies and procedures for safeguarding children and young people: general policies and procedures, e.g. job/role descriptions indicating safeguarding responsibilities and clear lines of accountability, including reporting mechanisms and procedures; safe recruitment policies, including CRB/Barring and Vetting checks; record-keeping and confidentiality policies indicating the circumstances in which confidential information should be shared; attendance registers and individual records of children's health and developmental progress, including next of kin, GP, multi-agency involvement, family profile and named persons authorised to collect or drop off children; first-aid policy; the purpose of such policies and the contribution they make to safeguarding; safeguarding policies and procedures, e.g. staff training policy, including safeguarding procedures, timelines, assessment, Common Assessment Framework, referral criteria and procedures, inter-agency working; procedures for providing intimate care and for dealing with allegations against staff, procedures for logging referrals/cause for concern to other agencies and documenting follow-up, procedures for documenting and logging parental engagement; safe working practices, e.g. safe and appropriate behaviour when dealing with children and young people's personal care; professional responsibility, e.g. role modelling, whistle blowing, duty of care during off-site visits, safe arrangements for photographic and video representation of children and young people

Monitoring and review: timetable for monitoring policy, e.g. in line with national or local changes to legislation or guidance; mechanisms for evaluating and reviewing policy; liaising with other statutory, voluntary and community organisations supporting children and young people within the local area to inform review of policies, including Local Authority Social Services, Foster Care organisations, NSPCC, health visiting and school/specialist community nursing service, GP, teaching and support services staff in school, psychology services, police and probation services

3 **Implement policies and procedures for safeguarding children and young people**

Implementing safeguarding policies and procedures: e.g. ensuring copies of safeguarding policies and procedures are available to staff; the importance of leading by example; training and mentoring staff; raising awareness of possible physical, emotional and social indicators suggesting abuse or neglect; working with parents and other agencies involved with individual children

Supporting other practitioners: arranging and delivering training; observing, coaching and mentoring practitioners; raising awareness of best practice and ensuring policies and procedures are understood and followed; being aware of alternative approaches and the importance of keeping self and others up to date with new and emerging practice

4 **Lead practice in supporting children and young people's wellbeing and resilience**

Promoting wellbeing and resilience: understanding and showing others how children and young people demonstrate wellbeing and resilience; the actions that can be taken by childcare practitioners to encourage and promote the development of resilience; the importance of taking opportunities to demonstrate to others how resilience and emotional wellbeing are supported through daily interactions with children and young people and why this is important to safeguarding by helping children and young people protect themselves

Unit 9: Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting

Unit reference number: H/602/3171

Level: 6

Credit value: 7

Guided learning hours: 46

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in a health and social care or children and young people's setting.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the features of effective team performance within a health and social care or children and young people's setting	1.1	Explain the features of effective team performance			
		1.2	Identify the challenges experienced by developing teams			
		1.3	Identify the challenges experienced by established teams			
		1.4	Explain how challenges to effective team performance can be overcome			
		1.5	Analyse how different management styles may influence outcomes of team performance			
		1.6	Analyse methods of developing and maintaining: – trust – accountability			
		1.7	Compare methods of addressing conflict within a team			
2	Be able to support a positive culture within the team for a health and social care or children and young people's setting	2.1	Identify the components of a positive culture within own team			
		2.2	Demonstrate how own practice supports a positive culture in the team			
		2.3	Use systems and processes to support a positive culture in the team			
		2.4	Encourage creative and innovative ways of working within the team			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support a shared vision within the team for a health and social care or children and young people's setting	3.1	Identify the factors that influence the vision and strategic direction of the team			
		3.2	Communicate the vision and strategic direction to team members			
		3.3	Work with others to promote a shared vision within the team			
		3.4	Evaluate how the vision and strategic direction of the team influences team practice			
4	Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting	4.1	Identify team objectives			
		4.2	Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives			
		4.3	Facilitate team members to actively participate in the planning process			
		4.4	Encourage sharing of skills and knowledge between team members			
		4.5	Agree roles and responsibilities with team members			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting	5.1	Set personal work objectives with team members based on agreed objectives			
		5.2	Work with team members to identify opportunities for development and growth			
		5.3	Provide advice and support to team members to make the most of identified development opportunities			
		5.4	Use a solution focused approach to support team members to address identified challenges			
6	Be able to manage team performance in a health and social care or children and young people's setting	6.1	Monitor and evaluate progress towards agreed objectives			
		6.2	Provide feedback on performance to: – the individual – the team			
		6.3	Provide recognition when individual and team objectives have been achieved			
		6.4	Explain how team members are managed when performance does not meet requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Content

1 **Understand the features of effective team performance within a health and social care or children and young people's setting**

Team performance: Syer and Connolly Cycle of developing teamworking skills; Tuckman's team dynamics; induction; retention of staff; allocation of workloads; Belbin's team roles

Challenges: challenges experienced by developing teams – new members, induction, recruitment and appointment, establishing team objectives/goals, establishing team roles; challenges experienced by established teams — resistance to change, practice becomes routine; methods of overcoming challenges — listening to team members, shared responsibilities, delegating roles and responsibilities, changing workload

Management styles: Mintzberg; situational leadership; leading by example; leading by direction; democratic; laissey fare; autocratic; consultative

Maintaining trust and accountability: use of supervision; team meetings; shared goals; delegation and allocation of roles and responsibilities; analysing methods used, e.g. comparing outcomes to objectives/goals

Conflict: causes of conflict, e.g. workload, lack of communication, perceived lack of appreciation, personal grievances; addressing conflict, e.g. gathering and sharing information, listening to team members, agreeing problems, reaching consensus, building trust

2 **Be able to support a positive culture within the team for a health and social care or children and young people's setting**

Positive culture: shared methods of working; communication; values and beliefs; closer working methods between organisations; valuing contribution from others; inclusiveness and openness

Own practice: sharing information; communicating; listening to others; making sure team works to common goal/objectives

Systems and processes: shared records; team meetings; supervisions and appraisals; induction and staff training

Creative and innovative methods of working: strengths and weaknesses, e.g. problems with inter-agency working; potential issues, e.g. communication problems, time, shared notes; advantages, e.g. dynamic approach, person-centred care, integrated workforce agenda, urgency and priorities, co-working arrangements, rota systems, challenging routine practices

3 **Be able to support a shared vision within the team for a health and social care or children and young people's setting**

Vision and strategic direction: transformational leadership; shared values; empowerment; developing other people; openness; honesty; strategic planning

Communication: through meetings; supervision and appraisals; open channels of communication; verbal; written; relationship with others

Working with others: others, e.g. carers, significant others, other professionals, people who use services; effective communication, e.g. listening to others, allowing input into team decisions, establishing agreed goals/objectives; motivating staff, e.g. praise, encouragement, recognition of achievement, providing clear goals, providing learning and development opportunities

Evaluation methods: audits; reports; self-assessment of teams; team performance; feedback from individuals, families, other professionals

4 **Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting**

Team objectives: shared goals; agreed plans; access to information for all team

Skills, interests, knowledge and expertise: Honey and Mumford; use of supervision; staff development opportunities; utilisation of staff in work allocation

Planning process: involvement of individual; family; team; external agencies; agreeing plan; implementation; obtaining feedback

Sharing skills and knowledge: through mentoring; shadowing; supervision and appraisals; team meetings; effective and open communication

Agreeing roles and responsibilities: based on individual strengths; expertise; knowledge; needs of the team; needs of the service user; through meetings; supervision and appraisals

5 **Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting**

Set personal objectives: based upon learning needs and staff development, through supervision and appraisals; comparing skills and requirements; setting SMART objectives (specific, measurable, realistic, time-related); realistic number of objectives

Opportunities for development and growth: personal and professional development; Continuing Professional Development; advancement of career; development of roles within the team; growth and expansion of the team

Advice and support: mentoring; shadowing; supervision and appraisal; personal development plans

Solution focused approach: effective communication; methods to overcome challenges, e.g. communication, participation, involvement, training, extra resources, agreement, reviewing, allocation of responsibilities, revising plans, reassessing priorities; effective use of resources, effective use of time, effective use of personnel

6 **Be able to manage team performance in a health and social care or children and young people's setting**

Monitor and evaluate processes: through observation of practices; outcomes compared against objectives; feedback from service users, families, external agencies, team members

Feedback to individual: e.g. one-to-one meetings, supervision and appraisals, using positive and negative critique, self-assessment, reflection

Feedback to teams: types, e.g. verbal, written, informal and formal, meetings, use of reports and audits, positive and negative critique, ensuring shared responsibility

Recognition of achievements: positive reinforcement, recognition, praise, encouragement

Performance not meeting requirements: use of constructive criticism; identifying limitation or gaps in performance; use of mentoring; supervision; identifying personal training needs; staff development; encouraging self-reflection and self-critiquing; engaging in continuous professional development

Unit 10: Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings

Unit reference number: M/602/3187

Level: 5

Credit value: 5

Guided learning hours: 39

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting.

Additional information

Agreed ways of working will include policies and procedures, where these exist.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose of professional supervision in health and social care or children and young people's work settings	1.1	Analyse the principles, scope and purpose of professional supervision			
		1.2	Outline theories and models of professional supervision			
		1.3	Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision			
		1.4	Explain how findings from research, critical reviews and inquiries can be used within professional supervision			
		1.5	Explain how professional supervision can protect the: – individual – supervisor – supervisee			
2	Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings	2.1	Explain the performance management cycle			
		2.2	Analyse how professional supervision supports performance			
		2.3	Analyse how performance indicators can be used to measure practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings	3.1	Explain factors which result in a power imbalance in professional supervision			
		3.2	Explain how to address power imbalance in own supervision practice			
		3.3	Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process			
		3.4	Agree with supervisee the frequency and location of professional supervision			
		3.5	Agree with supervisee sources of evidence that can be used to inform professional supervision			
		3.6	Agree with supervisee actions to be taken in preparation for professional supervision			
4	Be able to provide professional supervision in health and social care or children and young people's work settings	4.1	Support supervisees to reflect on their practice			
		4.2	Provide positive feedback about the achievements of the supervisee			
		4.3	Provide constructive feedback that can be used to improve performance			
		4.4	Support supervisees to identify their own development needs			
		4.5	Review and revise professional supervision targets to meet the identified objectives of the work setting			
		4.6	Support supervisees to explore different methods of addressing challenging situations			
		4.7	Record agreed supervision decisions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings	5.1	Give examples from own practice of managing conflict situations within professional supervision			
		5.2	Reflect on own practice in managing conflict situations experienced during professional supervision process			
6	Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings	6.1	Gather feedback from supervisee/s on own approach to supervision process			
		6.2	Adapt approaches to own professional supervision in light of feedback from supervisees and others			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 11: Lead Practice in Promoting the Wellbeing and Resilience of Children and Young People

Unit reference number: J/602/2577

Level: 5

Credit value: 8

Guided learning hours: 53

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead practice in support of children and young people's wellbeing and resilience. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are. The unit includes evaluation and development of practice.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how different approaches to promoting positive wellbeing and resilience in children and young people impact on practice	1.1	Explain the importance of wellbeing for children and young people			
		1.2	Explain the importance of resilience for children and young people			
		1.3	Critically analyse different approaches to promoting wellbeing and resilience of children and young people			
2	Be able to lead practice in supporting children and young people's wellbeing and resilience	2.1	Lead practice that supports others to engage with children and young people to build their self-esteem			
		2.2	Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable			
		2.3	Demonstrate through own practice ways to encourage and support children or young people to express their feelings, views and hopes			
		2.4	Explain how to challenge practices that act as barriers to children and young people's wellbeing and resilience			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to lead practice in work with carers who are supporting children and young people	3.1	Develop strategies to support carers' understanding and involvement with the wellbeing and resilience needs of a child or young person			
		3.2	Lead practice that supports carers to engage with children and young people to build their self-esteem			
		3.3	Monitor the involvement of carers in supporting children and young people's wellbeing and resilience			
		3.4	Evaluate strategies used to engage with carers who are supporting a child or young person			
4	Be able to lead practice in responding to the health needs of children and young people	4.1	Lead practice that supports children and young people to make positive choices about their health needs			
		4.2	Assess any risks to or concerns about the health of children and young people			
		4.3	Support others to recognise and record concerns about a child or young person's health following agreed procedures			
		4.4	Work with others to take action to address concerns identified about the health of children and young people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to lead the development of practice with children or young people to promote their wellbeing and resilience	5.1	Develop methods of evaluating own practice in promoting children or young people's wellbeing and resilience			
		5.2	Develop methods of evaluating organisational practice in promoting children or young people's wellbeing and resilience			
		5.3	Lead others in practice that supports solution-focused approaches for supporting children or young people's wellbeing and resilience			
		5.4	Lead others in developing areas of practice that promote children or young people's wellbeing and resilience			

Learner name: _____   Date: _____

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Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Content

1 **Understand how different approaches to promoting positive wellbeing and resilience in children and young people impact on practice**

The importance of wellbeing for children and young people: holistic development and wellbeing, e.g. health, mental health, mobility, self-identity, cognitive development, communication, sexual wellbeing, emotional wellbeing; interrelationship between aspects of development; links between development of the brain and emotional development (Golman's theory of emotional intelligence)

The importance of resilience for children and young people: the capacity for successful adaptation despite challenging or threatening circumstances; factors associated with resilience, e.g. empathy with others, close family or social bonds, problem solving skills, communication skills, sociable, independence, autonomy, ability to be reflective, planning skills, ability to concentrate at school, extra-curricular interests and activities

Approaches to promoting wellbeing and resilience of children and young people: wellbeing and resilience in relation to managing risk and counteracting adversity e.g. healthy living (diet, exercise, rest and sleep), health screening, preventive health programme, early interventions and diagnosis, prompt medical/dental attention when needed, mobility, self-esteem building, providing opportunities for play and leisure, encouraging strong relationships with family, friends, mentors, wider social network, encouraging positive experiences at school or in extra-curricular activities, promoting independence, providing a secure environment, e.g. routines, boundaries, supporting children to develop own coping strategies to deal with transitions (common and personal); reducing effects of transitions; improving outcomes for wellbeing, health, social and emotional; dealing with single, a sequence or concurrent transitions; being able to deal with feelings

2 **Be able to lead practice in supporting children and young people's wellbeing and resilience**

Lead practice that supports others to engage with children and young people to build their self-esteem: supporting others (human resource personnel, workers/practitioners, carers, significant others); supporting children and young people to identify with their own self-image and identity; supporting children and young people to recognise and value own abilities, talents and achievements; using language to reinforce 'can do' attitudes; leading practice which empowers and involves children and young people in decisions about own life; setting goals and targets that contribute towards wellbeing and resilience

Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable: encouraging open and honest communication; shared values; shared goals; modelling and leading ethical, transparent and fair practice; providing training; fostering anti-discriminatory and inclusive practice; acknowledging and celebrating diversity; supporting the development of positive interpersonal relationships; challenging inappropriate behaviour; providing opportunities to reflect on practice

Ways to encourage and support children or young people to express their feelings, views and hopes: involving children in decision making*;* building trusting relationships; giving praise and encouragement; finding opportunities to discuss the effects of transition with children; providing a safe and secure environment; showing respect; using reflective listening skills; having high expectations; SEAL Programme (Social and Educational Aspects of Learning)

How to challenge practices that act as barriers to children and young people's wellbeing and resilience: practices which act as barriers, e.g. poor communication, physical, psychological, inappropriate expectations, exclusion, discriminatory practice; protecting the rights of children and young people; possessing professional values and attitudes relevant for work in childcare settings; how to challenge practices, e.g. self-assertion, giving unambiguous messages; understanding procedures for reporting concerns; dealing with inappropriate practice; identifying training needs

3 **Be able to lead practice in work with carers who are supporting children and young people**

Strategies to support carers' understanding and involvement with the wellbeing and resilience needs of a child or young person: carers, e.g. families and paid carers; parents as partners; focusing support at key stages, e.g. school transfers, adolescence; building trusting relationships; role of key worker; wellbeing and resilience needs, e.g. self-esteem, friendships, participating in play and leisure pursuits, feeling valued; providing information, e.g. workshops and parenting programmes; informed decision making; coherent/transparent policies; information sharing and involvement, e.g. open days, meetings, parent booklets, websites; use of preferred language

Lead practice that supports carers to engage with children and young people to build their self-esteem: keeping carers informed, e.g. routines, activities; involving carers in planning and policy development, e.g. preparing children for transfer to new school; focusing on skills and abilities of children and young people; recognising and reinforcing carers' own self-esteem; recognising, celebrating and providing feedback on child or young person's achievements; supporting children, young people and parents to make informed choices

Monitor the involvement of carers in supporting children and young people's wellbeing and resilience: feedback and reviewing progress; level of engagement; evidence from feedback; willingness to share information; quality of outcomes (wellbeing of child and young person)

Strategies used to engage with carers who are supporting a child or young person: carers, e.g. families, paid carers; sharing responsibility and accountability; building partnerships with families/carers; having mutual respect; building and maintaining trusting relationships; breaking down barriers, e.g. physical access, communication, language; sharing information/observations; home visits; knowledge of culture, language, religion, family circumstances; workshops/parenting programmes; providing coherent/transparent policies and services; reaching priority groups, e.g. young unsupported parents, socially isolated, those in poor housing conditions

4 **Be able to lead practice in responding to the health needs of children and young people**

Lead practice that supports children and young people to make positive choices about their health needs: providing information on health needs (physical, mental, sexual); health promotion to support children and carers to make informed choices, e.g. diet and nutrition, exercise, safe sex; lead/workers as role models

Risks to or concerns about the health of children and young people: illness; injury; use of illegal substances; emotional distress; poor lifestyle choices; bullying (either as victim or perpetrator); exploitative behaviour (either as victim or perpetrator); harm or abuse; changes in behaviour

Support others to recognise and record concerns about a child or young person's health following agreed procedures: identifying training needs, e.g. policy, procedures, health needs, developmental stages; unambiguous reporting and recording procedures, including reporting concerns of harm or abuse; use of observation; accessible and secure systems for recording, e.g. written, electronic; confidentiality/data protection; protocols for reporting to carers, colleagues professionals

Actions to address concerns identified about the health of children and young people: sharing information/concerns with children, young people and carers; obtaining consent to make referral routes, e.g. specialist health professionals; provide targeted/specialist support; knowledge of intervention programmes; assistive technology; how to access information and advice

5 **Be able to lead the development of practice with children or young people to promote their wellbeing and resilience**

Methods of evaluating own practice in promoting children or young people's wellbeing and resilience: reflective practice; Reflective Practitioner (Schon); Models of Reflection (Gibbs); Levels of Reflection (Goodman); appraisal system; use of specific, measurable, achievable, realistic and timed (SMART) targets in professional development planning; identifying own training needs

Methods of evaluating organisational practice in promoting children or young people's wellbeing and resilience: cycle of review of policies and procedures; seeking feedback from carers, colleagues and other professionals; inspection processes, e.g. Ofsted; success in meeting objectives/goals

Practice that supports solution focused approaches for supporting children or young people's wellbeing and resilience: encouraging reflective practice; focusing on solution rather than problem; responding to children and young people's needs and preferences; shared goals and views; planned and phased approaches

Areas of practice to promote children or young people's wellbeing and resilience: ethos of setting; involving children young people and carers in decision making; encouraging inclusive practice; encouraging reflective practice; actioning research needs; building trusting and open relationships; support networks; anti-discriminatory practice; staff appraisals

Unit 12: Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals

Unit reference number: M/602/2850

Level: 5

Credit value: 5

Guided learning hours: 35

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the process of planning and achieving positive outcomes that underpin the personalisation agenda. This unit covers a range of the key areas of practice that support the implementation of personalisation.

The unit also explores the role of the manager/senior worker in providing a supportive environment for individuals to achieve positive outcomes.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Additional information

Approaches to outcome based-practice may include:

- results-based accountability
- outcomes management
- outcomes into practice
- logic model.

Appropriate methods may include:

- agreed therapeutic/development activities
- regular health checks
- administering prescribed medication/treatment
- promoting/supporting healthy lifestyle choices.

Appropriate approaches to address conflicts and dilemmas may include:

- one-to-one discussion

- group discussion

- using contracts

- providing information to inform choices.

- mentoring for conflict resolution.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the theory and principles that underpin outcome-based practice	1.1	Explain 'outcome-based practice'			
		1.2	Critically review approaches to outcome based practice			
		1.3	Analyse the effect of legislation and policy on outcome based practice			
		1.4	Explain how outcome-based practice can result in positive changes in individuals' lives			
2	Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual wellbeing	2.1	Explain the psychological basis for wellbeing			
		2.2	Promote a culture among the workforce of considering all aspects of individuals' wellbeing in day-to-day practice			
		2.3	Review the extent to which systems and processes promote individual wellbeing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to lead practice that promotes individuals' health	3.1	Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision			
		3.2	Use appropriate methods to meet the health needs of individuals			
		3.3	Implement practice and protocols for involving appropriate professional health care expertise for individuals			
		3.4	Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs			
4	Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve	4.1	Explain the necessary steps in order for individuals to have choice and control over decisions			
		4.2	Manage resources so that individuals can achieve positive outcomes			
		4.3	Monitor and evaluate progress towards the achievement of outcomes			
		4.4	Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes			
		4.5	Implement systems and processes for recording the identification, progress and achievement of outcomes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes	5.1	Analyse the importance of effective working relationships with carers, families and significant others for the achievement of positive outcomes			
		5.2	Implement systems, procedures and practices that engage carers, families and significant others			
		5.3	Use appropriate approaches to address conflicts and dilemmas that may arise between individuals, staff and carers, families and significant others			
		5.4	Explain how legislation and regulation influence working relationships with carers, families and significant others			
		5.5	Implement safe and confidential recording systems and processes to provide effective information sharing and recording			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 13: Safeguarding and Protection of Vulnerable Adults

Unit reference number: R/602/2856

Level: 5

Credit value: 5

Guided learning hours: 37

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding 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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Additional information

Policy developments may include:

- Our Health, our care, our say
- Putting People First
- No Secrets
- In Safe Hands
- Vetting and Barring Scheme/Independent Safeguarding Authority
- Local Safeguarding Adults Boards.

Agreed protocols may include:

- boundaries
- areas of responsibility
- information sharing
- limits of authority
- decision making
- recording information.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: – 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 procedures that aim to safeguard vulnerable adults and prevent abuse from occurring			
		2.5	Provide feedback to others on practice that supports the protection of vulnerable adults			
3	Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults	3.1	Follow agreed protocols for working in partnership with other organisations			
		3.2	Review the effectiveness of systems and procedures for working in partnership with other organisations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor and evaluate the systems, processes and practice that safeguard vulnerable adults	4.1	Support the participation of vulnerable adults in a review of systems and procedures			
		4.2	Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting			
		4.3	Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults			
		4.4	Recommend proposals for improvements in systems and procedures in own service setting			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 14: Lead and Manage Group Living for Adults

Unit reference number: T/602/3174

Level: 5

Credit value: 5

Guided learning hours: 39

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage group living facilities. The unit provides the knowledge and skills to lead a group living environment that provides individuals with the opportunities to achieve positive outcomes.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to develop the physical group living environment to promote positive outcomes for individuals	1.1	Review current theoretical approaches to group living provision for adults			
		1.2	Evaluate the impact of legal and regulatory requirements on the physical group living environment			
		1.3	Review the balance between maintaining an environment that is safe and secure and promoting freedom and choice			
		1.4	Explain how the physical environment can promote wellbeing			
		1.5	Justify proposals for providing and maintaining high-quality decorations and furnishings for group living			
		1.6	Develop an inclusive approach to decision making about the physical environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to lead the planning, implementation and review of daily living activities	2.1	Evaluate the impact of legislation and regulation on daily living activities			
		2.2	Support others to plan and implement daily living activities that meet individual needs and preferences			
		2.3	Develop systems to ensure individuals are central to decisions about their daily living activities			
		2.4	Oversee the review of daily living activities			
3	Be able to promote positive outcomes in a group living environment	3.1	Evaluate how group living can promote positive outcomes for individuals			
		3.2	Review the ways in which group activities may be used to promote the achievement of individual positive outcomes			
		3.3	Ensure that individuals are supported to maintain and develop relationships			
		3.4	Demonstrate effective approaches to resolving any conflicts and tensions in group living			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to manage a positive group living environment	4.1	Evaluate the effects of the working schedules and patterns on a group living environment			
		4.2	Recommend changes to working schedules and patterns as a result of evaluation			
		4.3	Develop a workforce development plan for the group living environment			
		4.4	Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with individuals			
		4.5	Use appropriate methods to raise staff awareness of the group dynamics in a group living environment			
		4.6	Review the effectiveness of approaches to resource management in maintaining a positive group living environment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Content

1 **Be able to develop the physical group living environment to promote positive outcomes for individuals**

Theoretical approaches to group living provision for adults: the personalisation agenda and best practice in supporting independence and autonomy; person-centred care; community inclusion; normalisation and Wolfensberger's theory of social role valorisation; the importance of shared decision making and how this can be facilitated; the importance of methods and approaches which facilitate effective communication; preferred methods; advocacy

Impact of legal and regulatory requirements on physical group living: e.g. Health and Safety at Work Act 1974, the Human Rights Act 1998, Safeguarding Vulnerable Groups Act 2006, the Disability Discrimination Act 1995; Mental Capacity Act 2005; Control of Substances that are Hazardous to Health Regulations 2002 (COSHH)

Safety and security: the importance of a common approach to risk across partner agencies; the importance of an inclusive approach to group decision making and group living; developing and reviewing policies and procedures that promote freedom and choice within a framework of safety and security

How the physical environment promotes wellbeing: the links between the physical environment and emotional wellbeing; the importance of high quality furnishings, fixtures and fittings to self-esteem and the promotion of self-care; how this leads to positive outcomes for individuals

Developing an inclusive approach: providing information; listening to others; considering desires, needs and aspirations of individuals

2 **Be able to lead the planning, implementation and review of daily living activities**

Impact of legislation: how legislation influences the development of policies and procedures for daily living, including accessibility and shared decision making e.g. Health and Safety at Work Act 1974, Disability Discrimination Act 1995, Human Rights Act 1998, Mental Capacity Act 2005 and other equalities legislation, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), Control of Substances that are Hazardous to Health Regulations (COSHH)

Support planning: implementing leadership strategies that provide guidance for others on planning and implementing daily living activities that meet individual needs for people with challenging behaviour, complex needs, or survivors of abuse

Systems that ensure individuals are central to decisions: demonstrating ways in which such individuals can be central to decision making, e.g. by developing systems that take a flexible approach and engaging in effective communication

Evaluation and review: the importance of implementing and overseeing regular monitoring and review of the systems and procedures supporting group living and daily activities; effective mechanisms to manage disagreement, conflict and complaints and rewards

3 **Be able to promote positive outcomes in a group living environment**

Positive outcomes: evaluate the systems for group living that enable positive outcomes for individuals, e.g. self-sufficiency (personal autonomy, collective autonomy), self-care for physical and mental health (healthy eating, personal hygiene, self-medicating, exercise), self-direction to achieve personal goals (acting according to own opinions, views, values and beliefs)

Review group activities: ensuring group activities are consensual; freely chosen; contribute to individual's personal goals; ensuring activities lead to positive outcomes

Supporting individuals to maintain and develop relationships: review group living arrangements to ensure support for individuals to enable, develop and maintain healthy relationships

Conflict resolution: develop and implement systems (policies and procedures) for dealing with tensions and disputes in ways that enable positive outcomes and promote good relationships, e.g. making sure that residents know how to make a complaint and are supported to do so, training staff in managing challenging situations, difficult behaviour and conflict resolution, arbitration, mediation, negotiation

4 **Be able to manage a positive group living environment**

Working patterns: know the potential effects of different working patterns on the development of relationships, e.g. shifts; developing methods to manage this to minimise disruption, e.g. key worker system; ensuring staff are aware of and apply professional boundaries in relationships with residents and the implications of not doing so for all concerned; awareness of the manager's role in modelling appropriate approaches to developing and maintaining relationships with clients, awareness of power dynamics and the potentially negative impact of these on relationships and outcomes for individuals

Recommending changes as a result of evaluation: ensure clear lines of accountability for managing rotas and working patterns, recognise the importance of regular monitoring and review, implementing changes as required, e.g. where there has been disruption, disturbance or dispute to relationships; monitoring resources and resource allocation to ensure that positive outcomes for individuals can be achieved and maintained

Workforce development plan: egg developing and implementing a workforce development plan to ensure succession planning, implementing appropriate training and development opportunities, e.g. group dynamics, theoretical approaches to group living, methods available for raising staff awareness of these

Professional boundaries: ensuring staff are aware of professional boundaries in relationships with adults in a group living environment and the implications of not doing so for all concerned

Group dynamics: raising staff awareness of group dynamics; training and development; impact of group dynamics on group living environment

Resource management: e.g. staff, equipment, finances; reviewing – outcomes of activity against goal/objective.

Unit 15: Understand Safeguarding of Children and Young People (for those Working in the Adult Sector)

Unit reference number: Y/602/2860

Level: 3

Credit value: 1

Guided learning hours: 10

Unit summary

The purpose of this unit is to assess the learner's knowledge required to understand the safeguarding of children and young people. These workers do not work directly with children, but 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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 16: Lead Person-Centred Practice

Unit reference number: D/602/2844

Level: 5

Credit value: 4

Guided learning hours: 29

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to work as a manager or senior practitioner in a wide range of settings. It covers the promotion and implementation of person-centred practice.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.

Others may include:

- family members
- friends
- advocates
- paid workers
- other professionals
- carers.

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

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

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Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the theory and principles that underpin person-centred practice	1.1	Explain person-centred practice			
		1.2	Critically review approaches to person-centred practice			
		1.3	Analyse the effect of legislation and policy on person-centred practice			
		1.4	Explain how person-centred practice informs the way in which consent is established with individuals			
		1.5	Explain how person-centred practice can result in positive changes in individuals' lives			
2	Be able to lead a person-centred practice	2.1	Support others to work with individuals to establish their history, preferences, wishes and needs			
		2.2	Support others to implement person-centred practice			
		2.3	Support others to work with individuals to review approaches to meet individuals' needs and preferences			
		2.4	Support others to work with individuals to adapt approaches in response to individuals' emerging needs or preferences			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to lead the implementation of active participation of individuals	3.1	Evaluate how active participation enhances the wellbeing and quality of life of individuals			
		3.2	Implement systems and processes that promote active participation			
		3.3	Support the use of risk assessments to promote active participation in all aspects of the lives of individuals			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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(*if sampled*)

Unit 17: Assess the Individual in a Health and Social Care Setting

Unit reference number: J/601/5242

Level: 5

Credit value: 6

Guided learning hours: 41

Unit summary

The purpose of this unit is to provide the knowledge and skills needed to understand and implement different forms of assessment in the context of partnership working.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Others could include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand assessment processes	1.1	Compare and contrast the range and purpose of different forms of assessment			
		1.2	Explain how partnership work can positively support assessment processes			
2	Be able to lead and contribute to assessments	2.1	Initiate early assessment of the individual			
		2.2	Support the active participation of the individual in shaping the assessment process			
		2.3	Undertake assessments within the boundaries of own role			
		2.4	Make recommendations to support referral processes			
3	Be able to manage the outcomes of assessments	3.1	Develop a care or support plan in collaboration with the individual that meets their needs			
		3.2	Implement interventions that contribute to positive outcomes for the individual			
4	Be able to promote others' understanding of the role of assessment	4.1	Develop others' understanding of the functions of a range of assessment tools			
		4.2	Develop others' understanding that assessment may have a positive and/or negative impact on an individual and their families			
		4.3	Develop others' understanding of their contribution to the assessment process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Review and evaluate the effectiveness of assessment	5.1	Review the assessment process based on feedback from the individual and/or others			
		5.2	Evaluate the outcomes of assessment based on feedback from the individual and/or others			
		5.3	Develop an action plan to address the findings			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 18: Develop Procedures and Practice to Respond to Concerns and Complaints

Unit reference number: J/602/2336

Level: 5

Credit value: 6

Guided learning hours: 40

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop, implement and review procedures and practices to address concerns and complaints. It covers the relevant regulatory requirements, codes of practice and relevant guidance, and analyses the impact of these on service provision.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Additional information

Others may include:

- workers/practitioners
- carers
- significant others
- other professionals
- people who use services.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints	1.1	Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work			
		1.2	Analyse how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work			
2	Be able to develop procedures to address concerns and complaints	2.1	Explain why individuals might be reluctant to raise concerns and make complaints			
		2.2	Outline steps that can be taken to encourage individuals to raise concerns or complaints			
		2.3	Work with others in the development of procedures to address concerns and complaints			
		2.4	Ensure information on how to raise concerns and make complaints is available in accessible formats			
		2.5	Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to lead the implementation of procedures and practice for addressing concerns and complaints	3.1	Promote a person-centred approach to addressing concerns and complaints			
		3.2	Ensure that others are informed about the procedure for raising concerns or making complaints			
		3.3	Use supervision to support workers to recognise and address concerns and complaints			
		3.4	Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed time frames			
4	Be able to review the procedures and practices for addressing concerns and complaints	4.1	Monitor the use of systems for addressing concerns and complaints			
		4.2	Evaluate the effectiveness of systems for addressing concerns and complaints			
		4.3	Involve others in the review of procedures and practices for addressing concerns and complaints			
		4.4	Show how own management practice has provided a culture where the organisation can learn from concerns and complaints			
		4.5	Demonstrate how recommendations from concern and complaint investigations have been used to improve the quality of service			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 19: Recruitment and Selection within Health and Social Care or Children and Young People's Settings

Unit reference number: R/602/2338

Level: 4

Credit value: 3

Guided learning hours: 26

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to recruit and select in health and social care or children's and young people's settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, and 4 must be assessed in the work setting.

Additional information

Agreed ways of working will include policies and procedures where these exist.

Others may include:

- human resource personnel
- workers/practitioners
- carers
- significant others.

Individual is someone accessing care or support.

Recruitment process can include consultation or practical involvement in the process.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the recruitment and selection processes in health and social care or children and young people's settings	1.1	Explain the impact on selection and recruitment processes, in own setting, of: – legislative requirements – regulatory requirements – professional codes – agreed ways of working			
		1.2	Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection			
		1.3	Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people			
2	Be able to contribute to the recruitment process in health and social care or children's and young people's settings	2.1	Review job descriptions and person specifications to meet work setting objectives			
		2.2	Work with others to establish the criteria that will be used in the recruitment and selection process			
		2.3	Work with others to establish the methods that will be used in the recruitment and selection process			
		2.4	Involve individuals in the recruitment process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to participate in the selection process in health and social care or children's and young people's settings	3.1	Use agreed methods to assess candidates			
		3.2	Use agreed criteria to select candidates			
		3.3	Communicate the outcome of the selection process according to the policies and procedures of own setting			
4	Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings	4.1	Evaluate the recruitment and selection methods and criteria used in own setting			
		4.2	Recommend changes for improvement to recruitment and selection processes in own setting			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 20: Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings

Unit reference number: Y/602/2339

Level: 5

Credit value: 6

Guided learning hours: 42

Unit summary

This purpose of this unit is assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Additional information

Conflict may include:

- negative comments
- disagreements
- discrimination
- power imbalance
- threats
- body language
- non-compliance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how groups develop and function in health and social care or children and young people's work settings	1.1	Analyse the impact of theories and models on group work practice			
		1.2	Explain how to form and maintain a cohesive and effective group			
		1.3	Explain how different facilitation styles may influence: – group dynamics – lifecycle of the group – group outcomes – development of roles within the group			
		1.4	Explain why it is important to be clear about the purpose and desired outcomes for the group			
		1.5	Analyse the importance of participant engagement in achieving group outcomes			
2	Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings	2.1	Evaluate methods that may be utilised in facilitating groups			
		2.2	Prepare an environment that is conducive to the functioning of the group			
		2.3	Work with a group/s to agree acceptable group and individual behaviour			
		2.4	Work with a group to negotiate and agree tasks, desired outcomes and ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to facilitate a group in health and social care or children and young people's work settings	3.1	Use a range of methods to accommodate different learning styles within the group			
		3.2	Provide a group experience where participants are engaged and stimulated			
		3.3	Intervene effectively in a group session to improve the learning process			
4	Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings	4.1	Demonstrate inclusive practice when facilitating groups			
		4.2	Support consensus and manage conflict within a group			
		4.3	Explain how to challenge excluding or discriminatory behaviour			
		4.4	Demonstrate how to manage diverse group behaviours			
		4.5	Explain when to refer issues and areas of concern			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to monitor and review the work of a group in health and social care or children and young people's work settings	5.1	Work with a group to agree monitoring and review processes			
		5.2	Implement systems and processes to monitor and review the progress of a group			
		5.3	Assess the effectiveness of a group in relation to identified outcomes			
		5.4	Reflect on strengths and areas for development in own practice of facilitating groups			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 21: Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings

Unit reference number: L/602/2547

Level: 5

Credit value: 6

Guided learning hours: 43

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care or children and young people's settings. It includes the ability to understand the benefits of coaching and mentoring and to plan, implement and evaluate the impact of coaching and mentoring in the work setting.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care and Development assessment principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Additional information

Different information sources may include:

- strategic/business plans
- new legislation/regulation
- supervision agreements/professional development plans
- availability and expertise of coaches and mentors in the work setting
- service users who have different needs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings	1.1	Analyse the differences between coaching and mentoring			
		1.2	Explain circumstances when coaching would be an appropriate method of supporting learning at work			
		1.3	Explain circumstances when mentoring would be an appropriate method of supporting learning at work			
		1.4	Explain how coaching and mentoring complement other methods of supporting learning			
		1.5	Analyse how coaching and mentoring at work can promote the business objectives of the work setting			
		1.6	Evaluate the management implications of supporting coaching and mentoring in the work setting			
		1.7	Explain how coaching and mentoring in the work setting can contribute to a learning culture			
		1.8	Explain the importance of meeting the learning needs of coaches and mentors			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings	2.1	Promote the benefits of coaching and mentoring in the work setting			
		2.2	Support practitioners to identify learning needs where it would be appropriate to use coaching			
		2.3	Support practitioners to identify learning needs where it would be appropriate to use mentoring			
		2.4	Explain the different types of information, advice and guidance that can support learning in the work setting			
		2.5	Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting			
3	Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings	3.1	Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting			
		3.2	Plan coaching and mentoring activities			
4	Be able to implement coaching and mentoring activities in health and social care or children and young people's settings	4.1	Support the implementation of coaching and mentoring activities			
		4.2	Select the most appropriate person to act as coach or mentor			
		4.3	Explain the support needs of those who are working with peers as coaches or mentors			
		4.4	Provide coaching in a work setting according to the agreed plan			
		4.5	Provide mentoring in a work setting according to the agreed plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings	5.1	Review how the use of coaching and mentoring in the work setting has supported business objectives			
		5.2	Evaluate the impact of coaching and mentoring on practice			
		5.3	Develop plans to support the future development of coaching and mentoring in the work setting			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 22: Manage Induction in Health and Social Care or Children and Young People's Settings

Unit reference number: T/602/2574

Level: 4

Credit value: 3

Guided learning hours: 21

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills for managing induction in health and social care or children and young people's settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Additional information

Practitioners could include:

- new recruits
- existing employees who have taken on additional responsibilities
- existing employees who have taken on a new role
- temporary or agency workers
- workers transferring from another setting
- students on placement
- volunteers.

Individuals are those accessing care or services.

Agreed ways of working will include policies and procedures where these exist.

Factors that influence could include:

- job descriptions

- levels of responsibility

- previous experience

- qualification status

- availability of others

- organisational culture

- organisational requirements

- individual needs.

Others may include:

- workers/practitioners

- carers

- significant others

- individuals who access services

- line managers

- other professionals.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose of induction for health and social care or children and young people's settings	1.1	Explain why induction is important for practitioners, individuals and organisations			
		1.2	Identify information and support materials that are available to promote effective induction			
		1.3	Explain the link between induction processes, qualifications and progression routes in the sector			
		1.4	Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting			
		1.5	Analyse the role of induction in safeguarding individuals and others within a work setting			
2	Be able to manage the induction process in health, social care and children and young people's work settings	2.1	Explain the factors that influence induction processes for practitioners			
		2.2	Develop an induction programme in agreement with others			
		2.3	Manage the induction process for practitioners			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support the implementation of induction processes in health, social care and children and young people's work settings	3.1	Identify different methods that can be used to support the induction process for practitioners			
		3.2	Support others involved in the induction of practitioners			
		3.3	Obtain feedback from others on practitioners' achievement of identified induction requirements			
		3.4	Support practitioners to reflect on their learning and achievement of induction requirements			
		3.5	Provide feedback to practitioners on achievement of induction requirements			
		3.6	Support personal development planning for a practitioner on completion of induction			
4	Be able to evaluate the induction process in health and social care or children and young people's settings	4.1	Explain the importance of continuous organisational improvement in the provision of induction			
		4.2	Obtain feedback on the induction process from practitioners			
		4.3	Obtain feedback on the induction process from others in the work setting			
		4.4	Use feedback to identify areas for improvement within the induction process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to implement improvements to the induction process in health and social care or children and young people's settings	5.1	Work with others to identify improvements within the induction process			
		5.2	Work with others to implement changes required to address areas for improvement within the induction process			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 23: Facilitate Change in Health and Social Care or Children and Young People's Settings

Unit reference number: F/602/2612

Level: 5

Credit value: 6

Guided learning hours: 42

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in health and social care or children and young people's settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6, must be assessed in the work setting.

Additional information

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.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of change management in health and social care or children and young people's settings	1.1	Analyse factors that drive change			
		1.2	Describe underpinning theories of change management			
		1.3	Describe approaches, tools and techniques that support the change process			
		1.4	Explain the importance of effective change management for service provision			
2	Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings	2.1	Promote the benefits of change			
		2.2	Analyse challenges that may arise during the process of change			
		2.3	Enable others to express views about proposed change			
		2.4	Agree with others the changes that need to be made			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to develop an approved change management plan in health and social care or children and young people's settings	3.1	Analyse the impact of a proposed change to the service provision			
		3.2	Produce a change management plan that takes account of the identified impact			
		3.3	Establish criteria against which the plan can be evaluated			
		3.4	Secure any approvals required for the change management plan			
4	Be able to gain support for a proposed change in health and social care or children and young people's settings	4.1	Ensure own actions serve as a positive role model when introducing change			
		4.2	Identify others who can promote the vision for change			
		4.3	Use strategies that address resistance to change			
		4.4	Implement a communication strategy to support others to understand a proposed change			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to implement approved change management plans in health and social care or children and young people's settings	5.1	Agree roles and responsibilities for implementing change management plan			
		5.2	Support others to carry out their agreed roles in a change management plan			
		5.3	Adapt a change management plan to address issues as they arise			
		5.4	Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change			
6	Be able to evaluate the change management process in health and social care or children and young people's settings	6.1	Agree systems to monitor the effectiveness of the change management plan			
		6.2	Work with others to review the change management plan against identified criteria			
		6.3	Evaluate outcomes of the change for individuals			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 24: Manage an Inter-Professional Team in a Health and Social Care or Children and Young People's Setting

Unit reference number: L/602/2743

Level: 6

Credit value: 7

Guided learning hours: 48

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills to manage an inter-professional team in health and social care or children and young people's settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's assessment principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work environment.

Additional information

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

Inter-professional: where team membership comprises different professions and occupational groups (with whom they normally work) and people working together as a team to make assessments and decisions.

Supports may include training, team building, team meetings, professional supervisions, case discussions, dissemination of best practice.

Others may include:

- individuals
- team members
- external professionals
- carers.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of inter-professional working within health and social care or children and young people's settings	1.1	Analyse how inter-professional working promotes positive outcomes for individuals			
		1.2	Analyse the complexities of working in inter-professional teams			
		1.3	Explain how inter-professional teamwork is influenced by: – legislative frameworks – regulation – government initiatives – professional codes of practice or professional standards – service objectives			
2	Be able to manage service objectives through the inter-professional team in health and social care or children and young people's settings	2.1	Work with others to identify how team objectives contribute to service objectives			
		2.2	Establish plans to meet service objectives			
		2.3	Allocate roles and responsibilities to meet service objectives			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to promote inter-professional team working in health and social care or children and young people's settings	3.1	Establish governance arrangements within inter-professional working arrangements to include: – accountability – lines of communication – professional supervision – continuing professional development			
		3.2	Establish protocols within inter-professional working arrangements to include: – confidentiality and information sharing – record keeping – resources – concerns and complaints			
		3.3	Identify supports available to enhance inter-professional working			
		3.4	Support others to understand distinctive roles within the team			
		3.5	Facilitate communication within the inter-professional team			
		3.6	Work with the team to resolve dilemmas that may arise			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's settings	4.1	Ensure that plans for individuals are based on a formal assessment			
		4.2	Work with the team to identify the lead practitioners for the implementation of individuals' plans			
		4.3	Agree roles and responsibilities of all those involved in implementing plans			
		4.4	Ensure that information pertinent to the implementation of plans is exchanged between those involved			
		4.5	Develop processes for the review of individuals' plans			
5	Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's settings	5.1	Work with others to monitor the effectiveness of the inter-professional team against service objectives			
		5.2	Work with others to identify: – areas of best practice – areas for improvement			
		5.3	Work with others to develop an action plan to improve inter-professional team work			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 25: Manage Finance within Own Area of Responsibility in Health and Social Care or Children and Young People's Setting

Unit reference number: T/602/2753

Level: 4

Credit value: 4

Guided learning hours: 31

Unit summary

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 a health and social care or children and young people's settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Additional information

Others may include:

* individuals and those important to them
* team members
* trustees, owners or other senior decision-makers
* regulators or commissioners.

Financial period may include:

* monthly
* quarterly
* half year
* full year.

New developments may include:

- change to service provision
- external economic factors
- government initiatives
- human resource requirements.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	Outline 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 requirement for own area of responsibility	2.1	Work with others to calculate the financial resources required to meet objectives within own area of responsibility			
		2.2	Communicate budget requirements within remit of role and responsibility to inform overall budget build			
		2.3	Analyse the impact of an insufficient budget on service delivery			
		2.4	Work with others to prioritise budget allocation in own area of responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to manage a budget	3.1	Explain the financial management systems that are available to monitor budget for own area of responsibility			
		3.2	Agree roles and responsibilities of others in recording financial expenditure			
		3.3	Calculate planned expenditure over the financial period			
		3.4	Monitor actual spend against planned expenditure			
		3.5	Analyse variances between planned and actual expenditure			
		3.6	Implement corrective action to address any variances			
		3.7	Make revisions to the budget to take account of variances and new developments			
4	Be able to evaluate financial expenditure within own area of responsibility	4.1	Review actual expenditure against planned expenditure within financial period			
		4.2	Report findings from budget reviews			
		4.3	Make recommendations for adjustments for budget planning and management			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 26: Manage Quality in Health and Social Care or Children and Young People's Setting

Unit reference number: R/602/2758

Level: 5

Credit value: 5

Guided learning hours: 36

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's assessment principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Additional information

Individuals are those accessing care or support.

Others may include:

- individuals
- advocates
- family members
- others important to the individual's wellbeing.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: – 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: – areas of best practice – areas for improvement			
		3.4	Work with others to develop an action plan to improve quality of service			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 27: Develop and Evaluate Operational Plans for Own Area of Responsibility

Unit reference number: Y/600/9588

Level: 5

Credit value: 6

Guided learning hours: 25

Unit summary

This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

Unit assessment requirements/evidence requirements

No assessment requirements have been supplied for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to align objectives of own area of responsibility with those of own organisation	1.1	Identify operational objectives within own area of responsibility			
		1.2	Analyse objectives of own area of responsibility in relation to those of own organisation			
2	Be able to implement operational plans in own area of responsibility	2.1	Assess risks associated with operational plans and include contingency arrangements			
		2.2	Identify support from relevant stakeholders			
		2.3	Implement operational plan within own area of responsibility			
3	Be able to monitor and evaluate operational plans in own area of responsibility	3.1	Monitor procedures within the operational plan			
		3.2	Evaluate operational plans and implement any necessary actions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 28:   Manage Physical Resources

Unit reference number: K/600/9711

Level: 4

Credit value: 3

Guided learning hours: 25

Unit summary

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

Unit assessment requirements/evidence requirements

No assessment requirements have been supplied for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of sustainability when using physical resources	1.1	Explain the importance of using sustainable resources			
		1.2	Explain the potential impact of resource use on the environment			
		1.3	Explain how to use resources effectively and efficiently			
		1.4	Describe actions one can take to minimise any adverse environmental impact of using physical resources			
2	Be able to identify resource requirements for own area of responsibility	2.1	Consult with colleagues to identify their planned activities and corresponding resource needs			
		2.2	Evaluate past resource use to inform expected future demand			
		2.3	Identify resource requirements for own area of responsibility			
3	Be able to obtain required resources for own area of responsibility	3.1	Submit a business case to procure required resources			
		3.2	Review and agree required resources with relevant individuals			
		3.3	Explain an organisation's processes for procuring agreed resources			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1	Monitor the quality of resources against required specifications			
		4.2	Identify differences between actual and planned use of resources and take corrective action			
		4.3	Analyse the effectiveness and efficiency of resource use in own area of responsibility			
		4.4	Make recommendations to improve the effectiveness and efficiency of resource use			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 29: Understand Partnership Working

Unit reference number: T/602/3188

Level: 4

Credit value: 1

Guided learning hours: 7

Unit summary

The purpose of this unit is to assess the learner's knowledge required to understand partnership working.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Others may include:

- individuals
- children and young people
- families
- carers
- friends of the individual
- advocates.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand partnership working	1.1	Identify the features of effective partnership working			
		1.2	Explain the importance of partnership working with: – colleagues – other professionals – others.			
		1.3	Analyse how partnership working delivers better outcomes			
		1.4	Explain how to overcome barriers to partnership working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 30: Understand how to Manage a Team

Unit reference number: D/602/3170

Level: 4

Credit value: 3

Guided learning hours: 20

Unit summary

The purpose of this unit is to assess the learner's knowledge and understanding necessary to support and enable team development.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Models may include:

- team development activities

- induction into a new team.

Approaches may include groups such as quality circles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the attributes of effective team performance	1.1	Define the key features of effective team performance			
		1.2	Compare the models used to link individual roles and development with team performance			
2	Know how to support team development	2.1	Analyse the stages of team development			
		2.2	Identify barriers to success and how these can be overcome			
		2.3	Analyse the effect group norms may have on team development			
		2.4	Differentiate between beneficial conflict and destructive conflict in teams			
		2.5	Evaluate methods of dealing with conflict within a team			
		2.6	Compare methods of developing and establishing trust and accountability within a team			
3	Know how to promote shared purpose within a team	3.1	Evaluate ways of promoting a shared vision within a team			
		3.2	Review approaches that encourage sharing of skills and knowledge between team members			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to promote a 'no-blame culture' within a team	4.1	Define the meaning of a 'no blame' culture			
		4.2	Evaluate the benefits of a 'no blame culture'			
		4.3	Describe how systems and processes can be used to support a 'no blame culture'			
		4.4	Describe strategies for managing risks associated with a 'no blame' culture			
5	Understand different styles of leadership and management	5.1	Compare different styles of leadership and management			
		5.2	Reflect on adjustments to own leadership and management style that may be required in different circumstances			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 31: Understanding Professional Supervision Practice

Unit reference number: H/602/3185

Level: 4

Credit value: 3

Guided learning hours: 22

Unit summary

The purpose of this unit is to assess the learner's knowledge and understanding of professional supervision practice. It could be used to support those wishing to prepare for a supervisory role or to enhance the practice of those already in such a role.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose of supervision	1.1	Evaluate theoretical approaches to professional supervision			
		1.2	Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision			
2	Understand how the principles of supervision can be used to inform performance management	2.1	Explain key principles of effective professional supervision			
		2.2	Analyse the importance of managing performance in relation to: – governance – safeguarding – key learning from critical reviews and inquiries			
3	Understand how to support individuals through professional supervision	3.1	Analyse the concept of anti-oppressive practice in professional supervision			
		3.2	Explain methods to assist individuals to deal with challenging situations			
		3.3	Explain how conflict may arise within professional supervision			
		3.4	Describe how conflict can be managed within professional supervision			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how professional supervision supports performance	4.1	Explain the responsibility of the supervisor in setting clear targets and performance indicators			
		4.2	Explain the performance management cycle			
		4.3	Compare methods that can be used to measure performance			
		4.4	Describe the indicators of poor performance			
		4.5	Explain how constructive feedback can be used to improve performance			
		4.6	Evaluate the use of performance management towards the achievement of objectives			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 32: Understand the Process and Experience of Dementia

Unit reference number: J/601/3538

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the neurology of dementia	1.1	Describe a range of causes of dementia syndrome			
		1.2	Describe the types of memory impairment commonly experienced by individuals with dementia			
		1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia			
		1.4	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia			
		1.5	Explain why the abilities and needs of an individual with dementia may fluctuate			
2	Understand the impact of recognition and diagnosis of dementia	2.1	Describe the impact of early diagnosis and follow-up to diagnosis			
		2.2	Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working			
		2.3	Explain the process of reporting possible signs of dementia within agreed ways of working			
		2.4	Describe the possible impact of receiving a diagnosis of dementia on: – the individual – their family and friends			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how dementia care must be underpinned by a person-centred approach	3.1	Compare a person-centred and a non-person-centred approach to dementia care			
		3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia			
		3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carers			
		3.4	Describe ways in which individuals and carers can be supported to overcome their fears			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Content

1 **Understand the neurology of dementia**

Causes of dementia syndrome: Alzheimer's disease; vascular dementia; Pick's disease; dementia with Lewy bodies (Fronto-Temporal); Creutzfeldt-Jakob Disease (CJD); Huntington's disease

Types of memory impairment commonly experienced by individuals with dementia: decline in memory, reasoning and communication; changes in behaviour; loss of skills; abilities which fluctuate; movement difficulties

The way that individuals process information with reference to the abilities and limitations of individuals with dementia: information processing – sensory input of sight, sound, attention; short-term memory; long-term memory; effects of different types of dementia on this process

How other factors can cause changes in an individual's condition that may not be attributable to dementia: the difference between dementia, depression and confusional states; sensory changes due to age-related degeneration, e.g. macular degeneration and cataracts affecting vision, loss of hearing and increase of tinnitus affecting balance; reduced metabolism causing poor appetite; osteoporosis and fear of falling

Why the abilities and needs of an individual with dementia may fluctuate: changes to the physical environment, e.g. moving home, starting at a day centre; changes to the social environment, e.g. changes in carers, loss of family or friends and social isolation, bereavement; changes to the emotional environment, e.g. carers become stressed, experience of abuse; personal changes – changes in treatment, changes in medication, and changes in physical condition, e.g. bacteria or viral infections, vascular changes, rapidity of onset of dementia

2 **Understand the impact of recognition and diagnosis of dementia**

The impact of early diagnosis and follow-up to diagnosis: quality of life, e.g. fear, feeling of lack of control, loss of dignity, loss of identity, lack of involvement, invasion of privacy, fear of losing own home, inability to communicate needs and preferences; social, e.g. loss of friends, loss of community involvement, difficulty in dealing with own finances, attitudes of others; impact on health, e.g. increased risk of falls, nutrition, personal hygiene, reduced exercise; increased likelihood of abuse, e.g. emotional, neglect, physical, sexual, financial, increased likelihood of injury or harm

*The importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working: a*greed ways of recording in own organisation; written or electronic recording is factual, legible, dated, signed or authenticated and confidential; importance of recording to highlight risk and establish if there is a pattern, an improvement or a worsening of symptoms

The process of reporting possible signs of dementia within agreed ways of working: agreed ways of reporting in own organisation such as verbal, written, electronic; accurate, timely, and confidential reporting

The possible impact of receiving a diagnosis of dementia on the individual:
impact on individual includes fear, denial, need for information, need for sources
of support, e.g. emotional or financial support

*The possible impact of receiving a diagnosis of dementia on the individual's
family and friends:* impact on family and friends such as fear, denial, need for
information, need for sources of support, e.g. emotional or financial support

3   **Understand how dementia care must be underpinned by a person-
centred approach**

Person-centred approach: principles of care including dignity, respect, choice,
independence, privacy, rights, culture; seeing the person first and the dementia
second; focusing on strengths and ability; preferred or appropriate
communication; acting in the best interests of the individual; person-to-person
relationships; involving individual in care planning; taking account of history,
e.g. personal, family, medical

Non-person-centred approaches: institutional perspective; bio-medical
perspective

*Techniques to meet the fluctuating abilities and needs of the individual with
dementia:* reality-orientation approach; validation approach

*Techniques using the physical environment to meet the fluctuating abilities and
needs of the individual with dementia*: use of assistive technologies, e.g.
pressure mats, door alarms linked to staff pagers, personal pendant alarms; an
enabling and safe environment, e.g. hand-rails, safe flooring, use of
colour/textures, practical aids

*Techniques using the social environment to meet the fluctuating abilities and
needs of the individual with dementia*: use of social environment to enable
positive interactions with individuals with dementia; use of reminiscence
techniques to facilitate a positive interaction with the individual with dementia;
holistic approach, responsive and flexible approach; involving family and
friends, individual's personal beliefs, focusing on strengths and abilities,
effective communication; appropriate exercise, activities specific to the needs of
the individual, e.g. music sensory; alternative therapies, e.g. aromatherapy,
massage, sensory

Maintaining health and wellbeing: methods, e.g. conventional medicines, safe
handling of medicines, complementary medicines, diet and nutrition, fluid
intake, personal care, measures to reduce risk of infection

*Myths and stereotypes related to dementia that may affect the individual and
their carers*: stigma and its impact on relationships, e.g. social isolation of
individual and carer, assumption of automatic loss of independence, e.g. unable
to drive, unable to make decisions about own care; dissatisfying interactions
with the medical community, e.g. difficulty in obtaining early diagnosis;
uncertainty about availability of support services and treatments; importance of
person-centred values, e.g. individuality, rights, choice, privacy, independence,
dignity, respect, autonomy

Ways in which individuals and carers can be supported to overcome their fears: person-centred planning and reviews information about accessible and appropriate support services; emotional support such as individuals in early stage dementia involved in decision-making; involvement with support organisation, e.g. Alzheimer's; training; safeguarding work; balance between protection and maintaining rights; service provision to include integrated working across private, statutory and third sector, e.g. hospitals, hospices, residential care, nursing homes, independent living, sheltered housing, day care, domiciliary care, GP, social services, pharmacists, end-of-life support, urgent care response, early intervention, psychiatric services, memory services, physiotherapists, occupational therapists, dieticians, other health and social-care workers, counsellors, dementia advisers, advocates

Unit 33: Understand Physical Disability

Unit reference number: J/601/6150

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.

Unit assessment requirements/evidence requirements

This unit must be assessed according to Skills for Care and Development's Assessment Principles.

Additional information

The **individual** is the person requiring care or support:

Congenital can include:

- cerebral palsy
- cystic fibrosis
- spina bifida
- congenital heart conditions
- muscular dystrophy
- congenital hip disorder.

Acquired disabilities can include:

- arthritis
- rheumatism
- cardiac conditions
- pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis.

Neurological conditions can include:

- multiple sclerosis

- Parkinson's Disease

- stroke.

Progressive can also include neurological and some congenital conditions:

- motor neurone disease.

Life choices:

- physical health

- education

- housing

- employment

- access to cultural/leisure activities

- mobility

- sexuality.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of differentiating between the individual and the disability	1.1	Explain the importance of recognising the centrality of the individual rather than the disability			
		1.2	Explain the importance of an assessment being person centred			
		1.3	Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only			
2	Understand the concept of physical disability	2.1	Define the term 'physical disability'			
		2.2	Describe the following terminology used in relation to physical disability: – congenital – acquired – neurological			
		2.3	Compare a congenital disability with a neurological disability, including causes			
		2.4	Explain the emotional impact of a progressive disability on the individual			
		2.5	Compare the different impacts on individuals that congenital and progressive disabilities can have			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the impact of living with a physical disability within society	3.1	Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability			
		3.2	Analyse the socio-economic effects of physical disability on an individual			
		3.3	Explain the changes that have occurred in society as a result of Disability legislation			
		3.4	Analyse the extent of improvements for the individual as a result of Disability legislation			
		3.5	Explain the effects of physical disability on an individual's life choices			
		3.6	Explain how attitudes either promote a positive or negative perception of disability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the importance of promoting inclusion and independence	4.1	Explain the importance of independence and inclusion for individuals with physical disabilities			
		4.2	Analyse ways that inclusion and independence can be promoted			
		4.3	Explain the importance of the individual having control of choices and decisions			
		4.4	Analyse the importance of positive risk-taking for the individual with physical disabilities			
		4.5	Explain how to encourage the individual to take positive risks while maintaining safety			
		4.6	Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 34: Understand the Impact of Acquired Brain Injury on Individuals

Unit reference number: Y/601/6167

Level: 3

Credit value: 3

Guided learning hours: 28

Unit summary

The aim of the unit is to acquire knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.

Unit assessment requirements/evidence requirements

Units need to be assessed in line with the Skills for Care and Development's Assessment Principles.

Additional information

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

Functional – relates to the individual's ability to carry out day-to-day tasks, i.e. dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.

Concepts of loss – consider stages of grief as outlined by Elizabeth Kublar Ross and Warden.

Personality changes

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

Self-awareness – ability to understand the impact of behaviour on others

Carers

- spouse/partner
- child
- parent
- sibling
- friend.

Challenging behaviour:

- physical attack
- threatening language
- sexual disinhibition.

Measures – actions required to manage risk, e.g.:

- policies
- supervision
- support from colleagues
- make a risk assessment
- risk management plan.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand acquired brain injury	1.1	Define acquired brain injury			
		1.2	Describe possible causes of acquired brain injury			
		1.3	Explain the difference between a traumatic brain injury and other forms of acquired brain injury			
		1.4	Describe brain injuries that are – mild – moderate – severe			
2	Understand the impact on individuals of acquired brain injury	2.1	Discuss initial effects of acquired brain injury on the individual			
		2.2	Explain the long term effects of acquired brain injury to include: – physical – functional – cognitive – behavioural effects			
		2.3	Explain the concepts of loss in relation to acquired brain injury for individuals and carers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1	Define dysphasia and dysarthria			
		3.2	Explain the effects of dysphasia and dysarthria on communication			
		3.3	Compare the different techniques required to support an individual with dysphasia and dysarthria			
		3.4	Evaluate different intervention strategies and assistive tools that support communication			
4	Understand the impact that personality changes can have on an individual and those providing support	4.1	Explain the impact of personality changes on the individual			
		4.2	Explain the impact of personality changes on those caring for the individual			
		4.3	Explain how lack of self-awareness/insight may affect the individual			
		4.4	Explain the skills needed to support the individual and family/carers to come to terms with personality changes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the impact of challenging behaviour	5.1	Explain behaviours which are considered challenging			
		5.2	Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour			
		5.3	Explain measures that should be taken to manage the risk from challenging behaviour			
		5.4	Explain the process for reporting and referring challenging behaviour			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 35: Understand Sensory Loss

Unit reference number: M/601/3467

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Sensory Loss could include:

- sight loss
- hearing loss
- deafblindness.

Factors could include:

- communication
- information
- familiar layouts and routines
- mobility.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the factors that impact on an individual with sensory loss	1.1	Analyse how a range of factors can impact on individuals with sensory loss			
		1.2	Analyse how societal attitudes and beliefs impact on individuals with sensory loss			
		1.3	Explore how a range of factors, societal attitudes and beliefs impact on service provision			
2	Understand the importance of effective communication for individuals with sensory loss	2.1	Explain the methods of communication used by individuals with: – sight loss – hearing loss – deafblindness.			
		2.2	Describe how the environment facilitates effective communication for people with sensory loss			
		2.3	Explain how effective communication may have a positive impact on lives on individuals with sensory loss			
3	Understand the main causes and conditions of sensory loss	3.1	Identify the main causes of sensory loss			
		3.2	Define congenital sensory loss and acquired sensory loss			
		3.3	Identify the demographic factors that influence the incidence of sensory loss in the population			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to recognise when an individual may be experiencing sight and/or hearing loss and actions that may be taken	4.1	Identify the indicators and signs of: – sight loss – hearing loss – deafblindness			
		4.2	Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status			
		4.3	Identify sources of support for those who may be experiencing onset of sensory loss			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 36: Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health

Unit reference number: A/601/6274

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

The unit introduces the principles of supporting individuals with a learning disability regarding sexuality and sexual health. It gives a broad summary of sexuality, sexual development and sexual health. The unit also introduces relevant legislation that relates to the development of sexuality for an individual with a learning disability.

Unit assessment requirements/evidence requirements

This unit needs to be assessed in line with the Skills for Care and Development's Assessment Principles.

Additional information

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

The principles of human rights underpin this unit. Where **mental capacity** is referred to it should be remembered that the Mental Capacity Act (2007) states that everyone should be treated as able to make their own decisions until it is shown that they are not.

Key features of sexual health may include: contraception, hygiene, sexually transmitted infections etc.

Plans for health care – in England this refers to/should include Health Action Plans.

Relevant legislation – any legislation related to supporting individuals with learning disabilities with sexuality and sexual health.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the development of human sexuality	1.1	Define the terms: *sexuality, sexual health, sexual orientation and sexual expression*			
		1.2	Explain main sexual development milestones throughout an individual's lifespan			
2	Understand how the sexual development of individuals with a learning disability can differ	2.1	Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability			
		2.2	Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development			
		2.3	Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health			
3	Understand the issues of sexual health and how these can be supported	3.1	Explain the key features of sexual health and wellbeing and how this relates to an individual's overall health and wellbeing			
		3.2	Identify sexual health issues that differently affect men and women			
		3.3	Explain how sexual health issues can be supported within plans for healthcare			
		3.4	Identify local services that exist to support sexual health for individuals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	4.1	Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice			
5	Know how to support the sexual expression of an individual with a learning disability	5.1	Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities			
		5.2	Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality			
		5.3	Describe different ways an individual can express themselves sexually and how individual preferences can be supported			
		5.4	Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 37: Manage Domiciliary Services

Unit reference number: L/602/2337

Level: 5

Credit value: 6

Guided learning hours: 39

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage domiciliary care services supporting the practice of a dispersed workforce.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

Additional information

Others may include:

- self
- workers/practitioners
- carers
- significant others
- visitors to the work setting.

Agreed ways of working will include policies and procedures, where these exist.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand factors that influence the management of domiciliary services	1.1	Evaluate how the current legislative framework, evidence-based research and organisational protocols impact on the management of domiciliary services			
		1.2	Explain how person-centred practice influences the management of domiciliary services			
		1.3	Analyse ethical dilemmas and conflicts experienced by managers and practitioners of domiciliary services			
2	Be able to manage domiciliary services	2.1	Select and provide suitable practitioners to support individuals' needs			
		2.2	Support practitioners to develop awareness of their duties and responsibilities			
		2.3	Support clear communication and information sharing with individuals and others			
		2.4	Manage record-keeping to meet legislative and regulatory requirements			
		2.5	Explain systems that calculate and justify charges for domiciliary care			
3	Be able to implement systems for working safely in domiciliary services	3.1	Implement agreed ways of working that support individuals' and others' safety and protection			
		3.2	Support practitioners to anticipate, manage and report risks			
		3.3	Manage systems for risk or incident reporting, action and follow-up			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services	4.1	Support practitioners to place the individual's needs and preferences at the centre of their practice			
		4.2	Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences			
		4.3	Explain the importance of supporting practitioners to challenge systems and ways of working			
		4.4	Support practitioners to develop innovative and creative approaches to their work			
		4.5	Support practitioners to balance the needs and preferences of individuals with the potential risks			
5	Be able to respond to day-to-day changes and emergencies in domiciliary services	5.1	Explain the challenges associated with addressing day-to-day changes and emergencies in domiciliary services			
		5.2	Demonstrate how day-to-day changes and emergencies are managed in domiciliary services			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to manage human resources required for domiciliary services	6.1	Plan human resource requirements for domiciliary services			
		6.2	Review contingency arrangements for planned or unforeseen circumstances			
		6.3	Implement systems for supervision of a dispersed workforce			
		6.4	Arrange for practitioners to be inducted and trained to support roles and individual needs			
		6.5	Support practitioners to comply with agreed ways of working			
		6.6	Explain the actions that should be taken when practitioners do not comply with agreed ways of working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 38: Lead the Management of Transitions

Unit reference number: F/602/2853

Level: 5

Credit value: 4

Guided learning hours: 29

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support workers engaging with individuals who are experiencing transitions and changes.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcome 2 must be assessed in the work setting.

Additional information

Factors may include:

- positive/negative identity and self-esteem
- stable/unstable relationships and networks
- secure/insecure attachments
- experience of discrimination/social exclusion
- experience of abuse or harm.

Others may include:

- self
- workers/practitioners
- carers
- significant others
- other professionals
- people who use services.

Additional support may include:

- training

- emotional support

- support to manage tensions and dilemmas.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of change and transitions on the wellbeing of individuals	1.1	Explain ways in which transitions and significant life events affect individuals' wellbeing			
		1.2	Analyse how theories on change inform approaches to the management of transitions			
		1.3	Explain the concept of resilience in relation to transitions and significant life events			
		1.4	Analyse the factors that affect individuals' ability to manage transitions and changes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to lead and manage provision that supports workers to manage transitions and significant life events	2.1	Explain how solution-focused practice is used to support the management of transitions			
		2.2	Promote a culture that supports and encourages individuals to explore challenges			
		2.3	Support workers to encourage individuals to identify their own strengths and abilities			
		2.4	Support workers to engage with individuals and others to identify outcomes and targets that build on their strengths and abilities			
		2.5	Ensure workers support individuals to implement plans to meet identified outcomes and targets			
		2.6	Enable workers to identify any additional support they may require to support individuals through transition and change			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 39: Lead Positive Behavioural Support

Unit reference number: K/602/2572

Level: 7

Credit value: 10

Guided learning hours: 75

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead the promotion of positive behaviour and safe responses to instances of challenging behaviour. It is aimed at those who lead services for individuals who have complex needs and behaviour which severely challenge services.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in the work setting.

Additional information

Positive Behavioural Support

An approach to intervention from social, behavioural, educational and biomedical science that emphasises proactive, preventative strategies to achieve reductions in challenging behaviour and improved quality of life. See *Association for Positive Behavioural Support* (2003).

Formal assessments must be undertaken by those who are professionally qualified to do so.

Others may include:

- the individual
- family members
- paid carers
- advocates
- other professionals.

Behavioural Assessment Report refers to a detailed report on an individual based on a functional analysis of their behaviour. The report should include such information as personal history and service use, health status, strengths and needs, motivational analysis, operational description of behaviours, risk factors, early indicators, slow and fast triggers, maintaining consequences and summary statements or hypotheses.

Indirect assessment schedules refer to assessments of skills, behaviours, mental health, participation in activities and so on, usually administered by interview with carers. Examples include the Functional Assessment Interview (O'Neill et al, 1997), the Motivational Assessment Scale (Durand and Crimmins, 1988), the PAS-ADD (Moss et al, 1993), the Contextual Assessment Inventory (McAtee et al, 2004), The AAMR Adaptive Behaviour Scale (Nihira et al, 1993), the Aberrant Behaviour Checklist (Aman et al, 1995) and so on.

Direct observation data refers to information on an individual's behaviour collected through directly observing them using structured methods, such as ABC charts, Scatterplots, Momentary Time Sampling, Continuous Time Sampling, Partial Interval Recording and so on.

Triangulate refers to the drawing together of results from a variety of different sources, to assess consistency in findings.

Challenging Behaviour may include behaviours that are:

- repetitive/obsessive

- withdrawn

- aggressive

- self-injurious

- disruptive

- anti-social or illegal

- verbally abusive.

Primary Prevention refers to strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

Contributory factors that lead to behaviour being defined as challenging can include competence and capacity of settings, social norms, frequency, intensity, duration and ability to communicate.

Schedule of structured activities is a detailed daily participation plan for an individual that includes scheduled and optional activities, and indicates who will provide the necessary support to maximise participation throughout the day.

Skill teaching refers to structured developmental work undertaken with an individual to teach specific skills that may reduce their challenging behaviour. It can include a full teaching plan and detailed teaching steps based on task analysis.

Social validity refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

Secondary prevention refers to strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

Non-aversive and aversive reactive strategies

Reactive strategies are ways of responding to challenging behaviours that have not been prevented. Non-aversive strategies are designed not to be unpleasant for the individual: they avoid pain and punishment and can include physical interventions that comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

Aversive strategies are punishment based. They work by causing an unpleasant experience for the individual, such as pain, discomfort, seclusion, infringement of rights, removal of possessions and so on.

Positive Monitoring is a process that avoids managers being distanced or having a mainly administrative role, by helping them maintain close contact with service users and staff in a structured and constructive way. It specifies exactly what staff need to do, with managers giving frequent feedback on what they are doing well, identifying areas for improvement and helping them to find solutions. (See Porterfield, 1987)

Periodic Service Review provides a way of improving and maintaining the quality of services committed to implementing PBS. It is based on positive behavioural approaches to staff management and focuses on motivating and supporting staff to improve service quality (See LaVigna, et al, 1994).

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the theoretical background and current policy context of Positive Behavioural Support	1.1	Analyse theories underpinning Positive Behavioural Support			
		1.2	Evaluate how current policy informs Positive Behavioural Support practice			
2	Be able to conduct a functional analysis of an individual requiring Positive Behavioural Support	2.1	Explain the importance of ensuring functional analysis is based on formal assessment			
		2.2	Work with others to produce behavioural assessment reports			
		2.3	Apply indirect assessment schedules and collect direct observation data			
		2.4	Triangulate and analyse data collected			
		2.5	Formulate and test hypotheses on the function of identified challenging behaviours			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to design and lead person-centred, primary prevention strategies	3.1	Determine a set of primary prevention interventions with others to address all fast and slow behavioural triggers identified via a functional analysis of challenging behaviour			
		3.2	Develop a schedule of structured activities and required support with others to maximise an individual's participation throughout each day			
		3.3	Design a detailed skill teaching procedure with others to address an identified challenging behaviour			
		3.4	Lead the implementation of agreed person-centred primary prevention interventions			
		3.5	Apply tests of social validity to all primary interventions designed for an individual			
4	Be able to design and lead secondary prevention strategies	4.1	Identify and define with others the early warning signs of agitation for an individual			
		4.2	Construct with others a set of secondary prevention strategies derived from the functional analysis of an individual's behaviour			
		4.3	Lead the implementation of agreed person-centred secondary prevention interventions			
		4.4	Apply tests of social validity to all secondary interventions designed for an individual			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to assess the appropriateness of reactive strategy use	5.1	Critically compare the use of non aversive and aversive reactive strategies			
		5.2	Justify the use or absence of reactive strategies for an individual			
		5.3	Identify the post-incident support needs of an individual and others to include: – immediate – intermediate – longer term			
6	Be able to lead the implementation of a Positive Behavioural Support Plan	6.1	Collaborate with others to produce a Positive Behavioural Support Plan for an individual to promote a helpful culture and environment which contains: – primary strategies – secondary strategies – reactive strategies			
		6.2	Support others to understand the detail of the Positive Behavioural Support Plan			
		6.3	Support others to develop knowledge, understanding and skills to implement the Positive Behavioural Support Plan			
		6.4	Provide others with constructive feedback on their implementation of the Positive Behavioural Support Plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to manage and review the implementation of Positive Behavioural Support Plans	7.1	Explain how the attitudes and skills of others may impact on a Positive Behavioural Support Plan			
		7.2	Work with others to review the plan using the Positive Behaviour Support Plan Checklist			
		7.3	Make required amendments to the Positive Behavioural Support Plan			
		7.4	Construct and implement a Positive Monitoring Process			
		7.5	Develop an individualised Periodic Service Review			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 40: Develop Provision for Family Support

Unit reference number: K/602/3074

Level: 5

Credit value: 5

Guided learning hours: 33

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop provision for family support.

Unit assessment requirements/evidence requirements

This unit needs to be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation	1.1	Outline the current key policies and legislative frameworks that govern the provision for family support			
		1.2	Analyse the impact of key policies and legislative frameworks on the range of provision for family support			
2	Be able to develop provision for family support	2.1	Develop the aims and purpose of the provision to meet identified needs			
		2.2	Plan how the aims and purpose of the provision will be achieved			
		2.3	Provide detailed, factual and accessible information to others about the provision			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to implement provision for family support	3.1	Work with families and others to identify the specific provision required to meet their needs			
		3.2	Support workers to identify a range of interventions, tools and resources available to meet the needs of families			
		3.3	Monitor workers' practice in the provision of family support			
		3.4	Provide constructive feedback to workers on practice in provision of family support			
		3.5	Work with families and others to evaluate how their needs have been met by provision			
		3.6	Ensure that information that will be shared with others is clarified with families			
4	Be able to support others to establish positive relationships with families	4.1	Explain the principles of establishing positive relationships with families			
		4.2	Support workers to use a solution focussed approach to address difficulties in establishing relationships with families			
		4.3	Support workers to share best practice in relation to establishing positive relationships with families			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 41: Lead Support for Disabled Children and Young People and their Carers

Unit reference number: M/602/2380

Level: 6

Credit value: 8

Guided learning hours: 57

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to lead service provision that supports disabled children and young people and their carers.

Unit assessment requirements/evidence requirements

Assessment of this unit must comply with Skills for Care and Development assessment principles.

Learning outcomes 2 and 3 must be assessed in the work setting.

Additional information

Others may include:

- workers/practitioners
- colleagues
- carers
- volunteers
- students
- other professionals
- advocates.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how legislation and policy influences provision for disabled children and young people and their carers	1.1	Evaluate how emergent thinking and research have influenced legislation and policy over time			
		1.2	Evaluate how the development of legislation and policies has influenced current provision			
2	Understand the potential impact of disability on children and young people and their carers	2.1	Research the prevalence and cause of disabilities in children and young people			
		2.2	Explain how disabilities may impact on children and young people			
		2.3	Explain how disabilities experienced by children and young people may impact on carers			
		2.4	Explain how early intervention is linked to positive outcomes for disabled children and young people and their carers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to lead child- and young person-centred provision	3.1	Explain the features of child- and young people-centred provision			
		3.2	Promote an ethos that focuses on the child or young person rather than the disability			
		3.3	Lead work with children and young people to develop accessible information about service provision			
		3.4	Lead child- and young person-centred assessments that focus on strengths and abilities to identify the support required			
		3.5	Work with others to plan provision that meets the identified needs of children and young people			
		3.6	Implement provision that meets the identified needs of children and young people			
		3.7	Evaluate with children and young people and their carers how well the service provision meets their needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work in partnership with others to promote services for children and young people and their carers	4.1	Analyse how specialist agencies and other professionals impact on wider opportunities for children and young people and their carers			
		4.2	Share information with others to promote the wellbeing and positive outcomes for children, young people and their carers			
		4.3	Work in partnership with others to obtain additional support for children, young people and their carers			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 42: Undertake a Research Project within Services for Health and Social Care or Children and Young People

Unit reference number: J/602/3499

Level: 5

Credit value: 10

Guided learning hours: 80

Unit summary

The purpose of this unit is to assess the learners' knowledge, understanding and skills required to undertake a research project within services for health and social care or children and young people.

Unit assessment requirements/evidence requirements

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Additional information

Aims and objectives – the reasons, understanding and methods for conducting the research project.

Ethical considerations – confidentiality, sensitivity of data, seeking agreements with participants.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 project			
		3.5	Conduct the research using identified research methods			
		3.6	Record and collate data			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 43:   Lead Active Support

Unit reference number: H/601/7354

Level: 5

Credit value: 5

Guided learning hours: 35

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills to lead active support. It is aimed at those whose role includes managing others to deliver direct support and assistance to individuals.

Unit assessment requirements/evidence requirements

This unit needs to be assessed in line with the Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, and 4 must be assessed in real work environment.

Additional information

Active support model comprises a person-centred model of how to interact positively with individuals combined with daily planning systems that promote participation and enhance quality of life.

Individual is someone requiring care or support.

Contemporary person-centred values and aims are derived from Social Role Valorisation and are commonly expressed as the five service accomplishments of Respect, Competence, Participation, Community Presence and Choice. This is in stark contrast to the practices seen in the hotel model, where carers undertake all the domestic tasks such as cooking and cleaning etc, while individuals remain unoccupied and are not or rarely encouraged to participate in caring for their own home. These are institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals.

Practice leadership refers to the development and maintenance of high quality support, involving a constant focus on promoting an optimum quality of life for individuals. Key elements include: organising others to deliver support when and how individuals need and want it; coaching others to deliver better support by observing them, providing constructive feedback and modelling good practice; and reviewing the quality of support provided in regular supervision and finding ways to improve it.

Positive interaction refers to supportive interaction using the level of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.

Valued range of activities refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

Disengagement means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact.

Valued lifestyle refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how the active support model translates values into person-centred practical action with individuals	1.1	Evaluate the extent to which the outcomes for a range of individuals conform to contemporary person-centred values and aims using the principles of the active support model			
		1.2	Analyse the practical changes which need to be made within a work setting to improve individuals' independence, informed choice and quality of life			
		1.3	Explain how to lead the implementation of practical changes within a work setting to improve individuals' independence, informed choice and quality of life			
2	Be able to use practice leadership to promote positive interaction	2.1	Explain the principles behind practice leadership			
		2.2	Demonstrate how others are supported to understand positive interaction			
		2.3	Demonstrate how others are supported to develop skills to interact positively with individuals			
		2.4	Demonstrate how others are supervised and give constructive feedback to others on their positive interaction with individuals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation	3.1	Demonstrate how others are supported to develop daily plans to promote participation			
		3.2	Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences			
		3.3	Support others to identify and take remedial action to ensure a valued range of activities for individuals are available throughout the day, avoiding lengthy periods of disengagement			
4	Be able to use practice leadership in supporting others to maintain individuals' quality of life	4.1	Demonstrate how others are supported to review and revise the quality of support provided to individuals			
		4.2	Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle			
		4.3	Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and social image			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 44: Active Support: Lead Interactive Training

Unit reference number: K/601/7355

Level: 5

Credit value: 4

Guided learning hours: 30

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills to deliver interactive training. It is aimed at those whose role includes managing or training others to deliver direct support and targeted assistance to individuals.

Unit assessment requirements/evidence requirements

This unit needs to be assessed in line with the Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, and 4 must be assessed in real work environment.

Additional information

Key factors that make training effective

Traditional classroom training approaches are inadequate due to problems of generalisation. Combinations of different techniques, including training in the environment where the desired performance is required, are most effective in changing staff behaviour and maintaining improved ways of working.

Three-stage training model

Training is complete when the required skills are demonstrated in the workplace. The three stages in this process are: demonstration of verbal competence; demonstration of competence via role play in a simulated situation; demonstration of competence in the workplace or natural environment.

Positive interaction refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.

Process of person-centred interactive training

This is an iterative process: the trainer observes others positively interacting with individuals, provides constructive feedback for improvement, observes again and so on until the required performance is achieved.

Key others

The trainer should involve others – manager or team leader – in organising rotas and individuals' activities to facilitate a sufficient number of two-hour interactive training sessions with minimal interruption. The manager should also attend most of the sessions, as on-going management attention is a further key factor in training effectiveness.

Timetable is planned by the trainer and the member of staff being trained, with the times agreed in advance to fit with the normal routine of the individual.

Preparation required prior to interactive training

Others to be trained need to know the process of interactive training, as well as which individuals they will be supporting. They should also identify a range of activities to undertake and make any necessary preparations for this.

Structured format

Observations of others' performance should be conducted in a systematic way and cover the following aspects:

- preparation of the environment, e.g. equipment available, distractions minimised

- presentation of activity to the individual, e.g. positive, encouraging, clear, promoting informed choice

- task analysis, i.e. breaking activity into steps and sequencing steps to facilitate participation

- hierarchy of assistance, i.e. providing only enough help to enable the individual to participate, using levels of help flexibly according to the individual's need for support

- reinforcement, i.e. ensuring appropriate range of rewards for participation are given promptly

- style, e.g. tone of voice, facial gesture, body language, verbal economy, age-appropriate interaction, appropriate corrective feedback, positioning.

Required skills and process during direct observation of others

Trainer maintains a discreet distance but remains able to observe clearly, interrupts activity only when necessary, takes notes during observation and interacts respectfully with the individual and others.

Required skills and values when giving feedback to others

Feedback is based on the structured observation. Positive performance is highlighted first, suggestions for improvement are constructive and specific, other is put in lead role. Feedback is conducted in private, and a friendly, supportive atmosphere is created.

Role model – the task is undertaken to demonstrate best practice.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the theoretical background to person-centred interactive training	1.1	Explain what is meant by person-centred interactive training			
		1.2	Clarify the key factors that make training effective in improving others' performance and the service outcomes			
		1.3	Explain how the three-stage training model can be used in interactive training			
		1.4	Summarise the theory of positive interaction			
		1.5	Explain the process of person-centred interactive training			
2	Be able to plan person-centred interactive training sessions to enhance whole team performance	2.1	Involve key others in developing the training plan, to ensure the needs of individuals are met			
		2.2	Develop a timetable of scheduled in-situ training sessions for others working directly with individuals			
		2.3	Explain to others the preparation required prior to person-centred interactive training			
3	Be able to lead person-centred interactive training sessions in situ	3.1	Clarify aims and process of person-centred interactive training sessions with others to be trained			
		3.2	Assess the performance of others through direct observation using a structured format			
		3.3	Demonstrate required skills and process during direct observation of others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to provide support to improve the performance of others	4.1	Give constructive feedback to others on their performance, using a structured format			
		4.2	Demonstrate required skills and values when giving feedback to others			
		4.3	Act as a role-model to demonstrate desired performance to others			
		4.4	Assess when others have achieved a satisfactory level of performance			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 45: Promote Access to Healthcare for Individuals with Learning Disabilities

Unit reference number: J/601/5645

Level: 5

Credit value: 6

Guided learning hours: 44

Unit summary

The unit is aimed at those who are leading, supervising or influencing others to support individuals with learning disabilities to access healthcare and meet their healthcare needs.

Unit assessment requirements/evidence requirements

This unit needs to be assessed in line with the Skills for Care and Development's Assessment Principles.

Learners must have opportunities to support individuals with learning disabilities to access a range of healthcare services, and manage other workers in the process.

Learning outcomes 5 and 6 must be assessed in a real work environment.

Additional information

Legislation, policy or guidance – relevant to the appropriate UK country. This may include codes of practice.

Others significant to the individual may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

Others may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

Plans for healthcare – In England this refers to/should include Health Action Plans.

Healthcare needs – includes: medication, regular check-ups etc.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand issues related to access to healthcare services for individuals with learning disabilities	1.1	Explain the rights-based approach to accessing healthcare services			
		1.2	Identify inequalities in access to healthcare services in different sections of the population			
		1.3	Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities			
		1.4	Describe the impact of legislation, policy or guidance underpinning the need for healthcare services to enable access to individuals with a learning disability			
		1.5	Analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment			
2	Understand the healthcare needs that may affect individuals with learning disabilities	2.1	Analyse trends of healthcare needs among individuals with learning disabilities			
		2.2	Explain systematic approaches that may support better health and healthcare for individuals with a learning disability			
		2.3	Research the difficulties in diagnosing some health conditions in individuals with a learning disability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand good practice in supporting people with a learning disability to access healthcare services	3.1	Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs			
		3.2	Evaluate different ways of working in partnership to support individuals to meet their healthcare needs			
		3.3	Explain how to promote access to healthcare through the use of reasonable adjustments			
		3.4	Analyse the rights of others significant to the individual to be involved in planning healthcare services			
4	Understand how to support others to develop, implement, monitor and review plans for healthcare	4.1	Explain how to champion a person-centred focus to the healthcare planning process			
		4.2	Explain factors to consider when supporting others to develop and implement plans for healthcare			
		4.3	Explain how to support others to monitor and review plans for healthcare			
		4.4	Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals			
		4.5	Explain how to support others to raise concerns and challenge healthcare services			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability	5.1	Develop a person-centred strategy to underpin work with an individual to identify and meet their healthcare needs			
		5.2	Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability			
		5.3	Ensure systems are used by others in meeting the healthcare needs of individuals			
		5.4	Evaluate the impact of systems in meeting individuals' healthcare needs			
6	Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare	6.1	Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them			
		6.2	Promote partnership working to meet the healthcare needs of individuals with learning disabilities			
		6.3	Promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access healthcare services			
		6.4	Ensure the appropriate involvement of others significant to the individual in planning and delivering healthcare			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 46: Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions

Unit reference number: A/601/5318

Level: 5

Credit value: 7

Guided learning hours: 53

Unit summary

This unit is aimed at learners who manage and support others to provide quality outcomes for individuals with autistic spectrum conditions. It considers issues such as communication and support strategies, partnership working and ways of supporting staff. It also addresses the complexity of theory and practice in the area of autistic spectrum conditions.

Unit assessment requirements/evidence requirements

This unit needs to be assessed in line with the Skills for Care and Development's Assessment Principles.

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Additional information

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

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

Different approaches should include multi-agency approaches.

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions	1.1	Analyse the defining features of autistic spectrum conditions and the impact on practice			
		1.2	Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum			
		1.3	Identify the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions			
		1.4	Review historical and current perspectives on the causes of autism			
		1.5	Explain the importance of a person-centred approach, focusing on the individual not the diagnosis			
		1.6	Analyse how the stereotyped views and prejudice of others' impact on the lives of individuals with an autistic spectrum condition			
2	Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions	2.1	Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions			
		2.2	Explain the applicability of legislation, policies and guidance to people, services or situations			
		2.3	Explain the impact of legislation, policies and guidance on the provision of services			
		2.4	Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to promote good practice in the support of individuals with an autistic spectrum condition	3.1	Enable workers to apply different approaches, interventions and strategies according to the individual's needs and wishes identified in their person-centred support plan			
		3.2	Develop practice guidance to maximise consistency and stability in the environment			
		3.3	Ensure use of structured activities to optimise individuals' learning			
		3.4	Demonstrate ways of supporting others to minimise the vulnerability of individuals with autistic spectrum conditions			
		3.5	Implement strategies which support others to apply, monitor and review positive behaviour support with individuals			
		3.6	Support others to work in partnership with parents and/or other informal carers or support networks			
		3.7	Evaluate working practices and strategies in order to maintain good practice and recommend changes			
4	Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition	4.1	Analyse the implications for practice of the link between behaviour and communication			
		4.2	Develop strategies to support others to understand the link between behaviour and communication			
		4.3	Liaise with family/carers and relevant professionals involved with individuals to maximise the effectiveness of communication			
		4.4	Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world	5.1	Explain the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience			
		5.2	Develop, with appropriate professional support, a sensory management strategy			
		5.3	Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing			
		5.4	Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 47: Support Families who are Affected by Acquired Brain Injury

Unit reference number: M/601/5817

Level: 3

Credit value: 3

Guided learning hours: 30

Unit summary

This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers, including putting them at the centre of the intervention, recognising the emotional impact of acquired brain injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.

Unit assessment requirements/evidence requirements

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Additional information

The individual is the person with acquired brain injury.

Theories of loss and grief

- Elizabeth Kublar Ross
- Warden.

Personality changes, e.g.

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

Relationships:

- spouse/partner

- child

- parent

- sibling

- friend.

Primary carers:

- spouse/partner

- child

- parent

- sibling

- friend.

Other professionals and Agencies may include:

- carers' organisations

- social workers

- GPs

- supervisor

- advocate

- carers/family members

- colleagues.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state	1.1	Explain the impact on family of caring for an individual in a minimally responsive or vegetative state			
		1.2	Describe how theories of loss and grief provide a framework for practice			
		1.3	Describe the long-term adjustments families and friends may need to make			
2	Understand the long term effects of acquired brain injury on family	2.1	Explain the emotional impact of acquired brain injury on families			
		2.2	Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury			
		2.3	Describe the socio-economic impact on the family of the long-term effects of acquired brain injury			
		2.4	Explain the impact on families of personality changes in the individual			
		2.5	Describe changes that may occur in relationships as a result of acquired brain injury			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand legislation that is relevant to carers of an individual effected by acquired brain injury	3.1	Identify legislation and policy specific to carers			
		3.2	Explain the key principles within legislation and policy which are applicable to carers of an individual			
		3.3	Outline the obligations on social care organisations as a result of legislation			
4	Be able to assess the support required by families who hold the primary caring role	4.1	Assess with primary carers the support they require			
		4.2	Agree with the primary carer a plan of support			
		4.3	Identify support which can best be provided by others			
		4.4	Report where there are unmet needs			
5	Be able to work in partnership with other professionals and agencies	5.1	Explain the role of other professionals and agencies working with individuals with acquired brain injury			
		5.2	Work in partnership with other professionals and agencies to support families			
		5.3	Evaluate outcomes for families of partnership working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 48: Support Families who have a Child with a Disability

Unit reference number:	**D/601/5750**
Level:	**3**
Credit value:	**3**
Guided learning hours:	**23**

Unit summary

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

Unit assessment requirements/evidence requirements

Units need to be assessed in line with the Skills for Care and Development's Assessment Principles.

Additional information

Diagnosis, e.g. A range of:

- physical disabilities
- learning disabilities
- sensory disabilities.

Interpersonal relationships within the family

Examples are:

- relationships with siblings
- relationships between siblings and parents
- relationships with grandparents.

Other professionals and agencies

- teachers
- educational psychologist
- educational welfare
- physiotherapist
- occupational therapist
- nurse
- GP
- social worker
- dietician
- speech and language therapist.

Support can include:

- support with personal care
- support with equipment
- advocacy
- support with benefits
- advice
- housing.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact on a family of having a child with a disability	1.1	Describe the emotional impact that a diagnosis can have on families			
		1.2	Explain how the impact of having a child with a disability can be rewarding and/or challenging			
		1.3	Explain the emotional experience that families may have after diagnosis, using theories of loss			
		1.4	Explain how having a child with a disability may affect interpersonal relationships within a family			
		1.5	Identify the changes that may need to be made to family life, social life, work and accommodation			
		1.6	Explain why it is important for family members to have opportunities to explore feelings and experiences			
2	Be able to support families who have a child with a disability	2.1	Establish with the family the support they require			
		2.2	Work with the family to identify different ways that needs can be met			
		2.3	Support family members to discuss feelings and experiences related to having a child with a disability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support families with a child with a disability to use informal networks and community resources	3.1	Explain what informal networks and community resources there are for children with disabilities and their families			
		3.2	Give information to a family about community resources and informal networks to enable them to make choices			
		3.3	Support a family to use community resources and informal networks			
4	Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1	Identify support and resources that a child with a disability may need			
		4.2	Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability			
		4.3	Provide information to a family about professionals and agencies that may provide support			
		4.4	Identify when referrals should be made to other professionals and/or agencies			
		4.5	Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability			
		4.6	Review the outcomes for the family of partnership working			
		4.7	Identify and report any additional support required by the family			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 49: Support the Development of Community Partnerships

Unit reference number: M/601/9494

Level: 4

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Additional information

Others may include:

- individuals
- families and friends of individuals
- colleagues within the organisation
- colleagues outside the organisation.

Roles and responsibilities may include:

- contribution of resources
- commitment of time
- allocation of tasks.

Operating effectively will include:

- working inclusively
- respecting and valuing all members
- supporting members to participate
- abiding by agreements
- resolving conflicts.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of community partnerships	1.1	Explain the concept of community partnerships			
		1.2	Analyse the benefits of community partnerships			
		1.3	Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships			
2	Be able to identify where community partnerships could inform and support practice	2.1	Work with others to identify needs that could be met through community partnerships			
		2.2	Gather and disseminate information about existing community partnerships that may meet identified needs			
		2.3	Contribute to evaluating information about existing community partnerships and identifying gaps			
		2.4	Work with others to determine how a community partnership could fill a gap in provision			
3	Be able to bring people together to set up community partnerships	3.1	Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision			
		3.2	Disseminate information about the proposed partnership to those identified			
		3.3	Invite participation in the proposed partnership			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support the setting up of community partnerships	4.1	Gather information about good practice from partnerships with similar purposes			
		4.2	Gather information on potential costs and sources of funding for the partnership			
		4.3	Provide information gathered to potential members of the partnership			
		4.4	Work with others to agree: – membership of the partnership – aims and objectives – roles and responsibilities – activities and practices			
5	Be able to contribute to the running of community partnerships	5.1	Carry out own responsibilities to support the purpose of the partnership			
		5.2	Support the community partnership to operate effectively			
		5.3	Describe ways to support the partnership when a member disengages			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to contribute to the review of community partnerships	6.1	Support members of the partnership to monitor its activities			
		6.2	Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives			
		6.3	Contribute to evaluating the partnership			
		6.4	Contribute to agreeing changes to the partnership's practice			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 50: Support Individuals to Access Housing and Accommodation Services

Unit reference number: K/601/7906

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4, 5, and 6 must be assessed in a real work environment.

Additional information

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

A **plan** may include:

- realistic and achievable goals
- actions the individual will take
- the level and type of support required
- roles and responsibilities
- timescales
- how and when progress towards goals will be reviewed.

Others may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing.

Agreed ways of working will include policies and procedures where these exist.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand support available to access housing and accommodation services	1.1	Identify sources of funding and benefits that are available for housing and accommodation services			
		1.2	Analyse the range of housing and accommodation services available			
		1.3	Explain how and where to access specialist information and advice about housing and accommodation services			
2	Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1	Work with an individual to identify their accommodation requirements			
		2.2	Work with the individual to understand the range of accommodation services that could meet their needs			
		2.3	Support the individual to understand requirements that may be made by housing and accommodation services			
3	Be able to work with individuals to plan to access housing and accommodation services	3.1	Work with the individual and others to agree a plan for accessing housing and accommodation services			
		3.2	Establish with an individual which housing and accommodation services will be approached			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work with individuals to access housing and accommodation services	4.1	Support the individual to prepare to attend meetings with housing and accommodation services			
		4.2	Work with the individual to provide accurate and complete information to express their requirements and preferences			
		4.3	Support the individual to understand the outcome of decisions made by a housing or accommodation service			
		4.4	Describe ways to challenge discrimination in accessing housing and accommodation services			
5	Be able to work with housing and accommodation services to meet the needs of individuals	5.1	Provide housing and accommodation services with information about own role and responsibilities			
		5.2	Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to contribute to the review of housing and accommodation services for individuals	6.1	Work with the individual and others to: – monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences – identify any additional support needed			
		6.2	Consult with others about any problems and proposed solutions			
		6.3	Record and report on the review in line with agreed ways of working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 51: Support Individuals at the End of Life

Unit reference number: T/601/9495

Level: 3

Credit value: 7

Guided learning hours: 53

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end-of-life care.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Additional information

Legislation and agreed ways of working will include policies and procedures, where these apply, and may relate to:

- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults.

Systems for advance care planning may include:

- Gold Standard Framework
- Preferred Priorities for Care.

An **individual** is the person requiring end-of-life care.

Key people may include:

- family members
- friends
- others who are important to the wellbeing of the individual.

Support organisations and specialist services may include:

- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors.

Other members of the team may include:

- line manager
- religious representatives
- specialist nurse
- occupational or other therapist
- social worker
- key people.

Actions may include:

- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people.

Agreed ways of working will include policies and procedures, where these exist.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1	Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end-of-life care			
		1.2	Explain how legislation designed to protect the rights of individuals in end-of-life care applies to own job role			
2	Understand factors affecting end-of-life care	2.1	Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death			
		2.2	Explain how the beliefs, religion and culture of individuals and key people influence end-of-life care			
		2.3	Explain why key people may have a distinctive role in an individual's end-of-life care			
		2.4	Explain why support for an individual's health and wellbeing may not always relate to their terminal condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand advance care planning in relation to end-of-life care	3.1	Describe the benefits to an individual of having as much control as possible over their end-of-life care			
		3.2	Explain the purpose of advance care planning in relation to end-of-life care			
		3.3	Describe own role in supporting and recording decisions about advance care planning			
		3.4	Outline ethical and legal issues that may arise in relation to advance care planning			
4	Be able to provide support to individuals and key people during end-of-life care	4.1	Support the individual and key people to explore their thoughts and feelings about death and dying			
		4.2	Provide support for the individual and key people that respects their beliefs, religion and culture			
		4.3	Demonstrate ways to help the individual feel respected and valued throughout the end-of-life period			
		4.4	Provide information to the individual and/or key people about the individual's illness and the support available			
		4.5	Give examples of how an individual's wellbeing can be enhanced by: – environmental factors – non-medical interventions – use of equipment and aids – alternative therapies			
		4.6	Contribute to partnership working with key people to support the individual's wellbeing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to address sensitive issues in relation to end-of-life care	5.1	Explain the importance of recording significant conversations during end-of-life care			
		5.2	Explain factors that influence who should give significant news to an individual or key people			
		5.3	Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care			
		5.4	Analyse ways to address such conflicts			
6	Understand the role of organisations and support services available to individuals and key people in relation to end-of-life care	6.1	Describe the role of support organisations and specialist services that may contribute to end-of-life care			
		6.2	Analyse the role and value of an advocate in relation to end-of-life care			
		6.3	Explain how to establish when an advocate may be beneficial			
		6.4	Explain why support for spiritual needs may be especially important at the end-of-life			
		6.5	Describe a range of sources of support to address spiritual needs			
7	Be able to access support for the individual or key people from the wider team	7.1	Identify when support would best be offered by other members of the team			
		7.2	Liaise with other members of the team to provide identified support for the individual or key people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Be able to support individuals through the process of dying	8.1	Carry out own role in an individual's care			
		8.2	Contribute to addressing any distress experienced by the individual promptly and in agreed ways			
		8.3	Adapt support to reflect the individual's changing needs or responses			
		8.4	Assess when an individual and key people need to be alone			
9	Be able to take action following the death of individuals	9.1	Explain why it is important to know about an individual's wishes for their after-death care			
		9.2	Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working			
		9.3	Describe ways to support key people immediately following an individual's death			
10	Be able to manage own feelings in relation to the dying or death of individuals	10.1	Identify ways to manage own feelings in relation to an individual's dying or death			
		10.2	Utilise support systems to deal with own feelings in relation to an individual's dying or death			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 52: Work with Families, Carers and Individuals During Times of Crisis

Unit reference number: F/601/9029

Level: 4

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is aimed at health and social care workers working with individuals and their carers and families in times of crisis, to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning Outcomes 2, 3 and 4 must be assessed in a real-work environment.

Additional information

Factors include:

- economic and social factors

- any illnesses which the individual may have

- risk assessment

- restrictions which may apply under legislation.

Agreed ways of working will include policies and procedures, where these exist.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1	Describe current legislation relevant to risk assessment and risk management			
		1.2	Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider			
		1.3	Explain the different types of support and intervention available to individuals, carers and families in times of crisis			
		1.4	Explain the factors that influence the kinds of support offered			
2	Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	2.1	Assess the risk of crisis situations occurring			
		2.2	Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy			
		2.3	Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy			
		2.4	Formulate a risk management strategy using risk assessments			
		2.5	Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties			
		2.6	Complete documentation in line with agreed ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to respond during times of crisis	3.1	Evaluate the seriousness and urgency of a request for action			
		3.2	Work with families, carers and individuals to agree the response to a crisis situation			
		3.3	Record and communicate the agreed actions			
		3.4	Implement agreed actions promptly in line with agreed ways of working			
4	Be able to review the outcomes of requests for action during times of crisis	4.1	Explain how to conduct a valid, reliable and comprehensive review			
		4.2	Review outcomes of actions taken and decisions made			
		4.3	Analyse the results of the review to inform future risk management strategies and actions to be taken			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 53: Implement the Positive Behavioural Support Model

Unit reference number: T/601/9738

Level: 4

Credit value: 8

Guided learning hours: 61

Unit summary

This unit is aimed at those working with individuals who have complex needs/continuing health care/severe challenging behaviour.

It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess assessment criteria 6.2, 8.5 and 9.5 if real work assessment is not possible.

Additional information

Positive Behavioural Support

An approach to supporting individuals who challenge that combines the technology of applied behaviour analysis with the values base of social role valorisation and the individualised focus of person-centred planning.

Applied Behaviour Analysis (ABA)

A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

Social Role Valorisation (SRV)

Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.

Challenging behaviour may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive.

Factors that lead to behaviour being defined as challenging may include:

- culture
- competence and capacity of settings
- social norms
- frequency, intensity and duration of the behaviour
- ability to communicate effectively.

Environmental risk factors will include features that are physical or social, such as:

- uncomfortable levels of stimulation (e.g. too busy, boring)
- institutional-style setting (e.g. block treatment, rigid routines)
- poor service organisation (e.g. inexperienced carers)
- inappropriate social environment (e.g. overly restrictive, limited choice)
- environmental pollutants (e.g. temperature, noise levels).

Triggers are factors that make challenging behaviours more likely to occur. They include:

- slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed
- fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.

Reinforcement strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want while negative reinforcement works because individuals get rid of things that they don't like.

Time intensity model

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

Functional analysis

The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.

Structured methods

Measures for monitoring and recording behaviour; may include

- ABC charts
- scatterplots
- incident forms
- behaviour monitoring forms
- direct observation.

Primary prevention

Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

Secondary prevention

Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

Non-aversive reactive strategies are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

Social validity refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

Positive interaction concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.

Levels of help

Graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

Active Support

A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

Review should take place involving the individual as much as is possible.

Post-incident support may include:

- emotional support
- time away from the setting
- first aid
- quiet time
- space
- temporary redeployment
- additional training
- personal reflection
- counselling
- opportunity to express feelings.

Positive Behaviour Support Plan

A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the context of the Positive Behavioural Support model	1.1	Explain how Positive Behavioural Support has been influenced by: – Applied Behaviour Analysis (ABA) – Social Role Valorisation (SRV)			
		1.2	Summarise current legislation and policy guidance relating to Positive Behavioural Support			
2	Understand the term 'challenging behaviour'	2.1	Define the term 'challenging behaviour'			
		2.2	Explain the reasons for the term 'challenging behaviour' coming into use			
		2.3	Analyse key factors that lead to a behaviour being defined as challenging			
3	Understand the context in which challenging behaviour occurs	3.1	Summarise key environmental risk factors for challenging behaviours			
		3.2	Explain how slow and fast triggers contribute to challenging behaviour			
		3.3	Analyse the role of reinforcement in maintaining behaviour			
		3.4	Explain the time intensity model			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1	Describe the key components of functional analysis			
		4.2	Explain the key methods of analysing behaviour			
		4.3	Complete accurate records of behaviour using a structured method			
		4.4	Identify environmental risk factors for an individual's challenging behaviour			
		4.5	Identify possible slow and fast triggers for an individual's challenging behaviour			
		4.6	Identify factors that may contribute to reinforcement of an individual's challenging behaviour			
		4.7	Evaluate the importance of functional analysis in effective person-centred behavioural intervention for individuals			
5	Understand the key characteristics of Positive Behavioural Support	5.1	Describe the key characteristics of Positive Behavioural Support			
		5.2	Explain the role within Positive Behavioural Support of: – primary prevention strategies – secondary prevention strategies – non-aversive reactive strategies			
		5.3	Explain the importance of social validity in the Positive Behavioural Support model			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to implement primary prevention strategies	6.1	Summarise the key primary prevention strategies			
		6.2	Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice			
		6.3	Explain the importance of effective communication and positive interaction in primary prevention for individuals			
		6.4	Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity			
		6.5	Use effective communication with an individual to promote positive behaviour			
		6.6	Evaluate the social validity of an agreed primary prevention strategy for an individual			
7	Be able to use a person-centred approach to develop plans that promote participation	7.1	Be able to use a person-centred approach to develop plans that promote participation			
		7.2	Analyse the role of structure and daily planning in primary prevention for individuals			
		7.3	Review an individual's daily activities to identify areas for increasing participation and choice			
		7.4	Review an individual's routine to identify opportunities for increasing participation and choice			
		7.5	Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task			
		7.6	Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Be able to implement secondary prevention strategies	8.1	Summarise key secondary prevention strategies			
		8.2	Explain when secondary prevention strategies should be used with individuals			
		8.3	Identify early warning signs of behavioural agitation in an individual			
		8.4	Identify possible secondary prevention strategies that may be used with an individual			
		8.5	Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences			
9	Be able to implement non aversive reactive strategies	9.1	Explain when reactive strategies should be used with individuals			
		9.2	Describe the key characteristics and types of reactive strategies			
		9.3	Assess the risks in the use of reactive strategies			
		9.4	Identify possible reactive strategies that may be used for an individual			
		9.5	Implement an agreed non-aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences			
		9.6	Establish an individual's preferred post–incident support			
		9.7	Identify own preferred post-incident support			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
10	Be able to understand and implement Positive Behavioural Support Plans	10.1	Explain the purpose and importance of Positive Behaviour Support Plans for individuals			
		10.2	Identify the key components of a Positive Behaviour Support Plan for individuals			
		10.3	Implement agreed procedures in an individual's Positive Behavioural Support Plan			
		10.4	Contribute to the review of an individual's Positive Behavioural Support Plan			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 54: Support Individuals to Access Education, Training or Employment

Unit reference number: H/601/3546

Level: 4

Credit value: 4

Guided learning hours: 31

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 4, 5 and 6 must be assessed in real work environment.

Additional information

Wellbeing, e.g.

- emotional
- psychological
- physical.

Others could include:

- other professionals
- specialist employment agencies
- careers services
- job coach
- learning providers
- employers
- carers/family members
- advocates
- colleagues.

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Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the value of engagement in training, education or employment for individuals	1.1	Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals			
2	Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1	Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment			
		2.2	Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment			
		2.3	Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities			
3	Understand the support available to individuals accessing education, training or employment	3.1	Identify the range of agencies that provide support to individuals accessing education, training or employment			
		3.2	Clarify the support provided by the various agencies			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support an individual to identify and access education, training or employment that meet needs and preferences	4.1	Work with individuals to identify the education, training or employment opportunities taking account of their: – aspirations – skills and abilities – interests – experience – qualifications – support needs – preferred career pathway – personal circumstances – language/communication needs.			
		4.2	Work with the individual and/or others to source accessible information on education, training or employment opportunities			
		4.3	Support the individual to select preferred education, training or employment			
		4.4	Support the individual to complete applications to access education, training or employment			
		4.5	Support the individual to prepare for interview or selection for education, training or employment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support individuals to undertake education, training or employment	5.1	Outline own role and role of others in providing support to an individual to undertake education, training or employment			
		5.2	Work with the individual and/or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment			
6	Be able to evaluate engagement in education, training or employment	6.1	Review with the individual and/or others how well the education, training or employment opportunity has met expectations and identified outcomes			
		6.2	Review with the individual and/or others the continued support required to undertake education, training or employment			
		6.3	Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 55: Promote Awareness of Sensory Loss

Unit reference number: M/601/5249

Level: 5

Credit value: 3

Guided learning hours: 19

Unit summary

This unit aims to provide workers with the knowledge and skills to devise, implement and review strategies to promote awareness of sensory loss in the context of an individual's life.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness.

Others could include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to raise awareness of sensory loss	1.1	Identify methods for raising awareness of sensory loss			
		1.2	Explain how different agencies can provide opportunities to raise awareness			
2	Be able to raise awareness of sensory loss	2.1	Select and agree actions with the individual and/or others to promote awareness of sensory loss			
		2.2	Support others to carry out the agreed actions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to review action to promote awareness of sensory loss	3.1	Review the outcomes of awareness raising in relation to – individuals with sensory loss – own work – partnership work			
		3.2	Review the effectiveness of agreed ways of working in relation to awareness raising			
		3.3	Provide feedback on the effectiveness of an awareness-raising activity			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 56: Support the Use of Assistive Technology

Unit reference number: H/601/5250

Level: 5

Credit value: 4

Guided learning hours: 31

Unit summary

This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Assistive technology (AT) is defined as 'any product or service designed to enable independence for disabled and older people' (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as:

- human aids
- assistance dogs
- electrical/electronic devices
- low vision aids
- environmental aids.

Others could include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the contribution that assistive technology can make to the lives of individuals	1.1	Investigate and report on the range and availability of assistive technology			
		1.2	Research how the use of assistive technology can result in positive outcomes for individuals			
2	Be able to facilitate the use of assistive technology	2.1	Research assistive technology solutions that meet identified needs			
		2.2	Explain how a range of assistive technology solutions can be adapted according to need and context			
		2.3	Assess the risks associated with the range of assistive technology solutions			
		2.4	Describe a range of assessment and referral processes which are used to secure assistive technology			
		2.5	Support the individual to secure the provision of appropriate assistive technology			
		2.6	Support the individual to use assistive technology			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to develop others to facilitate the use of assistive technology	3.1	Provide information to others about assistive technology			
		3.2	Provide guidance to others to facilitate the use of assistive technology			
4	Be able to review the provision of assistive technology	4.1	Review the assessment and referral processes used to secure assistive technology			
		4.2	Review the outcomes of assistive technology support to individuals against identified needs			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 57: Explore Models of Disability

Unit reference number: K/601/5251

Level: 5

Credit value: 5

Guided learning hours: 32

Unit summary

This unit provides the knowledge and skills needed to understand models of disability, develop others' understanding and review how they impact on individuals and organisations.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Others could include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the complexities of models of disability	1.1	Explain different theoretical models of disability			
		1.2	Analyse how individuals experience different theoretical models of disability			
		1.3	Analyse how different theoretical models of disability shape organisational structures and outcomes			
2	Be able to review how models of disability underpin organisational practice	2.1	Analyse how agreed ways of working can promote particular models of disability			
		2.2	Make recommendations for agreed ways of working that actively promote empowerment and participation			
		2.3	Implement agreed actions in the context of own role			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Develop others' awareness of models of disability	3.1	Develop activities that increase others' understanding of: – models of disability – how they are experienced by individuals – how they shape organisational structure and agreed ways of working			
		3.2	Implement planned activities			
		3.3	Review the outcomes of planned activities			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 58:   Support Individuals with Sensory Loss with Communication

Unit reference number: M/601/5252

Level: 5

Credit value: 5

Guided learning hours: 37

Unit summary

This unit provides the knowledge and skills needed to discriminate between language and communication and to support the use of a range of communication methods.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness.

Others could include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand language development	1.1	Explain the difference between language and communication			
		1.2	Analyse the relationship between culture and language			
		1.3	Explain how an understanding of language and communication informs practice			
2	Understand factors that affect the language and communication of an individual with sensory loss	2.1	Compare and contrast the impact of congenital and acquired sensory loss on: – communication – language			
		2.2	Explain the potential impacts of a deteriorating condition on an individual's communication			
3	Understand the complexities of specialist communication systems	3.1	Identify when specialist communication systems may be used			
		3.2	Evaluate the strengths and weakness of specialist communication systems			
4	Be able to support the individual with communication	4.1	Evaluate the suitability of a range of communication methods to meet the needs of the individual			
		4.2	Demonstrate a range of suitable communication methods to the individual and/or others			
		4.3	Adapt communication methods according to need and context			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support others to make use of specialist communication	5.1	Advise others about specialist communication			
		5.2	Support others to make use of specialist communication with the individual			
6	Review communication work	6.1	Review how communication support to individuals meets identified needs in relation to: – own work – agreed ways of working – work with others			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 59: Support Individuals with Multiple Conditions and/or Disabilities

Unit reference number: T/601/5253

Level: 5

Credit value: 5

Guided learning hours: 34

Unit summary

The purpose of this unit is to provide the knowledge and skills needed to review and improve service provision for individuals with multiple conditions/disabilities.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Multiple conditions and/or disabilities could include a combination of factors relating to:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health.

Others could include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the implications of multiple conditions and/or disabilities for the individual	1.1	Explain the correlation between conditions and – disability – gender – age – ethnicity – socio-economic status			
		1.2	Explain how multiple conditions and/or disabilities can impact on the individual			
		1.3	Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities			
2	Be able to support an individual with multiple conditions and/or disabilities	2.1	Work collaboratively with the individual and/or others to support the individual			
		2.2	Provide advice and expertise to support the assessment and/or referral of an individual with multiple conditions and/or disabilities			
		2.3	Use referral processes to secure services for the individual			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to develop others to support the individual with multiple conditions and/or disabilities	3.1	Advise and inform others about the implications of multiple conditions			
		3.2	Devise strategies to improve the practice of others: – at and individual level – at an organisational level			
4	Be able to review service provision in respect of individuals with multiple conditions and/or disabilities	4.1	Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities			
		4.2	Evaluate, with others, the extent to which provision meets the needs of individuals with multiple conditions and/or disabilities			
		4.3	Implement actions agreed as a result of evaluation within own role			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 60: Support Children's Speech, Language and Communication

Unit reference number: T/600/9789

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Unit assessment requirements/evidence requirements

Units need to be assessed in line with the Skills for Care and Development's Assessment Principles.

Learning outcomes 3 and 4 must be assessed in a real work environment.

Additional information

Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process and the many factors which can affect it underpins effective communication in practice.

Explain taken from a leaflet produced by the Communications Consortium '*Explaining Speech, Language and Communication Needs (SLCN)*',

'Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.

Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.'

Ways may include:

- the words and levels of language adults use with children(including the use of questions)
- their conversations/interactions with children
- information and activities used
- work with parents/carers.

Positive effects may include improvements in:

- speech, language and communication skills
- social interaction
- behaviour
- emotional development/self confidence.

Methods may include:

- adapting own language
- scaffolding the child's language
- giving children the time and opportunity to communicate
- facilitating communication between children with each other
- learning through play
- working with carers.

Key Factors may include:

- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the child
- appropriate involvement of carers.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of speech, language and communication for children's overall development	1.1	Explain each of the terms: – speech – language – communication – speech, language and communication needs			
		1.2	Explain how speech, language and communication skills support each of the following areas in children's development: – learning – emotional – behaviour – social			
		1.3	Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1	Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years			
		2.2	Explain the relevant positive effects of adult support for the children and their carers			
		2.3	Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning			
3	Be able to provide support for the speech, language and communication development of the children in own setting	3.1	Demonstrate methods of providing support taking into account the: – age – specific needs – abilities – home language where this is different to that of setting – interests of the children in own setting			
		3.2	Demonstrate how day-to-day activities within the setting can be used to encourage speech, language and communication development in young children			
		3.3	Demonstrate in own practice how to work with children to develop speech, language and communication in: – 1:1 basis – groups			
		3.4	Evaluate the effectiveness of speech, language and communication support for children in own setting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1	Explain the importance of the environment in supporting speech, language and communication development			
		4.2	Review evidence about the key factors that provide a supportive speech, language and communication environment			
		4.3	Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 61: Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Unit reference number:	**F/600/9777**
Level:	**4**
Credit value:	**5**
Guided learning hours:	**40**

Unit summary

To provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people.

Unit assessment requirements/evidence requirements

Units need to be assessed in line with the Skills for Care and Development's Assessment Principles.

Additional information

Factors: there are many factors impacting on children and young people's life chances the following are examples e.g.

- poverty
- social and community pressures
- health status
- abuse and neglect
- violent and/or offending family or personal backgrounds
- race, gender, sexual orientation
- asylum seeking or victims of trafficking.

'Vulnerable child' (young person)

A child (young person) (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the factors that may impact on the outcomes and life chances of children and young people	1.1	Identify the factors that impact on outcomes and life chances for children and young people			
		1.2	Explain the critical importance of poverty in affecting outcomes and life chances			
		1.3	Analyse a strategic national or local policy that has a positive impact on outcomes and life chances for children and young people			
		1.4	Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people			
2	Understand how poverty and disadvantage affect children and young people's development	2.1	Analyse how poverty and disadvantage may affect children and young people's: – physical development – social and emotional development – communication development – intellectual development – learning			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1	Explain what is meant by both disadvantage and vulnerability			
		3.2	Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people			
		3.3	Evaluate the impact of early intervention			
4	Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1	Research the policy and guidance impacting on support services at national level and evaluate how this operates at local level			
		4.2	Explain how carers can be engaged in the strategic planning of services			
		4.3	Analyse how practitioners can encourage carers to support children and young people's learning and development			
		4.4	Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1	Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self-confidence			
		5.2	Explain why it is important for practitioners to have high expectations of, and ambitions for all children and young people regardless of their circumstances and background			
		5.3	Analyse how and why practitioners should act as agents and facilitators of change in own work setting			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 62: Independent Mental Capacity Advocacy

Unit reference number: F/502/3295

Level: 4

Credit value: 12

Guided learning hours: 35

Unit summary

The unit aims to support candidates to develop the practical skills and knowledge required to provide IMCA support within the Mental Capacity Act 2005.

Unit assessment requirements/evidence requirements

This unit must be assessed according to Skills for Care and Development's Assessment Principles.

Additional information

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Key principles: including the five key principles and best interests framework

Provisions: new provisions within the Act including advance decisions to refuse treatment, Court of Protection, office of public guardian, lasting power of attorney and Court appointed deputies

Challenges: including working with people who cannot instruct, working with professionals, challenging decisions, time constraint of role

Differences: a range of differences between IMCA and general advocacy including differences in confidentiality boundaries, information sharing, seeking consent, taking instructions, accepting referrals and securing outcomes

Dilemmas and challenges: dilemmas faced when taking referrals, challenging decisions and accessing information

Evaluate: identify requirements of the assessment of capacity and how IMCAs can raise concerns about the person's capacity to make the referral decision.

Area: including serious medical treatment, change of accommodation, protection of vulnerable adults and accommodation review.

Range of methods: including verbal and non-verbal communication

Information: taken from inspection reports

Types of accommodation: including supported living, residential care, nursing homes, sheltered housing and receiving support in one's own home

Regulatory bodies: including CQC and CSSIW

Decision: the impact a range of decisions could have on the individual including end-of-life decisions and Do not Attempt Resuscitation orders.

Guidelines: ADASS guidance on the criteria for the use of IMCAs in safeguarding adult cases.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand and use the Mental Capacity Act	1.1	Explain key principles of the Mental Capacity Act 2005			
		1.2	Analyse powers within the Mental Capacity Act 2005			
		1.3	Use research skills to identify a range of provisions within the Mental Capacity Act 2005			
		1.4	Explain who may be affected by the Mental Capacity Act 2005 and why			
		1.5	Use the Code of Practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Provide Independent Mental Capacity Advocacy	2.1	Use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA			
		2.2	Analyse the role and responsibilities of an IMCA			
		2.3	Summarise rights afforded to an IMCA within the Mental Capacity Act 2005			
		2.4	Prioritise a range of case work			
		2.5	Assess a range of potential challenges which IMCAs can face in practice			
		2.6	Resolve practice dilemmas			
		2.7	Evaluate the differences between IMCA and general advocacy			
		2.8	Assess and resolve conflicts of interest			
		2.9	Summarise the role of commissioners			
		2.10	Commit to using supervision			
		2.11	Signpost qualifying people to other services			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Work with the decision maker	3.1	Identify the decision maker			
		3.2	Identify good practice in partnership working between the decision maker and the IMCA			
		3.3	Resolve a range of dilemmas and challenges which may be faced			
		3.4	Use referral processes which identify legal requirements for accepting a new client			
		3.5	Evaluate the correctness of the assessment of capacity			
		3.6	Identify the requirements for accepting referral when family are involved			
		3.7	Identify which IMCA service is responsible to represent an individual in different geographical areas			
		3.8	Respond to decision makers who do not practice partnership working			
		3.9	Present to decision makers on what an IMCA can contribute			
4	Challenge decisions made by the decision maker	4.1	Map out the decision-making process within each area an IMCA may be involved			
		4.2	Raise concerns during the decision-making process			
		4.3	Highlight concerns after the decision is made			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Work with people who lack capacity	5.1	Use a range of methods to communicate with people who lack capacity			
		5.2	Use non-instructed Advocacy to identify the wishes and preferences of people receiving IMCA support			
		5.3	Use strategies to work with people with dementia or learning disabilities			
		5.4	Ascertain the wishes and preferences of people who lack capacity			
6	Provide Independent Mental Capacity Advocacy	2.1	Use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA			
		2.2	Analyse the role and responsibilities of an IMCA			
		2.3	Summarise rights afforded to an IMCA within the Mental Capacity Act 2005			
		2.4	Prioritise a range of case work			
		2.5	Assess a range of potential challenges which IMCAs can face in practice			
		2.6	Resolve practice dilemmas			
		2.7	Evaluate the differences between IMCA and general advocacy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Work with serious medical treatment referrals	7.1	Summarise the criteria for serious medical treatment			
		7.2	Research and gather information			
		7.3	Assess the impact the decision will have on the individual			
		7.4	Use a range of information sources to suggest alternative courses of action			
		7.5	Obtain a second medical opinion where appropriate			
		7.6	Explain the importance of seeking a second medical opinion			
		7.7	Identify risks, benefits and ethical issues connected to			
		7.8	Explain the process of referral in medical systems to access treatment			
8	Work with adult protection referrals	8.1	Identify the different stages at which the IMCA may be instructed within adult protection procedures			
		8.2	Identify a range of situations where the IMCA may represent the individual during adult protection meetings			
		8.3	Analyse and use local and national adult protection procedures			
		8.4	Use the guidelines for IMCA in adult protection proceedings referrals			
		8.5	Research and gather information			
		8.6	Attend meetings where necessary			
		8.7	Identify a range of protection plans which may be formulated within adult protection strategy meetings			
		8.8	Summarise the issues involved in communicating with families in adult protection cases			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Construct an Independent Mental Capacity Advocacy written report that meets statutory requirements	9.1	Identify a range of issues that should be addressed within an IMCA report			
		9.2	Identify what should never be in an IMCA report			
		9.3	Write an IMCA report			
		9.4	Identify good practice in recording case work			
		9.5	Explain the impact of data protection legislation on the recording of work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 63: Independent Mental Health Advocacy

Unit reference number: J/502/3296

Level: 4

Credit value: 7

Guided learning hours: 35

Unit summary

The unit will support learners to develop the skills and knowledge required to provide Independent Health Advocacy (IMHA) as detailed within the Mental Health Act.

Unit assessment requirements/evidence requirements

This unit must be assessed according to Skills for Care and Development's Assessment Principles.

Additional information

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work-based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Mental Health legislation: including the Mental Health Act 1983 and Codes of Practice (England and Wales)

Process of compulsion: for individual patients who are detained or who are liable to be detained; individuals under guardianship or SCT

Safeguards: including the Tribunal, Hospital Managers' hearing and statutory advocacy.

Roles and responsibilities: including listening, accessing information and promoting rights

Rights: including access to records, patients and staff

Potential dilemmas: including information sharing, supporting people who may experience delusional beliefs and supporting people affected by mental distress

Common advocacy issues: including appeals, complaints, accessing information, changing medication, applying for leave and discharge

How: impact on the individual such as living on locked wards, accessing private spaces.

Range of people: including the individual, nearest relative, RC, AMHP, therapist, care manager

Range of advocacy services: including IMCA, generic and specialist advocacy services (i.e. older people).

Range of people and services: people and services the IMHA is likely to come into contact with, including RC, AMHP and care manager

Communicate: communicate the IMHA role to a range of people including AMHP, RC nearest relative, care manager.

Impact on daily living: living with a range of mental health needs including hearing voices, having delusional beliefs and paranoia

Needs of an individual: including individuals from BME groups and people who use languages other than English

Specialist support services: including specialist BME services

Personal and cultural identity: impact on the advocacy relationship of different aspects of identify including age, ethnicity, sexual orientation, geographical location and religious beliefs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how Mental Health legislation affects Independent Mental Health Advocacy qualifying patients	1.1	Explain key principles of Mental Health legislation			
		1.2	Analyse powers within the Mental Health Act 1983 as amended by the Mental Health Act 2007			
		1.3	Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to explain the process of compulsion			
		1.4	Research a range of safeguards enshrined within the Mental Health Act 1983 as amended by the Mental Health Act 2007			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Provide Independent Mental Health Advocacy	2.1	Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to identify when an individual is entitled to receive IMHA support			
		2.2	Analyse the roles and responsibilities of an IMHA			
		2.3	Summarise rights afforded to an IMHA within the Mental Health Act			
		2.4	Prioritise a range of case work			
		2.5	Assess a range of potential dilemmas which IMHAs can face in practice			
		2.6	Resolve practice dilemmas			
		2.7	Summarise and respond to a range of common advocacy issues for qualifying patients			
		2.8	Understand treatment options available to an individual who is subject to compulsion under the Mental Health Act			
		2.9	Signpost qualifying patients to other services			
		2.10	Identify a range of information that should and must be recorded			
		2.11	Work within different environments			
		2.12	Understand how physical environment can impact on individuals			
3	Respond to requests for Independent Mental Health Advocacy support	3.1	Identify a range of people who can refer to the IMHA			
		3.2	Use referral processes			
		3.3	Implement and review referral processes			
		3.4	Respond to referrals			
		3.5	Know when to refer to a range of advocacy services			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Engage with professionals	4.1	Research and identify a range of people and services the IMHA is likely to come into contact with			
		4.2	Communicate the IMHA's role to a range of people			
		4.3	Use strategies to negotiate with professionals			
		4.4	Respond to dilemmas and challenges which may be faced			
5	Respond to individuals who have diverse needs	5.1	Describe how having mental health needs can impact on daily living			
		5.2	Offer support to individuals who have mental health needs			
		5.3	Use a range of methods to communicate with people who have mental health needs			
		5.4	Respond to the cultural and spiritual needs of an individual			
		5.5	Identify dimensions of diversity			
		5.6	Signpost a range of specialist support services that a qualifying patient may wish to access			
		5.7	Evaluate how the personal and cultural identity of an IMHA can impact on the advocacy relationship			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Work safely	6.1	Identify situations that present potential risks			
		6.2	Respond to risk			
		6.3	Summarise adult (or) child protection procedures			
		6.4	Commit to using supervision			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 64: Providing Independent Advocacy Management

Unit reference number: L/502/3297

Level: 4

Credit value: 11

Guided learning hours: 35

Unit summary

The unit develops practical skills in how to manage an Independent Advocacy service or scheme.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional information

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work-based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Supervision: a range of different approaches to supervision such as peer support meetings, 1:1 supervision, group supervision and quality assurance of case files

Policy and Procedures: range of policies including child/adult protection, whistle blowing, information sharing and confidentiality

Good practice: range of good practice checks including securing CRB checks and references

Involve service users: including at board level, through evaluation and feedback of the service, in training and recruitment, in developing policy or business plans, in promoting the service and creating marketing literature

Key features: including funding opportunities, aims of the service and threats

Present: to a range of people including trustees, management board and staff

Outcomes: including qualitative and quantitative types

Key advocacy principles: including independence, being client led and confidentiality within the SLA

Opportunities: including attending conferences, delivering training, visiting places where people receive services and a range of methods including producing leaflets, marketing products, and word of mouth

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Manage advocacy services	1.1	Select and use a range of management strategies			
		1.2	Explain the purpose and principles of supervision			
		1.3	Provide supervision			
		1.4	Implement an appraisal system			
		1.5	Review a range of policy and procedures			
		1.6	Implement advocacy policy and procedures			
		1.7	Maintain and review policy documents			
		1.8	Produce and share policy documents			
		1.9	Use standards in the running of the service			
2	Implement record keeping systems	2.1	Explain the importance of keeping different types of records			
		2.2	Review and manage internal record-keeping systems			
		2.3	Compare and contrast between good and poor examples of record keeping			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Recruit and induct Independent Advocates	3.1	Create job descriptions and person specifications for the independent advocacy role			
		3.2	Implement good practice within recruitment processes, recognising diversity and fairness			
		3.3	Adhere to legal requirements in the recruitment of advocates			
		3.4	Explain the purpose of advocacy induction			
		3.5	Design and implement induction packages			
		3.6	Identify support needs of new advocates			
4	Facilitate service user involvement in the running of the Independent Advocacy Service	4.1	Use a range of			
		4.2	Explain why service users should be involved in the running of the services			
		4.3	Offer support and training to skill service users to secure their involvement			
5	Construct a business plan	5.1	Identify key features of a business plan			
		5.2	Construct a business plan			
		5.3	Present the business plan to the organisation			
		5.4	Review the business plan			
6	Measure advocacy outcomes	6.1	Analyse different types of outcomes			
		6.2	Use available data to measure quantitative outcomes			
		6.3	Implement strategies to measure qualitative outcomes			
		6.4	Evaluate results in order to implement changes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Negotiate a Service Level Agreement	7.1	Explain the purpose and function of a Service Level Agreement			
		7.2	Construct a Service Level Agreement			
		7.3	Negotiate a Service Level Agreement which upholds key advocacy principles with funders or commissioners			
8	Establish relationships with commissioners of advocacy services	8.1	Explain the role of commissioners and commissioning bodies			
		8.2	Develop successful working relationships			
		8.3	Identify and address potential barriers which can prevent effective working relationships			
9	Promote Independent Advocacy and the service	9.1	Use opportunities and a range of methods to promote advocacy			
		9.2	Establish user-friendly referral processes			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 65: Providing Independent Advocacy to Adults

Unit reference number: R/502/3298

Level: 4

Credit value: 5

Guided learning hours: 35

Unit summary

The unit aims to provide learners with a detailed 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.

Unit assessment requirements/evidence requirements

This unit must be assessed according to Skills for Care and Development's Assessment Principles.

Additional Information

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Settings: including prisons, day centres, hospital and locked wards and their impact on the adult receiving advocacy support

Dilemmas: including maintaining confidentiality, remaining person led and information sharing

Local or national standards: UKAN, Mind, Action 4 Advocacy: Advocacy Charter and Code of Practice

Communication methods: verbal and non-verbal methods of communication

Barriers: including financial, time, personal and organisational

Different people common myths and assumptions about people including those with learning and physical disabilities, sensory impairments, mental health needs and dementia

Sources of information: including reports, records, medical information and rights

Legislation: including the Human Rights Act 1998, NHS + Community Care Act 1990, Mental Health Acts 1983 and 2007, Disability and Discrimination Act 2005, Care Standards Act 2000

Meetings: including review, assessment, planning, safeguarding and complaints meetings

Range of people: including social workers, care managers, day centre staff, therapists, GP's, managers

Support: including attending a meeting, empowering an individual, representing an individual at the meeting and working with an individual before the meeting

Review and take further steps: review the outcome of the meeting and help the individual decide if any further action is required

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Provide Independent Advocacy support to adults in a range of settings	1.1	Identify a range of settings and their impact on adults who 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 in a range of settings			
		1.4	Identify and address a range of dilemmas advocates can face in practice			
		1.5	Support adults to self-advocate			
		1.6	Apply local or national standards			
2	Treat the individual receiving advocacy support as an individual	2.1	Identify personal values			
		2.2	Use communication methods appropriate to the individual			
		2.3	Resolve barriers that can prevent people being treated as an individual			
		2.4	Use underpinning advocacy principles of empowerment and person centred to treat people as individuals			
		2.5	Describe how cultural backgrounds can impact on the advocacy relationship			
		2.6	Recognise common myths and assumptions about different people			
		2.7	End the advocacy relationship a positive manner.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Assist the individual receiving advocacy support to explore choices and potential consequences	3.1	Help individuals to access a range of sources of information on options available			
		3.2	Support an individual to explore options available and make choices			
		3.3	Use UK and European legislation to identify human, service and legal rights			
		3.4	Act on the choices and preferred options of an individual			
4	Support adults through a range of meetings	4.1	Explain the purpose and function of a range of meetings			
		4.2	Describe the roles and responsibilities of a range of people who attend meetings			
		4.3	Support an individual to participate in a range of meetings			
		4.4	Review and take further steps as appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Work safely	5.1	Use supervision to identify good practice and areas for improvement			
		5.2	Maintain accurate records			
		5.3	Summarise local adult protection procedures			
		5.4	Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality			
		5.5	Respond to disclosures of abuse			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 66: Independent Advocacy with Children and Young People

Unit reference number: Y/502/3299

Level: 4

Credit value: 7

Guided learning hours: 35

Unit summary

The unit will support learners to develop the skills and knowledge required to provide independent advocacy to children and young people, particularly:

- children in need
- children who are looked after by the local authority
- children who are involved in family group or child protection conferences
- young people in the secure estate
- disabled children and young people
- children and young people in education
- children and young people receiving mental health support.

Unit assessment requirements/evidence requirements

This unit must be assessed according to Skills for Care and Development's assessment principles.

Additional information

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work-based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Groups: including disabled children, looked-after children, care leavers, children in need, children with mental health needs and children in the secure estate

Common advocacy issues: including support with complaints, attending meetings, contact or accessing services

Standards: select and apply National Minimum Standards for the Provision of Children's advocacy Services

Variety of methods: variety of communication methods including verbal and non-verbal

Key principles: key principles of a range of legislation including Children Act 1989 and 2004, United Nations Convention on the Rights of the Child, Working Together and Human Rights Act 1998

People: including the child, parent, carer, social worker and IRO

Range of support services: including counselling, social services, connexions and YOT

Complaints: stages of Local Authority Complaints Procedure (under Children Act 1989) and a range of options from negotiation to judicial review

Meetings: including statutory review, child protection conferences, family group conferences, appeals and complaint meetings

Range of people: including children and young people, social workers, foster carers, elected members and residential staff

Services and systems: including social services, health, education and youth justice

Range of people: including social workers, judges, guardian, CAMHS workers, IRO's and personal advisor

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1		1.1	Analyse which groups of children and young people access advocacy support			
		1.2	Analyse the roles and responsibilities of a children's advocate			
		1.3	Assess a range of common advocacy issues for children and young people			
		1.4	Respond to a range of common advocacy issues			
		1.5	Identify a range of dilemmas children's advocates can face in practice			
		1.6	Respond to practice dilemmas			
		1.7	Support children and young people to self-advocate			
		1.8	Select and use skills to support children and young people to express their wishes, feelings and preferred course(s) of action			
		1.9	Distinguish between best interests and wishes and feelings			
		1.10	Select and apply relevant standards which govern the service and practitioner			
		1.11	Use a variety of methods to communicate with children and young people			
		1.12	Recognise the impact on communication of behaviour, emotional state, feelings, confidence and of gender			
		1.13	Make positives endings when the advocacy relationship finishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Use UK, European and International legislation to promote children's rights	2.1	Summarise key principles and powers in a range of legislation and guidance affecting children			
		2.2	Use the Children Act 1989 and 2004 to identify a range of safeguards and rights			
		2.3	Use opportunities to promote the rights of children and young people			
		2.4	Explain to young people the rights they are entitled to claim			
		2.5	Empower young people with strategies to claim rights			
3	Respond to requests for advocacy support	3.1	Identify a range of people who can refer to children's advocates			
		3.2	Implement child-friendly referral processes			
		3.3	Refer to a range of support services			
4	Assist the child or young person to explore choices and potential consequence	4.1	Use UK and European legislation to identify children's service, ethical and legal rights			
		4.2	Treat the child as an individual and accept their preferred choices			
		4.3	Access information to allow children and young people to make informed choices			
		4.4	Support children and young people who wish to make complaints or representations about the services they receive			
		4.5	Support children and young people to understand the potential short-, medium- and long-term consequences of the choice(s) they are making			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Support children and young people through a range of meetings and decision-making processes	5.1	Explain the purpose and function of a range of meetings			
		5.2	Summarise the role of an Independent Advocate within a range of meetings			
		5.3	Attend a range of meetings			
		5.4	Support a child or young person to attend a range of meetings			
		5.5	Represent a child or young person at meetings			
		5.6	Support a young person to have his/her voice heard at a range of meetings			
		5.7	Support a young person to evaluate the outcomes of a range of meetings			
6	Engage with professionals	6.1	Explain the role of a children's advocate to a range of people			
		6.2	Summarise a range of services and systems children and young people are likely to come into contact with			
		6.3	Represent the views and wishes of children and young people to professionals responsible for making decisions			
		6.4	Summarise the roles and responsibilities of a range of people who support children and young people			
		6.5	Explain jargon and terminology to children and young people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Use child protection systems to keep children and young people safe	7.1	Explain the role of Safeguarding Boards			
		7.2	Summarise local child protection procedures			
		7.3	Use child protection procedures to identify when it is appropriate to disclose information and breach confidentiality			
		7.4	Respond to disclosures or concerns of abuse			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 67: Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards

Unit reference number: F/502/3300

Level: 4

Credit value: 5

Guided learning hours: 35

Unit summary

The unit aims to provide candidates with the practical skills and knowledge required to provide IMCA DOLS.

Unit assessment requirements/evidence requirements

This unit must be assessed according to Skills for Care and Development's Assessment Principles.

Additional information

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work-based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Instructed: including:

- representing people who are being assessed for standard authorisation or being assessed for a potential unlawful deprivation of liberty(39A)
- standing in as a person's representative (39C) for people who are subject to an authorisation when no other representative is available
- supporting the person who is subject to an authorisation or his/her representative where the persons' representative is unpaid (39D).

Methods: including non-verbal and verbal

Information: including rights, the assessment process review of a standard authorisation and access to the Court of Protection

Report: including reports to assessors as part of the assessment process and IMCA reports provided to the supervisory body for 39A, 39C and 39D roles

Potential routes: formal routes to include complaints procedures, the review process for standard authorisation, access to the Court of Protection and alert of potential unlawful deprivation of liberty to a supervisory body

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation which affects people who may be subject to Deprivation of Liberty Safeguards or the formal provisions of the Mental Health Act	1.1	Identify when a IMCA DOLS must be instructed			
		1.2	Identify a range of factors which may determine whether a person is or is not being deprived of their liberty			
		1.3	Identify the managing authority and supervisory body in situations where someone may be deprived of their liberty			
		1.4	Analyse key principles and powers of the Mental Capacity Act 2005			
		1.5	Summarise the interplay between the Mental Capacity Act 2005 and Mental Health Act			
		1.6	Use the Code of Practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Provide the statutory Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards service	2.1	Distinguish between standard and urgent authorisations			
		2.2	Identify the requirements of each of the six assessments for authorisations and who should undertake them			
		2.3	Summarise the roles and responsibilities for the three IMCA DOLS' roles			
		2.4	Identify factors which may or may not make a deprivation of liberty in a person's best interest			
		2.5	Evaluate the different ways the IMCA can make representations in the assessment process			
		2.6	Use a range of methods to communicate with people who lack capacity			
		2.7	Use non-instructed advocacy to ascertain the wishes, feelings or preferences of an individual			
		2.8	Provide a range of information to help an individual understand the process of deprivation of liberty			
		2.9	Support an individual to engage with the process			
		2.10	Represent an individual during assessment			
		2.11	Support an individual to appeal			
3	Construct an IMCA DOLS written report that meets statutory requirements	3.1	Identify a range of issues that should be addressed within an IMCA DOLS report			
		3.2	Write an IMCA DOLS report			
		3.3	Identify good practice in recording case work			
		3.4	Explain the impact of data protection legislation on the recording of work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Challenge decisions	4.1	Map out the potential routes for formal challenges			
		4.2	Know how to raise informal and formal concerns and provide feedback			
		4.3	Use opportunities to highlight concerns			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 68: Recognise Indications of Substance Misuse and Refer Individuals to Specialists

Unit reference number: M/601/0648

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

Unit assessment requirements/evidence requirements

This unit must be assessed according to Skills for Care and Development's Assessment Principles.

Learners must provide the assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation is **not** permitted for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Work Products: These are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the effects of substance misuse and the services available in the local community.

Confidential Records: These may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records, care plans and referral forms.

Questioning: Questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. what are the risks that have to be managed in accessing services and facilities for the individual in question?

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.

Original Certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case Studies, projects, assignments and learner/reflective accounts of the learner's work:

These methods are most appropriately used to cover any outstanding areas of the qualification.

Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a learner/reflective account to provide some of the evidence for this unit e.g. the risk to the individual and to others which may result from substance misuse.

Witness Testimony

Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. The assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- the observation of the candidate working with an individual
- confidential case records and referrals, and
- the learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Recognise indications of substance misuse	1.1	Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents)			
		1.2	Identify possible indications of substance misuse (e.g. physical, behavioural, social, emotional)			
		1.3	Identify other factors which produce indications that may be interpreted as caused by substance misuse			
		1.4	Show how to obtain specialist assistance where required			
		1.5	Show how to keep personal knowledge about substances and possible indications of substance misuse up to date.			
2	Assess and monitor risk	2.1	Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures			
		2.2	Review the assessment of risk and explain why this is important			
		2.3	Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Handle information and maintain records	3.1	Identify situations and actions taken in line with organisational requirements and explain the importance of doing so			
		3.2	Identify the rights of individuals and the principle of confidentiality			
4	Refer individuals to appropriate services	4.1	Identify the range of services relevant to substance misuse available locally and nationally			
		4.2	Demonstrate how to refer individuals to services in line with organisational requirements			
		4.3	Provide appropriate services with complete and accurate information about the situation in line with organisational requirements			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 69: Identify and Act Upon Immediate Risk of Danger to Substance Misusers

Unit reference number: D/501/0585

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

Unit assessment requirements/evidence requirements

This unit must be assessed according to Skills for Care and Development's Assessment Principles.

The learner must provide the assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways, taking into account any of the special considerations below.

Special Considerations:

Simulation **is permitted** for this unit.

The nature of this unit means that **most** of the learner's evidence must come from real work activities. However simulation may be used as long as it meets the criteria for its use. This can be found in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real-work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities: Assessment criteria 2.5.

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Work Products: these are non-confidential records made, or contributed to, by the learner, e.g. promotional material relating to the risks of misuse.

Confidential Records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio, e.g. case records and incident reports.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded, e.g. in what circumstances should support/first-aid treatment be requested?

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application, e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.

Original Certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice, e.g. Certificate in First Aid.

Case Studies, projects, assignments and candidate/reflective accounts of your work:

These methods are most appropriately used to cover any outstanding areas of the learner's qualification.

Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit, e.g. describe the signs of immediate risk of danger which may including overdose and individuals causing injury or harm to themselves or others.

Witness Testimony

Colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of their performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- The observation of the learner working with an individual

- Confidential case records and incident reports, and

- The learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify immediate risk of danger to substance misusers	1.1	Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents)			
		1.2	Describe any signs of immediate risk of danger which may include risk of: – overdose – individuals causing injury or harm to themselves or others (e.g. family members)			
		1.3	Explain the relevant policies and procedures for dealing with risk of danger to individuals and others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Act upon immediate risk of danger to substance misusers	2.1	Describe how to make the individual aware that they are available and willing to help			
		2.2	Obtain information on the substance used from the individual or any person near the individual			
		2.3	Obtain personal details from the individual or any person near the individual			
		2.4	Encourage the individual to describe any pain or discomfort they may be experiencing			
		2.5	Take actions which are appropriate to the substance used and the effect it has had on the individual e.g. – calming the individual, if the individual is in an agitated state, if safe to do so – reviving the individual, if the individual seems to be in a withdrawn state			
		2.6	Show how to interact with the individual in a manner which recognises their needs and rights			
		2.7	Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety			
		2.8	Demonstrate when and how to request any first-aid treatment/support			
		2.9	Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access to relevant agencies and services)			
		2.10	Record all information and report to appropriate person in the required format			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 70: Understand Professional Management and Leadership in Health and Social Care or Children and Young People's Settings

Unit reference number: F/504/2218

Level: 5

Credit value: 6

Guided learning hours: 50

Unit summary

The purpose of this unit is to develop the learner's knowledge and understanding in management and leadership in health and social care or children and young people's settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand theories of management and leadership and their application to health and social care or children and young people settings	1.1	Research theories of management and leadership			
		1.2	Analyse how theoretical models of management and leadership can be applied to a range of situations in a work setting			
		1.3	Analyse 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	Evaluate 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the skills of professional management and leadership in health and social care or children and young people's settings	3.1	Analyse the skills required to be an – effective manager – effective leader			
		3.2	Explain why managers in health and social care or children and young people's 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 or children and young people's services	4.1	Identify factors that influence policy drivers			
		4.2	Analyse emerging themes and trends that impact on management and leadership of health and social care and children or young people's services			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Content

1 **Understand theories of management and leadership and their application to health and social care or children and young people settings**

Theories of management and leadership: transactional theory (Weber, Bass 1981), bureaucratic, giving orders and expecting them to be followed, leadership through authority; Transformational theory (Burns 1978, Bass 1985), process of motivation between leaders and followers, authority based on likeability and ability to articulate a vision, charismatic leadership, appealing to the higher values of staff, e.g. serving others, professionalism; Trait theory (Goldman), leaders derive their authority from experience, basic traits include self-awareness, social skills, self-control, motivation and empathy, combined to produce a leader/manager; Situational theory (Hersey, Blanchard 1999), spectrum of coercion from command to observation, dependent upon the situation; Cognitive Resource theory (Fiedler and Garcia 1987), intelligent leading by command in complex situations

Application of theories to relevant settings: Transactional theory in emergency situations when orders must be followed precisely, e.g. saving lives, preventing imminent accidents and incidents; Transformational theory when seeking to motivate staff, motivate individuals, inspire children and young people to achieve; Trait theory when appointing individuals to manage/lead in complex situations, e.g. following an adverse inspection or multiple complaints from service users, when managing individuals with complex needs; Situational theory when dealing with challenging behavior or individuals with complex needs; Cognitive Resource theory used in complex situations, e.g. group disagreements, managing serious cases reviews

Models: Action-centred leadership model (Adair) — needs of the task, needs of the team undertaking the task, needs of the individuals within the team; Management Roles Model (Mitzberg), based on categories -Interpersonal, Informational, Decisional

Application of models to relevant settings: Action-Centered leadership (Adair), reviewing work methods, shift patterns, staff timetables; Management Roles Model (Mitzberg), reviewing own leadership and management skills

Influences of organisational values and cultural contexts on how theories and models of management and leadership are applied: importance of established norms and rituals; personality mix of staff, profile of service users; previous experience of leadership within a setting; other affecting factors, e.g. bereavement within the setting, restructuring prior to the appointment of leaders, cultures of blame, bullying, existence of scapegoats, perception of the role of management within a setting, existing work-related values within a setting such as working to complete tasks, fill the day, commitment to the organisation, application of a duty of care to the work role (s); focus of staff teams, e.g. task oriented, relationship oriented

2 **Understand the relationship between professional management and leadership**

Interdependencies between leadership and management: definition of leadership(setting a direction or vision for a group to follow, defining the values of an organisation); definition of management (directing or controlling people and resources according to principles or values which have already been set)

Reasons for interdependence between professional management and leadership: e.g. liaison with staff, promotion of harmony and common goals within the setting, recognition of skills and expertise of others, promotion of staff relations

Factors which affect relationships between management and leadership: e.g. effectiveness of communication networks, individual perception of roles and responsibilities

Conflicts between leadership and management: Differing models of leadership (Blake and Mouton, 1978); Concern for tasks (emphasising the achievement of defined objectives and seeking ways to organise people and resources in order to achieve objectives); Concern for people (seeking to develop the team and showing concern for individuals); Directive leadership (demanding obedience from the team, making decisions and giving directions to be followed); Participative leadership (sharing leadership with the team and inviting involvement in decision making)

Conflicts from application of differing models: Concern for tasks, e.g. conflict due to perceived disregard for relationships, individual personality clashes, conflicts between achieving objectives and meeting the holistic needs of service users; Concern for people, e.g. conflicts between supporting individuals and completion of tasks, meeting targets and meeting needs; Directive leadership, e.g. conflicts due to perceived devaluation/ disempowerment of team members, need for flexibility versus restriction of creative decision making and work methods; Participative leadership, e.g. conflict due to perceived pressure on team members to participate, lack of direction from named leader, lack of agreement on decisions

Addressing conflicts between management and leadership models: constructive ways to address conflict, e.g. focusing on issues and possible solutions, avoiding a 'blame culture', addressing conflict, honest dialogue, recognition of variations in communication styles, respecting different views, agreeing common goals; use of reflection to consider own contributions to conflict

3 **Understand the skills of professional management and leadership in health and social care or children and young people's settings**

Skills required for effective management: human relations skills, e.g. ability to build a rapport, establishing team goals, eliciting contributions from others, engendering enthusiasm for plans, concepts and ideas, demonstrating interest in team members, empathy, willingness to consider alternative views; communication skills, e.g. clear and appropriate use of verbal and non-verbal communication, active listening, positive use of reflection and paraphrasing to check understanding, recognition of verbal and non-verbal cues when interacting with team and individuals; recognition of potential barriers to communication, e.g. exiting conflict, personality clashes, perceived disempowerment of individuals/teams; time management; resource management; planning setting goals and objectives, use of SMART – Specific, Achievable, Realistic, Timed targets; problem solving; managing personal stress; delegation skills; models of management, e.g. Value Chain Analysis, (Porter 1985), 5 Configurations, (Mintzberg 1979), System Dynamics (Forester 1961); self-awareness; ability to reflect on own performance

Skills required for effective leadership: human relations skills, e.g. setting goals and articulating a vision, inspiring others, persuading others to follow, ability to build a rapport and relationships , demonstrating interest in team members, empathy; ability to motivate teams and individuals including middle and senior management; establishing team goals and organisational goals, e.g. inviting contributions from others, engendering enthusiasm for plans, concepts and ideas, willingness to consider alternative views; communication skills, e.g. clear and appropriate use of verbal and non-verbal communication, active listening, positive use of reflection and paraphrasing to check understanding, recognition of verbal and non-verbal cues when interacting with team and individuals; recognition of potential barriers to communication, e.g. exiting conflict, personality clashes, perceived disempowerment of individuals/teams; time management; resource management; management of staff; planning setting goals and objectives, use of SMART –Specific, Achievable, Realistic, Timed targets; managing change; managing conflict; problem solving; managing personal stress; delegation skills; awareness of subcultures within organisations; creative thinking skills; self-awareness; ability to reflect on own performance

Reasons for having both sets of skills: interdependence of roles; enabling delegation of roles and positions; promotion of a seamless approach to leading teams; mutual support of leaders and managers; similarities in both roles

Influences of leadership skills on organisational values: promotion of ethics; adherence to legislation, policies and procedures; promotion of the importance of individuals; recognition of personhood; inspiring pride in the organisation; commitment to organisational goals in terms of quality of care and support for individuals

Reasons for adapting leadership skills to situations: matching solutions with problems; meeting the needs of individual team members and service users; demonstrating flexibility to teams and service users

4 **Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services**

Factors that drive formulation and implementation of policy: resource availability including appropriately qualified staff; changes in requirements for sector qualifications; financial constraints; existing legislation; changes in legislation and government policy due to action by pressure groups, e.g. Age UK, Barnados, NSPCC; media coverage of relevant and high profile cases; ethical considerations, e.g. rights of individuals to autonomy, right to freedom from maltreatment and abuse, right to have culture and religion taken into consideration, right to be communicated with in own language

Emerging policy themes and trends which impact leadership and management: integration of services; partnership working across statutory, private and voluntary sectors; development of qualifications which combine competencies and knowledge from more than one relevant sector, e.g. mental health nursing and social work; updating of qualifications for the Children and Young People's workforce, recognition of the need to ensure safeguarding children and young people across UK borders ,e.g. due to trafficking, under-age asylum seeking; developing a co-ordinated response to emerging patterns of abuse across cultures and ethnic groups; importance of keeping up to date with changes in policies

Impact on professional management and leadership due to changes in policy and legislation resulting from high profile cases (and additionally, any subsequent changes in policy and legislation): impact of high profile cases, e.g. The Cleveland Case (which resulted in the introduction of the Children Act 1989), e.g. the 'Victoria Climbie' and 'Baby P' cases (which resulted in changes to safeguarding policy, including the introduction of Local Safeguarding Children Boards, under the Children Act 2004, in order to provide a more cohesive service for looked after children, and the Local Safeguarding Children Boards Regulations 2006 which regulate the conduct of the Boards and have implications for leaders and managers of relevant organisations), e.g. the Stephen Lawrence enquiry (which prompted legislation requiring public institutions to demonstrate how they are promoting an anti-discriminatory approach within the organisation), e.g. the Soham murders case and Bichard inquiry (which led to the introduction of the Safeguarding Vulnerable Groups Act 2006, introducing a barring and vetting system enabling organisations to vet prospective employees with regard to allowing access to children and vulnerable adults) – and subsequent changes to the Safeguarding Vulnerable Groups Act 2006, e.g. media exposure of abuse at Winterbourne View Hospital and similar institutions (which lead to criticisms of the Care Quality Commission's actions and resulted in more rigorous inspections of health and social care facilities and proposals by the Law Commission for a complete overhaul of adult care, 2011).

Information for tutors

Delivery

Tutors should include as many practical activities as possible in the delivery of this unit. This will help learners relate the theoretical concepts and models in the unit content to practical work situations. A wide range of techniques including presentations, seminars, and guest speakers could support learning. Additional learning resources could include journals, videos, DVDs, case studies, learner presentation and group work.

Introduction

Tutors may wish to introduce the unit by asking learners to produce a list of leaders with whom they have worked. These might include head teachers, course tutors and senior colleagues. Learners could then be asked to work in groups to define common themes and characteristics which lead to successful leadership and management of teams. It is suggested that a plenary is used to draw the discussion together and produce a conclusion for the session.

Learning outcome 1

Tutor-led input in the form of lectures and seminars will be required for this learning outcome, particularly with regard to the introduction of relevant theories and management models. However, learners could also be supported to conduct research on the different leadership and management styles, ensuring that they include a focus on current theories and models. Learners could present the results of their findings to the group in the form of seminars which include the invitation of questions from peers.

Group work using case studies would enable learners to analyse the different management and leadership styles. The use of online tools such as the Myers-Briggs Inventory and the Belbin Team Roles Analysis would support the development of learner self-awareness. Visits from speakers who are involved in the leadership and management of relevant organisations would enhance learner understanding of the subject.

Learners could participate in group discussions on the organisational values and cultural contexts within their own organisations. The group discussions are likely to lead to consideration of the factors which have an influence on organisational values and culture. Learner understanding of these concepts could be enhanced by visits from guest speakers who are leaders and managers within their own organisations.

Learning outcome 2

Independent research, using relevant online journals and other sources of information, could provide learners with an introduction to this learning outcome. This information could be used as a prompt for plenary and group discussion, enabling learners to gain a fuller understanding of their research. Tutors are advised to make links with relevant organisations and current theories and models during the discussions.

Role play and observation of DVD/video clips will enable learners to investigate the positive and negative aspects of leadership styles, particularly those aspects which may lead to conflict. Group discussion could follow, focussing particularly on resolution and management of conflict.

Learning outcome 3

For this learning outcome, learners could participate in thought showers/buzz groups to identify the different skills required for both leadership and management. Role play and other simulation-based activities could enable learners to investigate the reasons for having both sets of skills. Examples from learners' own place of employment and consideration of current best practice would support understanding. Learners will also require taught input in the form of lectures, relevant DVDs and recordings of suitable television programmes.

Learning outcome 4

For this learning outcome, it is suggested that learners draw from their own experience, identifying those factors which impact professional management and leadership within their own organisations. Independent research, using online journals and professional magazines, would be useful sources of information for learners. Input from visiting speakers would enhance learner experience. Where legislation or policy is referred to, tutors should ensure that reference is made to current legislation and policy. Learners should also be encouraged to keep up to date with changes in legislation and policy in their own practice and research.

Unit assessment

Learning outcome 1

The evidence for this learning outcome could be in the form of a report. Alternatively, learners could present their evidence as a seminar. Although peer assessment should not be included in the grading of the seminar, it could provide learners with an aid to reflection following the presentation of their evidence.

Assessment criterion 1.1

In achieving 1.1, learners must include evidence of independent research; they should not merely reproduce notes from class sessions. Learners should include reference to examples of all of the types of theory and management models stated in the unit content.

Assessment criterion 1.2

The learner's analysis should be applied to at least three different situations within one work setting. These situations could be either based on case studies or drawn from the learner's own work place.

Assessment criterion 1.3

The learner's analysis should include reference to at least six influencing factors; three factors should be key factors and three should be 'other' affecting factors as indicated in the content section for learning outcome 1. All six influencing factors should show clear relevance to health and social care settings or children and young people's settings.

Learning outcome 2

The evidence for this learning outcome could be in the form of a report which is based on a case study or set of case studies. This would demonstrate learner ability to apply knowledge to health and social care or to children and young people's settings.

Assessment criterion 2.1

Learners should provide a justification for their evaluation of interdependencies, referring to evidence taken from reliable sources which are referenced.

Assessment criterion 2.2

The learner's analysis should include the definitions of leadership and management and also references to all of the different types of leadership included in the unit content.

Assessment criterion 2.3

The learner's description should include reference to at least three examples of the types of relevant conflict and how these could be addressed.

Learning outcome 3

This evidence for this learning outcome could be in the form of a presentation or seminar delivered by the learner. The presentation or seminar is likely to be based on a combination of learner experience, and case studies taken either from reliable sources, or produced by the learner. The learner will not be assessed on the quality of the case studies but the case studies must show clear relevance.

Assessment criterion 3.1

In their analysis, the learner should include at least three skills for the role of leader and three skills for the role of manager.

Assessment criterion 3.2

The learner's explanation should include at least three reasons why both management and leadership skills are required in health and social care settings or in children and young people's settings.

Assessment criterion 3.3

Learner evidence should include reference to all of the relevant unit content, showing detailed understanding of the relationship between leadership skills and organisational values within a health and social care context or a children and young people's context.

Assessment criterion 3.4

The learner's explanation of the adaptation of leadership styles should include all of the reasons (as included in the unit content) for having both leadership and management skills. The learner's explanation should make reference to either a health and social care context or a children and young people's context.

Learning outcome 4

The evidence for this learning outcome could be in the form of an information pack, to be used as part of the induction process for new leaders and managers within an appropriate organisation.

Assessment criterion 4.1

Learners should identify a range of factors that influence policy drivers and the corresponding impact on leadership and management within relevant health and social care and children and young people's settings.

Assessment criterion 4.2

Learners should refer to at least two examples of integrated services and at least two examples of relevant partnerships, demonstrating detailed understanding of the impact of emerging themes and trends on leadership and management in specific organisations. Learners should refer to both health and social care settings and children and young people's settings when presenting the evidence for assessment criterion 4.2.

Unit 71: Understand Advance Care Planning

Unit reference number: A/503/8135

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

The purpose of this unit is to assess the learner's knowledge and understanding of advance care planning.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Please see *Annexe A*.

Assessment methodology

For AC2.3, an individual is the person receiving support or care in the work setting.

For AC3.3, **others** may include:

- care or support staff
- colleagues
- managers
- non direct care or support staff
- carers
- families
- visitors
- volunteers
- health professionals
- other organisations
- social workers
- occupational therapists
- GPs

- speech and language therapists Pearson Edexcel Level 3 Certificate in Working in End of Life Care –

- physiotherapists

- pharmacists

- nurses

- Macmillan Nurses

- independent mental capacity advocates

- clinical nurse specialists.

Advance Care planning is a process of discussion between an individual and people who provide care. It specifically allows the individual to make advance decisions about their future care and may include preferred place of death, funeral arrangements, specific requests for their care as they are dying and following death. It is not the same thing as the more general care planning process

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of **advance care planning**	1.1	Describe the difference between a care or support plan and an Advance Care Plan			
		1.2	Explain the purpose of advance care planning			
		1.3	Identify the national, local and organisational agreed ways of working for advance care planning			
		1.4	Explain the legal position of an Advance Care Plan			
		1.5	Explain what is involved in an 'Advance Decision to Refuse Treatment'			
		1.6	Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the process of advance care planning	2.1	Explain when advance care planning may be introduced			
		2.2	Outline who might be involved in the advance care planning process			
		2.3	Describe the type of information an **individual** may need to enable them to make informed decisions			
		2.4	Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning			
		2.5	Explain how the individual's capacity to discuss advance care planning may influence their role in the process			
		2.6	Explain the meaning of informed consent			
		2.7	Explain own role in the advance care planning process			
		2.8	Identify how an Advance Care Plan can change over time			
		2.9	Outline the principles of record keeping in advance care planning			
		2.10	Describe circumstances when you can share details of the Advance Care Plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the person centred approach to advance care planning	3.1	Describe the factors that an individual might consider when planning their Advance Care Plan			
		3.2	Explain the importance of respecting the values and beliefs that impact on the choices of the individual			
		3.3	Identify how the needs of **others** may need to be taken into account when planning advance care			
		3.4	Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning			
		3.5	Explain how individual's care or support plan may be affected by an Advance Care Plan			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 72: Understand the factors affecting older people

Unit reference number: D/504/2243

Level: 3

Credit value: 2

Guided learning hours: 17

Unit summary

The aim of this unit is to give learners an understanding of the factors that affect older people.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of the ageing process on older people	1.1	Describe changes that may come with ageing			
		1.2	Explain how the experience of the ageing process is unique to each individual			
		1.3	Analyse the potential impact of factors associated with ageing on older people to include • Physical • Emotional • Social • Cognitive • Environmental • Financial/Economic			
		1.4	Describe how a positive approach to ageing can contribute to the health & wellbeing of an individual			
2	Understand attitudes of society to older people	2.1	Describe the contributions to society made by older people			
		2.2	Explain what is meant by age discrimination			
		2.3	Explain how societal attitudes and beliefs impact on older people			
		2.4	Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of using person centred approaches with older people	3.1	Describe how the effects of ageing can affect the day to day life of older people			
		3.2	Describe ways of using a person centred approach to support older people to maintain health and well being in day to day life			
		3.3	Explain the importance of social inclusion for older people			
		3.4	Outline barriers to social inclusion for older people			
		3.5	Describe ways of using a person centred approach to enable older people to make positive contributions to their community			
4	Understand the importance of independence for older people	4.1	Explain how independence can contribute to the well being of older people			
		4.2	Describe how to support older people to maintain independence			
		4.3	Describe how older people can be in control of decision making about their care and support needs			
		4.4	Explain how to encourage older people to take positive risks			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 73: End of life dementia care

Unit reference number: F/503/8704

Level: 3

Credit value: 2

Guided learning hours: 20

Unit summary

The aim of this unit is to give learners the knowledge and understanding required to work in end of life dementia care.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand considerations for individuals with dementia at end of life	1.1	Outline in what ways dementia can be a terminal illness			
		1.2	Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia			
		1.3	Explain why it is important that end of life care for an individual with dementia must be person-centred			
		1.4	Explain why individuals with dementia need to be supported to make advance care plans as early as possible			
2	Understand how to support individuals with dementia affected by pain and distress at end of life	2.1	Explain why pain in individuals with dementia is often poorly recognised and undertreated			
		2.2	Describe ways to assess whether an individual with dementia is in pain or distress			
		2.3	Describe ways to support individuals with dementia to manage their pain and distress at end of life using • Medication • Non medication techniques			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to support carers of individuals with dementia at end of life	3.1	Explain why carers may experience guilt and stress at the end of life of an individual with dementia			
		3.2	Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia			
		3.3	Describe how others caring for individuals with dementia may experience loss and grief			
		3.4	Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life			
		3.5	Give examples of how to support carers and others to support an individual with dementia in the final stages of their life			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 74: Understand how to support individuals during the last days of life

Unit reference number: J/503/8137

Level: 3

Credit value: 3

Guided learning hours: 28

Unit summary

The aim of this unit is to assess the learner's knowledge and understanding of how to support individuals during their last days of life, using the relevant care pathways to support individuals and others.

Unit Introduction

The unit introduces learners to the common features of support in the last days of life. They will examine the signs common to approaching death, define the circumstance when life-prolonging treatment can be stopped or withheld, and investigate the signs that death has occurred. Learners will also consider the importance of advance care planning.

The unit will enable leaners to investigate the impact of the last days of life on individuals and others, including psychological effects, the impact on relationships and the changing needs of individuals who are in the last days of life.

Learners will examine ways of supporting individuals and others, how to use the relevant care pathways, and methods of caring for significant other following the death of an individual. Learners will consider how to manage their own feelings in relation to an individual's dying or death.

Assessment guidance

For AC2.1, **individuals** are the people receiving support or care in the work setting.

Others may include:

- Care or support staff
- Colleagues
- Managers
- Non direct care or support staff

- Carers

- Families

- Visitors

- Volunteers

- Health professionals

- Other organisations

- Social workers

- Occupational therapists

- GPs

- Speech and language therapists

- Physiotherapists

- Pharmacists

- Nurses

- Macmillan Nurses

- Independent mental capacity advocates

- Clinical nurse specialists

For AC3.4, **agreed ways of working** include policies and procedures where these exist.

Essential Resources

There are no special resources for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand common features of support during the last days of life	1.1	Describe the common signs of approaching death			
		1.2	Define the circumstances when life-prolonging treatment can be stopped or withheld			
		1.3	Analyse the importance of any advance care plan in the last days of life			
		1.4	Identify the signs that death has occurred			
2	Understand the impact of the last days of life on the **individual** and **others**	2.1	Describe the possible psychological aspects of the dying phase for the **individual** and **others**			
		2.2	Explain the impact of the last days of life on the relationships between individuals and others			
		2.3	Outline possible changing needs of the individual during the last days of life			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to support individuals and others during the last days of life	3.1	Describe a **range of ways** to enhance an individual's wellbeing during the last days of life			
		3.2	Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life			
		3.3	Describe how to use an integrated care pathway according to agreed ways of working			
		3.4	Define key information about the process following death that should be made available to appropriate people according to **agreed ways of working**			
4	Understand the actions to be taken following an individual's death	4.1	Explain national guidelines, local policies and procedures relating to care after death			
		4.2	Explain the importance of being knowledgeable about an individual's wishes for their after-death care			
		4.3	Explain the importance of acting in ways that respect the individual's wishes immediately after death			
		4.4	Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person			
		4.5	Describe ways to support others immediately following the death of a close relative or friend			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know how to manage own feelings in relation to an individual's dying or death	5.1	Define possible impact of an individual's death on own feelings			
		5.2	Identify available support systems to manage own feelings in relation to an individual's death			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Information for tutors

Delivery

Learning outcome 1: Understand common features of support during the last days of life

Input from a guest speaker, for example a palliative care nurse/specialist or a hospice manager will give learners valuable insights into the topic. Opportunities for class discussion will enable learners to express opinions and feelings in a safe environment. Taught input on advance care planning and signs of death will be appropriate.

Learning outcome 2: Understand the impact of the last days of life on the **individual** and **others**

Short lectures on relevant topics, and group work using case studies taken from the internet or relevant professional magazines, will enable learners to place information in context.

Learning outcome 3: Know how to support individuals and others during the last days of life

Input from a care manager on working within agreed procedures will enhance learning. Information gained from local NHS trust websites will support taught input, and provide useful resources for learner assessment.

Learning outcome 4: Understand the actions to be taken following an individual's death

Taught input on relevant guidelines, regulations and procedures will support learning. Learners may wish to find supplementary information from appropriate websites, such as Macmillan Cancer Support.

Learning outcome 5: Know how to manage own feeling in relation to an individual's dying or death

Input from a guest speaker, for example a grief and bereavement counsellor, would enable learners to place taught information in a relevant context. Opportunities to discuss their own feelings in a safe environment will support learner understanding. It is essential that learners understand the reasons for discussing their own feelings at the death of an individual service user, and that the grieving process is a natural human attribute, rather than evidence of weakness.

Unit assessment

Learners must meet all assessment criteria to pass the unit.

Evidence for assessment may be presented in a variety of ways for this unit, for example the whole assessment could be presented in an information pack, containing leaflets, booklets and information sheets. Alternatively the following methods are suggested.

Learning outcome 1 could be delivered as a PowerPoint presentation, followed by a discussion with peers

For learning outcome 2, a magazine article for a care magazine would be a suitable method of presentation. For learning outcome 3, learners could produce an information pack designed for use as part of the induction materials for new staff.

Learning outcomes 4 and 5 could be presented either as newspaper articles for a series on end of life care, or booklets given to new staff.

Suggested resources

Textbooks

Jordan M, Kauffmann J C – *End of Life Care – The Essential Guide* (Hammersmith Health Books, 2010) ISBN 9781905140275

Thomas K, Lobo B (Editors) – *Advance Care Planning in End of Life Care* (Oxford University Press, 2011) ISBN 9780199561636

Unit 75: Support people who are providing homes to individuals

Unit reference number: R/504/2224

Level: 4

Credit value: 6

Guided learning hours: 40

Unit summary

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support people who are providing support to individuals.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Carer(s): 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.

Individuals refers to people accessing care or support

Others may include:

- Other professionals
- Families, friends, advocates or others who are important to individuals

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to carry out assessments for the approval of adult placement/ shared lives carers	1.1	Provide information to carer(s) 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 individual			
		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	3.1	Match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s)			
		3.2	Provide information to an individual and matched carer(s) prior to introductions			
		3.3	Facilitate introduction meetings between an individual and potential carer(s)			
		3.4	Work with an individual, potential carer(s) and others to evaluate the introduction sessions			
		3.5	Work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor and review placements of individuals	4.1	Carry out placement monitoring visits with an individual and carer(s) according to work setting requirements			
		4.2	Complete reports from placement visits in line with work setting requirements			
		4.3	Provide on-going advice and guidance to carer(s) about the support of an individual			
		4.4	Carry out periodic reviews of carer(s) in line with work setting requirements			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 76: Support individuals to stay safe from harm or abuse

Unit reference number: T/504/2202

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit aims to support learners to develop the skills and knowledge required to support individuals to stay safe from harm or abuse.

Learners will understand how legislative frameworks support the safeguarding of individuals and well as being able to support individuals to gain an understanding of behaviours and situations that make them vulnerable to harm or abuse.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care Assessment Principles.

Safeguarding is working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns about the welfare of individuals, appropriate action is taken to address those concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies.

Individuals refers to an adult, child or young person who is accessing a social care service.

Key people 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.

Harm or abuse may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm.

Factors would include factors that make someone more vulnerable, these may relate to the individual, to their personal circumstances, to the work setting or to their environment.

Electronic Communications may include the use of mobile phones and the Internet, including social networking sites.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how legislative frameworks support the safeguarding of individuals	1.1	Outline legislation and national policies that relate to the safeguarding of individuals			
		1.2	Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks			
2	Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse	2.1	Identify the factors that make an individual vulnerable to harm or abuse			
		2.2	Work with an individual and key people to identify actions, behaviours and situations that may lead to harm or abuse to the individual			
		2.3	Describe the common features of perpetrator behaviour			
		2.4	Support an individual to gain understanding of when the behaviour of others may be unacceptable			
		2.5	Support an individual to gain understanding of the risks associated with the use of electronic communications			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals to gain understanding about how to stay safe	3.1	Support an individual to gain understanding about their right to stay safe			
		3.2	Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe			
		3.3	Work with an individual to balance their rights, responsibilities and risks			
		3.4	Explain how to challenge behaviours or actions that may lead to harm or abuse			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work in ways that support individuals to stay safe.	4.1	Engage with an individual in a way that supports trust and rapport			
		4.2	Support an individual to express fears, anxieties or concerns they may have about their safety			
		4.3	Explain what actions to take where there are concerns that an individual might have been harmed or abused			
		4.4	Take action to deal with risks that may lead to harm or abuse			
		4.5	Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse			
		4.6	Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court			
		4.7	Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed			
		4.8	Explain the actions that should be taken if reported concerns are not acted upon			
		4.9	Access support in situations that are outside your expertise, experience, role and responsibility			
		4.10	Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 77: Assess the needs of carers and families

Unit reference number: T/504/2216

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

The purpose of this unit is to develop the learner's understanding, knowledge and skills when assessing the needs of families and carers.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

The **individual** is the person requiring care or support.

Society may include:

- Local Authority Provision
- NHS
- Individuals and others
- Communities

Active listening may include:

- Observation
- Clarification
- Questioning Techniques
- Non-Verbal messages

Others may include:

- Other professionals
- Agencies
- Line Manager

Agreed others:

- Others whom the family and carers have agreed can be consulted to either obtain or share information

Resources may include:

- Family or neighbours
- Community resources
- Voluntary organisations
- Statutory support in terms of additional domiciliary care
- Respite for carers to have time for themselves

Needs and Wishes may include:

- Additional support to alleviate the physical input by the carer
- Time to have a holiday
- Go to the hairdressers
- Time with Peers to do fun thins

Plan of action may include:

- Care plans
- Person-centred plans

It may not require formal statutory responses, but a plan whereby a carer decides to designate time for themselves, identifies a recreational activity.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the contribution that families and carers make in caring for individuals	1.1	Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information			
		1.2	Explain the rights of families and carers providing care to individuals			
		1.3	Describe the benefits to society of family and unpaid carers providing care			
		1.4	Describe the benefits and challenges faced by family and unpaid carers in providing care			
2	Be able to engage with families and carers who are providing care	2.1	Support families and carers to speak about their experiences of providing care to individuals			
		2.2	Use active listening skills to identify unspoken feelings and emotions			
		2.3	Support families and carers to understand their rights			
		2.4	Support families and carers in their caring role			
		2.5	Explain to families and carers the additional support that is available			
		2.6	Gain consent from families and carers to speak with others about their circumstances			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to assess the needs of families and carers	3.1	Support families and carers to identify the support they need to meet the needs of an individual			
		3.2	Identify with families and carers the areas of care which they want to retain			
		3.3	Support families and carers to identify their wishes and needs for their own well-being			
		3.4	Gather additional information from agreed others			
		3.5	Share the record of assessment with families and carers			
4	Be able to identify a plan to support families and carers	4.1	Support families, carers and others to identify resources to address needs and wishes			
		4.2	Support families, carers and others to develop a plan of action to access resources			
		4.3	Support families, carers and others to implement the plan of action			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
  qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges:
  www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Annexe A: Skills for Care and Development's 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 an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The 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. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skills for Health will also use these assessment principles.

2. Assessment Principles

2.1 Assessment decisions for competence-based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real-work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real-work environment.

2.2 Assessment decisions for competence-based learning outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may be utilised as an assessment method only for competence-based learning outcomes where this is specified in the assessment requirements of the unit.

2.5 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.

2.6 Assessment of knowledge-based learning outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real-work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge-based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

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.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also 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 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 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 competence under assessment. In any case of significant uncertainty, the SSCs will be consulted.

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 QCF units on which their expertise is based

• be occupationally competent in their area of expertise

• have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Annexe B: Qualifications for Assessors

Skills for Care and Development (SfCD) has specified that each Assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. In conjunction with other awarding organisations, SfCD has prepared an **indicative** list of qualifications to include any of the following:

- 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
- NOCN – Tutor/Assessor Award