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

Qualification Specification

Qualification Number: 601/5590/5

Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (http://register.ofqual.gov.uk/).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be found also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo.
Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the TQUK Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) is to develop the knowledge and skills required by managers and leaders. Achieving the qualification should enable learners to innovate and respond to a changing environment and to meet challenges and opportunities within the sector. Learners can choose from several pathways within adult services or children and young people's services with optional units to allow the learning to be tailored to a wide range of roles.

The qualification is a combined knowledge and competence component of the Higher Apprenticeship in Care Leadership and Management - Level 5 (England), Adult Social Care pathway
Please note: The Children and Young People's Residential Management Pathway of the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) has been replaced by the Level 5 Diploma in Leadership and Management for Residential Childcare (England). See information on Skills for Care and Development 's website
(http://www.skillsforcareanddevelopment.org.uk/Newsandevents/news_from_england.aspx)

Entry Requirements

There are no specific entry requirements however learners must be in a job role appropriate to the chosen pathway.

The qualification is suitable for learners of 19 years of age and above.

Progression

Successful learners can progress to further qualifications within the social care sector or other parts of the sector, for example moving from adults' advanced practice to adults' residential management or move to the Children and Young People's Workforce sector or the Health sector, completing additional sector and job-relevant units within the diploma.

Learners may also use the qualification for entry, credit transfer or advanced standing for a qualification higher education institution.

Learners may also progress to other specific job roles such as:

- Care manager
- Officers in charge/registered manager
- Day services manager

Structure

Learners must achieve a minimum of 90 credits. Learners must achieve 30 credits from Group A mandatory units and the remaining 60 credits from one of the pathways.

Mandatory Units

	Unit ref.	Units	Level	GLH	Credit value
1	F/602/2335	Use and develop systems that promote communication	5	24	3
2	L/602/2578	Promote professional development	4	33	4
3	Y/602/3183	Champion equality, diversity and inclusion	5	34	4
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	33	5
5	A/602/3189	Work in partnership in health and social care or children and young people's settings	4	26	4
6	J/602/3499	Undertake a research project within services for health and social care or children and young people	5	80	10

Optional Units

Children and Young People's Residential Management (Pathway)

Learners must achieve a minimum of 60 credits, with 44 credits from Group B1, a minimum of 12 credits from Group B2, and the remaining credits to be taken from Groups B2, B3 or B4 with a maximum of 6 credits being taken from Group B3.

B1 Children and Young People's Residential Management - Core Learners must achieve 44 credits.					
	Unit ref.	Units	Level	GLH	Credit value
7	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	6	46	7
8	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	39	5
9	F/601/9449	Understand children and young person's development	5	30	6
10	J/601/9369	Lead practice that supports positive outcomes for child and young person development	5	36	6
11	J/602/2577	Lead practice in promoting the well-being and resilience of children and young people	5	53	8
12	A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	5	26	6
13	A/602/3175	Lead and manage group living for children	5	43	6
B2 Children and Young People's Residential Management - Optional Management Learners must achieve a minimum of 12 credits.					
14	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	40	6
15	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	26	3
16	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	42	6
17	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	43	6

18	T/602/2574	Manage induction in health and social care or children and young people's settings	4	21	3
19	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	42	6
20	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	48	7
21	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	31	4
22	R/602/2758	Manage quality in health and social care or children and young people's setting	5	36	5
23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility*	5	25	6
24	K/600/9711	Manage physical resources*	4	25	3

B3 Children and Young People's Residential Management - Optional Knowledge

Learners may achieve a maximum of 6 credits

25	T/602/3188	Understand partnership working	4	7	1
26	D/602/3170	Understand how to manage a team	4	20	3
27	H/602/3185	Understanding professional supervision practice	4	22	3
28	J/601/3538	Understand the process and experience of dementia	3	22	3
29	J/601/6150	Understand Physical Disability	3	22	3
30	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	28	3
31	M/601/3467	Understand Sensory Loss	3	21	3
32	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	21	3
33	A/503/8135	Understand Advance Care Planning	3	25	3
34	J/503/8137	Understand how to support individuals during the last days of life	3	28	3
35	F/503/8704	End of life and dementia care	3	20	2

B4 Children and Young People's Residential Management - Optional General

Learners may achieve the remaining credits from this Group.

36	L/602/2337	Manage domiciliary services	5	39	6

37	F/602/2853	Lead the management of transitions	5	29	4
38	K/602/2572	Lead positive behavioural support	7	75	10
39	K/602/3074	Develop provision for family support	5	33	5
40	M/602/2380	Lead support for disabled children and young people and their carers	6	57	8
41	H/601/7354	Lead active support	5	35	5
42	K/601/7355	Active support: lead interactive training	5	30	4
43	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	44	6
44	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	53	7
45	M/601/5817	Support families who are affected by Acquired Brain Injury	3	30	3
46	D/601/5750	Support families who have a child with a disability	3	23	3
47	M/601/9494	Support the development of community partnerships	4	33	5
48	K/601/7906	Support individuals to access housing and accommodation services	3	24	4
49	T/601/9495	Support individuals at the end of life	3	53	7
50	F/601/9029	Work with families, carers and individuals during times of crisis	4	35	5
51	T/601/9738	Implement the positive behavioural support model	4	61	8
52	H/601/3546	Support individuals to access education, training or employment	4	31	4
53	M/601/5249	Promote awareness of sensory loss	5	19	3
54	H/601/5250	Support the use of assistive technology	5	31	4
55	K/601/5251	Explore models of disability	5	32	5
56	M/601/5252	Support individuals with sensory loss with communication	5	37	5
57	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	34	5
58	T/600/9789	Support children's speech, language and communication.	3	30	4

59	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	40	5
60	F/502/3295	Independent Mental Capacity Advocacy	4	35	12
61	J/502/3296	Independent Mental Health Advocacy	4	35	7
62	L/502/3297	Providing Independent Advocacy Management	4	35	11
63	R/502/3298	Providing Independent Advocacy to Adults	4	35	5
64	Y/502/3299	Independent Advocacy with Children and Young People	4	35	7
65	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	35	5
66	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
67	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	24	4
68	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	50	6
69	D/504/2212	Lead and manage practice in dementia care	5	41	6
70	M/503/8133	Support the spiritual wellbeing of individuals	3	26	3
71	F/503/8685	Support individuals during the last days of life	4	33	5
72	T/503/8134	Lead and manage end of life care services	5	45	7
73	L/503/8138	Lead a service that supports individuals through significant life events	5	31	4
74	T/504/2202	Support individuals to stay safe from harm or abuse	3	27	4
75	J/504/2205	Provide support to adults who have experienced harm or abuse	4	39	5
76	T/504/2216	Assess the needs of carers and families	3	28	4
77	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	45	6
78	D/504/2243	Understand the factors affecting older people	3	17	2
79	Y/504/2239	Provide information about health and social care or children and young people's services	3	20	3

80	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	38	6
81	T/504/2197	Professional practice in health and social care for adults or children and young people	5	43	6
82	A/504/2198	Develop, maintain and use records and reports	4	23	3
83	H/504/2213	Lead practice which supports individuals to take positive risks	5	30	4
84	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	22	3
85	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	30	5
86	J/504/2219	Appraise staff performance	5	32	5
87	R/504/2224	Support people who are providing homes to individuals	4	40	6
88	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	40	6

C Children and Young People's Management (Pathway)

Learners must achieve a minimum of 60 credits, with 38 credits from Group C1, a minimum of 12 credits from Group C2, and the remaining credits to be taken from Groups C2, C3 or C4 with a maximum of 6 credits from Group C3.

C1 Children and Young People's Management –Core

Learners must achieve 38 credits from this Group.

9	F/601/9449	Understand children and young person's development	5	30	6
10	J/601/9369	Lead practice that supports positive outcomes for child and young person development	5	36	6
12	A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	5	26	6
7	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	6	46	7
8	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	39	5
11	J/602/2577	Lead practice in promoting the well-being and resilience of children and young people	5	53	8

		C2 Children and Young People's Management - Optional Management			
		Learners must complete a minimum of 12 credits from the optional units in this group.			
14	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	40	6
15	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	26	3
16	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	42	6
17	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	43	6
18	T/602/2574	Manage induction in health and social care or children and young people's settings	4	21	3
19	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	42	6
20	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	48	7
21	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	31	4
22	R/602/2758	Manage quality in health and social care or children and young people's setting	5	36	5
23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility *	5	25	6
24	K/600/9711	Manage physical resources *	4	25	3
		C3 Children and Young People's Management - Optional Knowledge			
		Learners may achieve a maximum of 6 credits from this group.			
25	T/602/3188	Understand partnership working	4	7	1
26	D/602/3170	Understand how to manage a team	4	20	3
27	H/602/3185	Understanding professional supervision practice	4	22	3
28	J/601/3538	Understand the process and experience of dementia	3	22	3
29	J/601/6150	Understand Physical Disability	3	22	3
30	Y/601/6167	Understand the impact of Acquired Brain Injury on	3	28	3

		individuals			
31	M/601/3467	Understand Sensory Loss	3	21	3
32	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	21	3
33	A/503/8135	Understand Advance Care Planning	3	25	3
34	J/503/8137	Understand how to support individuals during the last days of life	3	28	3
35	F/503/8704	End of life and dementia care	3	20	2

C4 Children and Young People's Management - Optional General

Learners may achieve the remaining credits from this Group.

36	L/602/2337	Manage domiciliary services	5	39	6
37	F/602/2853	Lead the management of transitions	5	29	4
38	K/602/2572	Lead positive behavioural support	7	75	10
39	K/602/3074	Develop provision for family support	5	33	5
40	M/602/2380	Lead support for disabled children and young people and their carers	6	57	8
41	H/601/7354	Lead active support	5	35	5
42	K/601/7355	Active support: lead interactive training	5	30	4
43	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	44	6
44	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	53	7
45	M/601/5817	Support families who are affected by Acquired Brain Injury	3	30	3
46	D/601/5750	Support families who have a child with a disability	3	23	3
47	M/601/9494	Support the development of community partnerships	4	33	5
48	K/601/7906	Support individuals to access housing and accommodation services	3	24	4
49	T/601/9495	Support individuals at the end of life	3	53	7

50	F/601/9029	Work with families, carers and individuals during times of crisis	4	35	5
51	T/601/9738	Implement the positive behavioural support model	4	61	8
52	H/601/3546	Support individuals to access education, training or employment	4	31	4
53	M/601/5249	Promote awareness of sensory loss	5	19	3
54	H/601/5250	Support the use of assistive technology	5	31	4
55	K/601/5251	Explore models of disability	5	32	5
56	M/601/5252	Support individuals with sensory loss with communication	5	37	5
57	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	34	5
58	T/600/9789	Support children's speech, language and communication.	3	30	4
59	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	40	5
60	F/502/3295	Independent Mental Capacity Advocacy	4	35	12
61	J/502/3296	Independent Mental Health Advocacy	4	35	7
62	L/502/3297	Providing Independent Advocacy Management	4	35	11
63	R/502/3298	Providing Independent Advocacy to Adults	4	35	5
64	Y/502/3299	Independent Advocacy with Children and Young People	4	35	7
65	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	35	5
66	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
67	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	24	4
68	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	50	6
69	D/504/2212	Lead and manage practice in dementia care	5	41	6

70	M/503/8133	Support the spiritual wellbeing of individuals	3	26	3
71	F/503/8685	Support individuals during the last days of life	4	33	5
72	T/503/8134	Lead and manage end of life care services	5	45	7
73	L/503/8138	Lead a service that supports individuals through significant life events	5	31	4
74	T/504/2202	Support individuals to stay safe from harm or abuse	3	27	4
75	J/504/2205	Provide support to adults who have experienced harm or abuse	4	39	5
76	T/504/2216	Assess the needs of carers and families	3	28	4
77	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	45	6
78	D/504/2243	Understand the factors affecting older people	3	17	2
79	Y/504/2239	Provide information about health and social care or children and young people's services	3	20	3
80	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	38	6
81	T/504/2197	Professional practice in health and social care for adults or children and young people	5	43	6
82	A/504/2198	Develop, maintain and use records and reports	4	23	3
83	H/504/2213	Lead practice which supports individuals to take positive risks	5	30	4
84	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	22	3
85	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	30	5
86	J/504/2219	Appraise staff performance	5	32	5
87	R/504/2224	Support people who are providing homes to individuals	4	40	6
88	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	40	6

D Children and Young People's Advanced Practice (Pathway)

Learners must achieve a minimum of 60 credits with 26 credits from Group D1, and the remaining credits

		from Groups D2, D3 or D4, with a maximum of 6 credits from Group D3.			

D1 Children and Young People's Advanced Practice – Core

Learners must achieve 26 credits from this Group.

9	F/601/9449	Understand children and young person's development	5	30	6
10	J/601/9369	Lead practice that supports positive outcomes for child and young person development	5	36	6
12	A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	5	26	6
11	J/602/2577	Lead practice in promoting the well-being and resilience of children and young people	5	53	8

D2 Children and Young People's Advanced Practice - Optional Management

Learners may achieve the remaining credits from this group.

14	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	40	6
15	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	26	3
16	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	42	6
17	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	43	6
18	T/602/2574	Manage induction in health and social care or children and young people's settings	4	21	3
19	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	42	6
20	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	48	7
21	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	31	4
22	R/602/2758	Manage quality in health and social care or children and young people's setting	5	36	5

23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility *	5	25	6
24	K/600/9711	Manage physical resources *	4	25	3

D3 Children and Young People's Advanced Practice - Optional Knowledge)

Learners may achieve a maximum of 6 credits from this Group.

25	T/602/3188	Understand partnership working	4	7	1
26	D/602/3170	Understand how to manage a team	4	20	3
27	H/602/3185	Understanding professional supervision practice	4	22	3
29	J/601/6150	Understand Physical Disability	3	22	3
28	J/601/3538	Understand the process and experience of dementia	3	22	3
30	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	28	3
31	M/601/3467	Understand Sensory Loss	3	21	3
32	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	21	3
33	A/503/8135	Understand Advance Care Planning	3	25	3
34	J/503/8137	Understand how to support individuals during the last days of life	3	28	3
35	F/503/8704	End of life and dementia care	3	20	2

D4 Children and Young People's Advanced Practice - Optional General

Learners may achieve the remaining credits from this group.

36	L/602/2337	Manage domiciliary services	5	39	6
37	F/602/2853	Lead the management of transitions	5	29	4
38	K/602/2572	Lead positive behavioural support	7	75	10
39	K/602/3074	Develop provision for family support	5	33	5
40	M/602/2380	Lead support for disabled children and young people and their carers	6	57	8
41	H/601/7354	Lead active support	5	35	5
42	K/601/7355	Active support: lead interactive training	5	30	4

43	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	44	6
44	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	53	7
45	M/601/5817	Support families who are affected by Acquired Brain Injury	3	30	3
46	D/601/5750	Support families who have a child with a disability	3	23	3
47	M/601/9494	Support the development of community partnerships	4	33	5
48	K/601/7906	Support individuals to access housing and accommodation services	3	24	4
49	T/601/9495	Support individuals at the end of life	3	53	7
50	F/601/9029	Work with families, carers and individuals during times of crisis	4	35	5
51	T/601/9738	Implement the positive behavioural support model	4	61	8
52	H/601/3546	Support individuals to access education, training or employment	4	31	4
53	M/601/5249	Promote awareness of sensory loss	5	19	3
54	H/601/5250	Support the use of assistive technology	5	31	4
55	K/601/5251	Explore models of disability	5	32	5
56	M/601/5252	Support individuals with sensory loss with communication	5	37	5
57	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	34	5
58	T/600/9789	Support children's speech, language and communication.	3	30	4
59	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	40	5
60	F/502/3295	Independent Mental Capacity Advocacy	4	35	12
61	J/502/3296	Independent Mental Health Advocacy	4	35	7
62	L/502/3297	Providing Independent Advocacy Management	4	35	11
63	R/502/3298	Providing Independent Advocacy to Adults	4	35	5
64	Y/502/3299	Independent Advocacy with Children and Young	4	35	7

		People			
65	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	35	5
66	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
67	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	24	4
68	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	50	6
69	D/504/2212	Lead and manage practice in dementia care	5	41	6
70	M/503/8133	Support the spiritual wellbeing of individuals	3	26	3
71	F/503/8685	Support individuals during the last days of life	4	33	5
72	T/503/8134	Lead and manage end of life care services	5	45	7
73	L/503/8138	Lead a service that supports individuals through significant life events	5	31	4
74	T/504/2202	Support individuals to stay safe from harm or abuse	3	27	4
75	J/504/2205	Provide support to adults who have experienced harm or abuse	4	39	5
76	T/504/2216	Assess the needs of carers and families	3	28	4
77	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	45	6
78	D/504/2243	Understand the factors affecting older people	3	17	2
79	Y/504/2239	Provide information about health and social care or children and young people's services	3	20	3
80	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	38	6
81	T/504/2197	Professional practice in health and social care for adults or children and young people	5	43	6
82	A/504/2198	Develop, maintain and use records and reports	4	23	3
83	H/504/2213	Lead practice which supports individuals to take positive risks	5	30	4
84	A/504/2217	Lead practice in assessing and planning for the needs	5	22	3

		of families and carers			
85	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	30	5
86	J/504/2219	Appraise staff performance	5	32	5
87	R/504/2224	Support people who are providing homes to individuals	4	40	6
88	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	40	6

E Adults' Residential Management (Pathway)

Learners must achieve a minimum of 60 credits with 32 credits from Group E1, a minimum of 12 credits from Group E2, and the remaining credits from Groups E2, E3 or E4, with a maximum of 6 credits from Group E3.

E1 Adults' Residential Management – Core

Learners must achieve all 32 credits from this Group.

89	M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	35	5
90	R/602/2856	Safeguarding and protection of vulnerable adults	5	37	5
91	T/602/3174	Lead and manage group living for adults	5	39	5
92	Y/602/2860	Understand safeguarding of children and young people for those working in the adult sector	3	10	1
93	D/602/2844	Lead person centred practice	5	29	4
7	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	6	46	7
8	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	39	5

E2 Adults' Residential Management - Optional Management.

Learners must achieve a minimum of 12 credits from this Group.

14	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	40	6
15	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	26	3
16	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young	5	42	6

		people's settings			
17	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	43	6
18	T/602/2574	Manage induction in health and social care or children and young people's settings	4	21	3
19	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	42	6
20	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	48	7
21	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	31	4
22	R/602/2758	Manage quality in health and social care or children and young people's setting	5	36	5
23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility *	5	25	6
24	K/600/9711	Manage physical resources *	4	25	3
E3 Adults' Residential Management - Optional Knowledge). Learners may achieve a maximum of 6 credits from this Group.					
25	T/602/3188	Understand partnership working	4	7	1
26	D/602/3170	Understand how to manage a team	4	20	3
27	H/602/3185	Understanding professional supervision practice	4	22	3
29	J/601/6150	Understand Physical Disability	3	22	3
28	J/601/3538	Understand the process and experience of dementia	3	22	3
30	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	28	3
31	M/601/3467	Understand Sensory Loss	3	21	3
32	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	21	3
33	A/503/8135	Understand Advance Care Planning	3	25	3
34	J/503/8137	Understand how to support individuals during the	3	28	3

		last days of life			
35	F/503/8704	End of life and dementia care	3	20	2

E4 Adults' Residential Management - Optional General.

Learners may achieve the remaining credits from this Group.

36	L/602/2337	Manage domiciliary services	5	39	6
37	F/602/2853	Lead the management of transitions	5	29	4
38	K/602/2572	Lead positive behavioural support	7	75	10
39	K/602/3074	Develop provision for family support	5	33	5
40	M/602/2380	Lead support for disabled children and young people and their carers	6	57	8
41	H/601/7354	Lead active support	5	35	5
42	K/601/7355	Active support: lead interactive training	5	30	4
43	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	44	6
44	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	53	7
45	M/601/5817	Support families who are affected by Acquired Brain Injury	3	30	3
46	D/601/5750	Support families who have a child with a disability	3	23	3
47	M/601/9494	Support the development of community partnerships	4	33	5
48	K/601/7906	Support individuals to access housing and accommodation services	3	24	4
49	T/601/9495	Support individuals at the end of life	3	53	7
50	F/601/9029	Work with families, carers and individuals during times of crisis	4	35	5
51	T/601/9738	Implement the positive behavioural support model	4	61	8
52	H/601/3546	Support individuals to access education, training or employment	4	31	4
53	M/601/5249	Promote awareness of sensory loss	5	19	3
54	H/601/5250	Support the use of assistive technology	5	31	4
55	K/601/5251	Explore models of disability	5	32	5

56	M/601/5252	Support individuals with sensory loss with communication	5	37	5
57	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	34	5
58	T/600/9789	Support children's speech, language and communication.	3	30	4
59	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	40	5
60	F/502/3295	Independent Mental Capacity Advocacy	4	35	12
61	J/502/3296	Independent Mental Health Advocacy	4	35	7
62	L/502/3297	Providing Independent Advocacy Management	4	35	11
63	R/502/3298	Providing Independent Advocacy to Adults	4	35	5
64	Y/502/3299	Independent Advocacy with Children and Young People	4	35	7
65	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	35	5
66	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
67	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	24	4
68	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	50	6
69	D/504/2212	Lead and manage practice in dementia care	5	41	6
70	M/503/8133	Support the spiritual wellbeing of individuals	3	26	3
71	F/503/8685	Support individuals during the last days of life	4	33	5
72	T/503/8134	Lead and manage end of life care services	5	45	7
73	L/503/8138	Lead a service that supports individuals through significant life events	5	31	4
74	T/504/2202	Support individuals to stay safe from harm or abuse	3	27	4
75	J/504/2205	Provide support to adults who have experienced harm or abuse	4	39	5

76	T/504/2216	Assess the needs of carers and families	3	28	4
77	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	45	6
78	D/504/2243	Understand the factors affecting older people	3	17	2
79	Y/504/2239	Provide information about health and social care or children and young people's services	3	20	3
80	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	38	6
81	T/504/2197	Professional practice in health and social care for adults or children and young people	5	43	6
82	A/504/2198	Develop, maintain and use records and reports	4	23	3
83	H/504/2213	Lead practice which supports individuals to take positive risks	5	30	4
84	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	22	3
85	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	30	5
86	J/504/2219	Appraise staff performance	5	32	5
87	R/504/2224	Support people who are providing homes to individuals	4	40	6
88	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	40	6

F Adults' Management

Learners must achieve a minimum of 60 credits with 33 credits from Group F1, a minimum of 12 credits from Group F2, and the remaining credits from Groups F2, F3 or F4 with a maximum of 6 credits from Group F3.

F1 Adults' Management – Core.

Learners must achieve all 33 credits from this Group.

89	M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	35	5
90	R/602/2856	Safeguarding and protection of vulnerable adults	5	37	5
92	Y/602/2860	Understand safeguarding of children and young people for those working in the adult sector	3	10	1
93	D/602/2844	Lead person centred practice	5	29	4

7	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	6	46	7
8	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	39	5
94	J/601/5242	Assess the individual in a health and social care settings	5	41	6

F2 Adults' Management - Optional Management.

Learners must achieve a minimum of 12 credits from this Group.

14	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	40	6
15	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	26	3
16	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	42	6
17	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	43	6
18	T/602/2574	Manage induction in health and social care or children and young people's settings	4	21	3
19	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	42	6
20	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	48	7
21	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	31	4
22	R/602/2758	Manage quality in health and social care or children and young people's setting	5	36	5
23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility *	5	25	6
24	K/600/9711	Manage physical resources *	4	25	3

F3 Adults' Management - Optional Knowledge

Learners may take a maximum of 6 credits from this Group.

25	T/602/3188	Understand partnership working	4	7	1
26	D/602/3170	Understand how to manage a team	4	20	3
27	H/602/3185	Understanding professional supervision practice	4	22	3
29	J/601/6150	Understand Physical Disability	3	22	3
28	J/601/3538	Understand the process and experience of dementia	3	22	3
30	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	28	3
31	M/601/3467	Understand Sensory Loss	3	21	3
32	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	21	3
33	A/503/8135	Understand Advance Care Planning	3	25	3
34	J/503/8137	Understand how to support individuals during the last days of life	3	28	3
35	F/503/8704	End of life and dementia care	3	20	2

F4 Adults' Management - Optional General

Learners may achieve the remaining credits from this Group.

36	L/602/2337	Manage domiciliary services	5	39	6
37	F/602/2853	Lead the management of transitions	5	29	4
38	K/602/2572	Lead positive behavioural support	7	75	10
39	K/602/3074	Develop provision for family support	5	33	5
40	M/602/2380	Lead support for disabled children and young people and their carers	6	57	8
41	H/601/7354	Lead active support	5	35	5
42	K/601/7355	Active support: lead interactive training	5	30	4
43	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	44	6
44	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	53	7
45	M/601/5817	Support families who are affected by Acquired Brain Injury	3	30	3
46	D/601/5750	Support families who have a child with a disability	3	23	3

47	M/601/9494	Support the development of community partnerships	4	33	5
48	K/601/7906	Support individuals to access housing and accommodation services	3	24	4
49	T/601/9495	Support individuals at the end of life	3	53	7
50	F/601/9029	Work with families, carers and individuals during times of crisis	4	35	5
51	T/601/9738	Implement the positive behavioural support model	4	61	8
52	H/601/3546	Support individuals to access education, training or employment	4	31	4
53	M/601/5249	Promote awareness of sensory loss	5	19	3
54	H/601/5250	Support the use of assistive technology	5	31	4
55	K/601/5251	Explore models of disability	5	32	5
56	M/601/5252	Support individuals with sensory loss with communication	5	37	5
57	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	34	5
58	T/600/9789	Support children's speech, language and communication	3	30	4
59	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	40	5
60	F/502/3295	Independent Mental Capacity Advocacy	4	35	12
61	J/502/3296	Independent Mental Health Advocacy	4	35	7
62	L/502/3297	Providing Independent Advocacy Management	4	35	11
63	R/502/3298	Providing Independent Advocacy to Adults	4	35	5
64	Y/502/3299	Independent Advocacy with Children and Young People	4	35	7
65	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	35	5
66	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
67	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	24	4

68	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	50	6
69	D/504/2212	Lead and manage practice in dementia care	5	41	6
70	M/503/8133	Support the spiritual wellbeing of individuals	3	26	3
71	F/503/8685	Support individuals during the last days of life	4	33	5
72	T/503/8134	Lead and manage end of life care services	5	45	7
73	L/503/8138	Lead a service that supports individuals through significant life events	5	31	4
74	T/504/2202	Support individuals to stay safe from harm or abuse	3	27	4
75	J/504/2205	Provide support to adults who have experienced harm or abuse	4	39	5
76	T/504/2216	Assess the needs of carers and families	3	28	4
77	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	45	6
78	D/504/2243	Understand the factors affecting older people	3	17	2
79	Y/504/2239	Provide information about health and social care or children and young people's services	3	20	3
80	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	38	6
81	T/504/2197	Professional practice in health and social care for adults or children and young people	5	43	6
82	A/504/2198	Develop, maintain and use records and reports	4	23	3
83	H/504/2213	Lead practice which supports individuals to take positive risks	5	30	4
84	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	22	3
85	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	30	5
86	J/504/2219	Appraise staff performance	5	32	5
87	R/504/2224	Support people who are providing homes to individuals	4	40	6
88	M/504/2232	Manage disciplinary processes in health and social	5	40	6

		care or children and young people's settings			

Pathway G

Adults' Advanced Practice

Learners must achieve a minimum of 60 credits with 21 credits from Group G1, and the remaining credits from Groups G2, G3 or G4 with a maximum of 6 credits from Group G3.

G1 Adults' Advanced Practice - Core

Learners must achieve all 21 credits from this Group

89	M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	35	5
90	R/602/2856	Safeguarding and protection of vulnerable adults	5	37	5
92	Y/602/2860	Understand safeguarding of children and young people _for those working in the adult sector	3	10	1
93	D/602/2844	Lead person centred practice	5	29	4
94	J/601/5242	Assess the individual in a health and social care setting	5	41	6

G2 Adults' Advanced Practice - Optional Management

Learners may achieve the remaining credits from this Group.

14	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	40	6
15	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	26	3
16	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	42	6
17	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	43	6
18	T/602/2574	Manage induction in health and social care or children and young people's settings	4	21	3
19	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	42	6
20	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	48	7

21	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	31	4
22	R/602/2758	Manage quality in health and social care or children and young people's setting	5	36	5
23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility *	5	25	6
24	K/600/9711	Manage physical resources *	4	25	3

G3 Adults' Advanced Practice - Optional Knowledge

Learners may achieve a maximum of 6 credits from this Group.

25	T/602/3188	Understand partnership working	4	7	1
26	D/602/3170	Understand how to manage a team	4	20	3
27	H/602/3185	Understanding professional supervision practice	4	22	3
29	J/601/6150	Understand Physical Disability	3	22	3
28	J/601/3538	Understand the process and experience of dementia	3	22	3
30	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	28	3
31	M/601/3467	Understand Sensory Loss	3	21	3
32	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	21	3
33	A/503/8135	Understand Advance Care Planning	3	25	3
34	J/503/8137	Understand how to support individuals during the last days of life	3	28	3
35	F/503/8704	End of life and dementia care	3	20	2

G4 Adults' Advanced Practice - Optional General

Learners may achieve the remaining credits from this Group.

36	L/602/2337	Manage domiciliary services	5	39	6
37	F/602/2853	Lead the management of transitions	5	29	4
38	K/602/2572	Lead positive behavioural support	7	75	10
39	K/602/3074	Develop provision for family support	5	33	5

40	M/602/2380	Lead support for disabled children and young people and their carers	6	57	8
41	H/601/7354	Lead active support	5	35	5
42	K/601/7355	Active support: lead interactive training	5	30	4
43	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	44	6
44	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	53	7
45	M/601/5817	Support families who are affected by Acquired Brain Injury	3	30	3
46	D/601/5750	Support families who have a child with a disability	3	23	3
47	M/601/9494	Support the development of community partnerships	4	33	5
48	K/601/7906	Support individuals to access housing and accommodation services	3	24	4
49	T/601/9495	Support individuals at the end of life	3	53	7
50	F/601/9029	Work with families, carers and individuals during times of crisis	4	35	5
51	T/601/9738	Implement the positive behavioural support model	4	61	8
52	H/601/3546	Support individuals to access education, training or employment	4	31	4
53	M/601/5249	Promote awareness of sensory loss	5	19	3
54	H/601/5250	Support the use of assistive technology	5	31	4
55	K/601/5251	Explore models of disability	5	32	5
56	M/601/5252	Support individuals with sensory loss with communication	5	37	5
57	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	34	5
58	T/600/9789	Support children's speech, language and communication.	3	30	4
59	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	40	5
60	F/502/3295	Independent Mental Capacity Advocacy	4	35	12

61	J/502/3296	Independent Mental Health Advocacy	4	35	7
62	L/502/3297	Providing Independent Advocacy Management	4	35	11
63	R/502/3298	Providing Independent Advocacy to Adults	4	35	5
64	Y/502/3299	Independent Advocacy with Children and Young People	4	35	7
65	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	35	5
66	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
67	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	24	4
68	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	50	6
69	D/504/2212	Lead and manage practice in dementia care	5	41	6
70	M/503/8133	Support the spiritual wellbeing of individuals	3	26	3
71	F/503/8685	Support individuals during the last days of life	4	33	5
72	T/503/8134	Lead and manage end of life care services	5	45	7
73	L/503/8138	Lead a service that supports individuals through significant life events	5	31	4
74	T/504/2202	Support individuals to stay safe from harm or abuse	3	27	4
75	J/504/2205	Provide support to adults who have experienced harm or abuse	4	39	5
76	T/504/2216	Assess the needs of carers and families	3	28	4
77	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	45	6
78	D/504/2243	Understand the factors affecting older people	3	17	2
79	Y/504/2239	Provide information about health and social care or children and young people's services	3	20	3
80	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	38	6
81	T/504/2197	Professional practice in health and social care for adults or children and young people	5	43	6

82	A/504/2198	Develop, maintain and use records and reports	4	23	3
83	H/504/2213	Lead practice which supports individuals to take positive risks	5	30	4
84	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	22	3
85	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	30	5
86	J/504/2219	Appraise staff performance	5	32	5
87	R/504/2224	Support people who are providing homes to individuals	4	40	6
88	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	40	6

We are required to acknowledge that the following units are owned by MSC.

| 23 | Y/600/9588 | Develop and evaluate operational plans for own area of responsibility |
| 24 | K/600/9711 | Manage physical resources |

This qualification is not graded. Successful learners achieve a pass. All learning outcomes must be met to achieve a pass.

Barred combinations

Source Unit	Target Units
Understand how to support individuals during the last days of life (J/503/8137)	Support individuals during the last days of life (F/503/8685)
Lead positive behavioural support (K/602/2572)	Implement the positive behavioural support model (T/601/9738)
Implement the positive behavioural support model (T/601/9738)	Lead positive behavioural support (K/602/2572)
Independent Mental Capacity Advocacy (F/502/3295)	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy

Source Unit	Target Units
	Management (L/502/3297)
	Providing Independent Advocacy to Adults (R/502/3298)
	Independent Advocacy with Children and Young People (Y/502/3299)
Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Advocacy to Adults (R/502/3298)
	Independent Advocacy with Children and Young People (Y/502/3299)
Independent Mental Health Advocacy (J/502/3296)	Independent Mental Capacity Advocacy (F/502/3295)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Providing Independent Advocacy Management (L/502/3297)
	Independent Advocacy with Children and Young People (Y/502/3299)
	Providing Independent Advocacy to Adults (R/502/3298)
Providing Independent Advocacy Management (L/502/3297)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Providing Independent Advocacy to Adults (R/502/3298)
	Independent Advocacy with Children and Young People (Y/502/3299)
Providing Independent Advocacy to Adults (R/502/3298)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Mental Capacity

Source Unit	Target Units
	Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Independent Advocacy with Children and Young People (Y/502/3299)
Independent Advocacy with Children and Young People (Y/502/3299)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Advocacy to Adults (R/502/3298)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 900 hours.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 586.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered'.* This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive   www.hse.gov.uk

Office of Qualifications and Examinations Regulation   www.ofqual.gov.uk

Register of Regulated Qualifications   http://register.ofqual.gov.uk

Health and Safety Executive NI   https://www.hseni.gov.uk/

Skills for Care and Development
http://www.skillsforcareanddevelopment.org.uk/home/home.aspx

Skills for Health http://www.skillsforhealth.org.uk/

information and advice on careers within the health sector www.nhscareers.nhs.uk/

Skills for Care and Development (information on new residential childcare qualifications)
http://www.skillsforcareanddevelopment.org.uk/Newsandevents/news_from_england.aspx

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency http://skillsfundingagency.bis.gov.uk/ for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy https://www.economy-ni.gov.uk/ or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units of assessment

Mandatory Unit – Unit 1

Title:	Use and develop systems that promote communication F/602/2335
Level:	5
Credit value:	3
Guided learning hours:	24
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to address the range of communication requirements in own role	1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role
	1.2 Explain how to support effective communication within own job role
	1.3 Analyse the barriers and challenges to communication within own job role
	1.4 Implement a strategy to overcome communication barriers
	1.5 Use different means of communication to meet different needs
2 Be able to improve communication systems and practices that support positive outcomes for individuals	2.1 Monitor the effectiveness of communication systems and practices
	2.2 Evaluate the effectiveness of existing communication systems and practices
	2.3 Propose improvements to communication systems and practices to address any shortcomings
	2.4 Lead the implementation of revised communication systems and practices
3 Be able to improve communication systems to	3.1 Use communication systems to promote partnership working

		3.2	Compare the effectiveness of different communications systems for partnership working
	support 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

Assessment 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.

Unit 2

Title:	Promote professional development
	L/602/2578
Level:	4
Credit value:	4
Guided learning hours:	33

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand principles of professional development	1.1	Explain the importance of continually improving knowledge and practice
		1.2	Analyse potential barriers to professional development
		1.3	Compare the use of different sources and systems of support for professional development
		1.4	Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date
2	Be able to prioritise goals and targets for own professional development	2.1	Evaluate own knowledge and performance against standards and benchmarks
		2.2	Prioritise development goals and targets to meet expected standards
3	Be able to prepare a professional development plan	3.1	Select learning opportunities to meet development objectives and reflect personal learning style
		3.2	Produce a plan for own professional development, using an appropriate source of support
		3.3	Establish a process to evaluate the effectiveness of the plan
4	Be able to improve performance through reflective practice	4.1	Compare models of reflective practice
		4.2	Explain the importance of reflective practice to

			improve performance
		4.3	Use reflective practice and feedback from others to improve performance
		4.4	Evaluate how practice has been improved through: – reflection on best practice – reflection on failures and mistakes

Assessment 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.

Unit 3

Title:	Champion equality, diversity and inclusion Y/602/3183
Level:	5
Credit value:	4
Guided learning hours:	34

Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Understand diversity, equality and inclusion in own area of responsibility	1.1	Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility
		1.2	Analyse the potential effects of barriers to equality and inclusion in own area of responsibility
		1.3	Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility
2	Be able to champion diversity, equality and inclusion	2.1	Promote equality, diversity and inclusion in policy and practice
		2.2	Challenge discrimination and exclusion in policy and practice
		2.3	Provide others with information about: – the effects of discrimination – the impact of inclusion – the value of diversity
		2.4	Support others to challenge discrimination and exclusion
3	Understand how to develop systems and processes that promote diversity, equality and inclusion	3.1	Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion
		3.2	Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
		3.3	Propose improvements to address gaps 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

Assessment 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

Title:	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings K/602/3172	
Level:	5	
Credit value:	5	
Guided learning hours:	33	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1	Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings	1.1	Explain the legislative framework for health, safety and risk management in the work setting
		1.2	Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements
2	Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings	2.1	Demonstrate compliance with health, safety and risk management procedures
		2.2	Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work
		2.3	Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with
		2.4	Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements
3	Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's	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

	settings	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
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

Assessment requirements: Others may include:

• Self

• Workers / Practitioners

• Carers

• Significant others

• Visitors to the work setting

• Inspectors / Regulators

An Individual is someone accessing care or support.

Unit 5

Title:	Work in partnership in health and social care or children and young people's settings A/602/3189
Level:	4
Credit value:	4
Guided learning hours:	26

Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Understand partnership working	1.1	Identify the features of effective partnership working
		1.2	Explain the importance of partnership working with – Colleagues – Other professionals – Others
		1.3	Analyse how partnership working delivers better outcomes
		1.4	Explain how to overcome barriers to partnership working
2	Be able to establish and maintain working relationships with colleagues	2.1	Explain own role and responsibilities in working with colleagues
		2.2	Develop and agree common objectives when working with colleagues
		2.3	Evaluate own working relationship with colleagues
		2.4	Deal constructively with any conflict that may arise with colleagues
3	Be able to establish and maintain working relationships with other professionals	3.1	Explain own role and responsibilities in working with other professionals
		3.2	Develop procedures for effective working relationships with other professionals
		3.3	Agree common objectives when working with other

			professionals within the boundaries of own role and responsibilities
		3.4	Evaluate procedures for working with other professionals
		3.5	Deal constructively with any conflict that may arise with other professionals
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
Assessment 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.			

Unit 6

Title:	Undertake a research project within services for health and social care or children and young people J/602/3499
Level:	5
Credit value:	10
Guided learning hours:	80

Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Be able to justify a topic for research within services for health and social care or children and young people	1.1	Identify the area for the research project
		1.2	Develop the aims and objectives of the research project
		1.3	Explain ethical considerations that apply to the area of the research project
		1.4	Complete a literature review of chosen area of research
2	Understand how the components of research are used	2.1	Critically compare different types of research
		2.2	Evaluate a range of methods that can be used to collect data
		2.3	Identify a range of tools that can be used to analyse data
		2.4	Explain the importance of validity and reliability of data used within research
3	Be able to conduct a research project within services for health and social care or children and young people	3.1	Identify sources of support whilst conducting a research project
		3.2	Formulate a detailed plan for a research project
		3.3	Select research methods for the project
		3.4	Develop research questions to be used within project
		3.5	Conduct the research using identified research

			methods
		3.6	Record and collate data
4	Be able to analyse research findings	4.1	Use data analysis methods to analyse the data
		4.2	Draw conclusions from findings
		4.3	Reflect how own research findings substantiate initial literature review
		4.4	Make recommendations related to area of research
		4.5	Identify potential uses for the research findings within practice
Assessment requirements: Unit to be assessed in line with the Skills for Care and Development Assessment Principles			

Title:	Lead and manage a team within a health and social care or children and young people's setting H/602/3171
Level:	6
Credit value:	7
Guided learning hours:	46

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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

Assessment requirements: Others may include:
• Workers / Practitioners
• Carers
• Significant others
• Other professionals
• People who use services

Unit 8

Title:	Develop professional supervision practice in health and social care or children and young people's work settings M/602/3187
Level:	5
Credit value:	5
Guided learning hours:	39
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes		Assessment criteria	
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
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
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

Assessment 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.

Unit 9

Title:	Understand children and young person's development F/601/9449	
Level:	5	
Credit value:	6	
Guided learning hours:	30	
Learning outcomes The learner will:	Assessment criteria The learner can:	
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
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
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 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

Assessment requirements:

The unit need to be assessed in line with the SfC&D Assessment Principles

Title:	Lead practice that supports positive outcomes for child and young person development
	J/601/9369
Level:	5
Credit value:	6
Guided learning hours:	36

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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

Assessment requirements:

LO 2, 3, 4, 5 and 6 must be assessed in real work environment

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Unit 11

Title:	Lead practice in promoting the well being and resilience of children and young people J/602/2577
Level:	5
Credit value:	8
Guided learning hours:	53

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how different approaches to promoting positive well being and resilience in children and young people impact on practice	1.1	Explain the importance of well being 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 well being and resilience of children and young people
2.	Be able to lead practice in supporting children and young people's well being 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 well being and resilience
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 well being 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 well being 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
5.	Be able to lead the development of practice with children or young people to promote their well being and resilience	5.1	Develop methods of evaluating own practice in promoting children or young people's well being and resilience
		5.2	Develop methods of evaluating organisational practice in promoting children or young people's well being and resilience
		5.3	Lead others in practice that supports solution focused approaches for supporting children or young people's well being and resilience
		5.4	Lead others in developing areas of practice that promote children or young people's well being and resilience

Assessment 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.

Title:	Develop and implement policies and procedures to support the safeguarding of children and young people A/601/9370	
Level:	5	
Credit value:	6	
Guided learning hours:	26	
Learning outcomes The learner will:	Assessment criteria The learner can:	
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
3. Be able to implement policies and procedures for safeguarding	3.1	Support the implementation of policies and procedures for safeguarding children and young

	children and young people		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 well being and resilience supports the safeguarding of children and young people
		4.2	Review how children or young people's resilience and well being are supported in own work setting
		4.3	Support others to understand the importance of well being and resilience in the context of safeguarding

Assessment requirements:

This unit must be assessed in line with the Skills for Care and Development Assessment Principles

Unit 13

Title:	Lead and manage group living for children
	A/602/3175
Level:	5
Credit value:	6
Guided learning hours:	43

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the legal, policy, rights and theoretical framework for group living for children and young people	1.1	Review current theoretical approaches to group living provision for children and young people
	1.2	Explain the legislative and rights frameworks that underpin work with children and young people in a group living provision
	1.3	Analyse the impact of current policies, regulations and legislation on group living provision for children and young people
	1.4	Describe how the frameworks are used to improve the life chances and outcomes of children and young people in group living provision
2. Be able to lead the planning, implementation and review of daily living activities for children and young people	2.1	Support others to plan and implement daily living activities that meet the needs, preferences and aspirations of children and young people
	2.2	Develop systems to ensure children and young people are central to decisions about their daily living activities
	2.3	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 children and young people
	3.2	Ensure that children and young people are supported to maintain and develop relationships from inside or outside the group living environment
	3.3	Demonstrate effective approaches to resolving any conflicts and tensions in group living
4. Be able to manage a positive	4.1	Explain how the physical environment and ethos of the group living environment can promote the well-

	group living environment		being of children and young people
		4.2	Evaluate the effects of the working schedules and patterns on a group living environment
		4.3	Recommend changes to working schedules and patterns as a result of evaluation
		4.4	Develop a workforce development plan for the group living environment
		4.5	Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with children and young people
		4.6	Use appropriate methods to raise staff awareness of the group dynamics in a group living environment
		4.7	Review the effectiveness of approaches to resource management in maintaining a positive group living environment
5.	Be able to safeguard children and young people in a group living environment	5.1	Implement systems to protect children and young people in a group living environment from risk of harm or abuse
		5.2	Review systems against legislation, policies and procedures and key messages from research and child protection inquiries for a group living environment

Assessment requirements:

Well-being means a subjective state of being content and healthy.

Title:	Develop procedures and practice to respond to concerns and complaints J/602/2336	
Level:	5	
Credit value:	6	
Guided learning hours:	40	
Learning outcomes The learner will:	**Assessment criteria** The learner can:	
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
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

Assessment 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

Unit 15

Title:	Recruitment and selection within health and social care or children and young people's settings R/602/2338
Level:	4
Credit value:	3
Guided learning hours:	26

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
3	Be able to participate in the selection process in health and social care or children's and young	3.1	Use agreed methods to assess candidates
		3.2	Use agreed criteria to select candidates

	people's settings	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
Assessment requirements: This unit is subject to the requirements set out in the Skills for Care and Development's Assessment Principles Learning outcomes 2, 3, and 4 must be assessed in the work setting.			

Title:	Facilitate the development of effective group practice in health and social care or children and young people's settings
	Y/602/2339
Level:	5
Credit value:	6
Guided learning hours:	42

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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

Assessment 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.

Title:		Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings L/602/2547	
Level:		5	
Credit value:		6	
Guided learning hours:		43	
Learning outcomes The learner will:		Assessment criteria The learner can:	
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
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
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

Assessment 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.

Unit 18

Title:	Manage induction in health and social care or children and young people's settings T/602/2574
Level:	4
Credit value:	3
Guided learning hours:	21

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
3.	Be able to support the implementation of induction processes in health, social	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
	care and children and young people's work settings	3.3	Obtain feedback from others on practitioner's 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
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

Assessment requirements: This unit is subject to the requirements set out in the Skills for Care and Development's Assessment Principles.

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

Unit 19

Title:	Facilitate change in health and social care or children and young people's settings
	F/602/2612
Level:	5
Credit value:	6
Guided learning hours:	42

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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.

Assessment requirements: Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles" plus any specific information on the unit template

Title:	Manage an inter-professional team in a health and social care or children and young people's setting
	L/602/2743
Level:	6
Credit value:	7
Guided learning hours:	48

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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 setting	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
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
4.	Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting	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 setting	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
Assessment requirements: Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles plus any specific information on the unit template			

Title:	Manage finance within own area of responsibility in health and social care or children and young people's setting T/602/2753	
Level:	4	
Credit value:	4	
Guided learning hours:	31	
Learning outcomes The learner will:	Assessment criteria The learner can:	
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
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
Assessment requirements: Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles plus any specific information on the unit template			

Unit 22

Title:	Manage quality in health and social care or children and young people's setting R/602/2758
Level:	5
Credit value:	5
Guided learning hours:	36

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the context of quality assurance in a health and social care or children and young people's setting	1.1	Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting
		1.2	Analyse how quality standards influence positive outcomes for individuals
		1.3	Evaluate a range of methods that can be used to measure the achievement of quality standards
2.	Be able to implement quality standards in a health and social care or children and young people's setting	2.1	Work with team members and others to: – agree quality standards for the service – select indicators to measure agreed standards – identify controls to support the achievement of agreed standards
		2.2	Develop systems and processes to measure achievement of quality standards
		2.3	Support team members to carry out their roles in implementing quality controls
		2.4	Explain how quality assurance standards relate to performance management
3.	Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting	3.1	Support team members to carry out their roles in monitoring quality indicators
		3.2	Use selected indicators to evaluate the achievement of quality standards
		3.3	Work with others to identify: – areas of best practice – areas for improvement

		3.4	Work with others to develop an action plan to improve quality of service

Assessment requirements:

"Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles" plus any specific information on the unit template

Title:	Develop and evaluate operational plans for own area of responsibility Y/600/9588	
Level:	5	
Credit value:	6	
Guided learning hours:	25	
Learning outcomes The learner will:	Assessment criteria The learner can:	
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
Assessment requirements: N/A		

Unit 24

Title:	Manage physical resources
	K/600/9711
Level:	4
Credit value:	3
Guided learning hours:	25

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
4.	Be able to monitor and review the quality and usage of resources in	4.1	Monitor the quality of resources against required specifications

	own area of responsibility	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.
Assessment requirements: N/A			

Unit 25

Title:	Understand partnership working
	T/602/3188
Level:	4
Credit value:	1
Guided learning hours:	7
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes		Assessment criteria	
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
Assessment requirements: N/A			

Unit 26

Title:	Understand how to manage a team D/602/3170
Level:	4
Credit value:	3
Guided learning hours:	20

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
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

Assessment requirements:

Models may include:

• Team development activities

• Induction into a new team

Approaches may include groups such as quality circles

Title:	Understanding professional supervision practice H/602/3185	
Level:	4	
Credit value:	3	
Guided learning hours:	22	
Learning outcomes The learner will:	Assessment criteria The learner can:	
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
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

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

Title:	Understand the process and experience of dementia J/601/3538
Level:	3
Credit value:	3
Guided learning hours:	22

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
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

Assessment requirements: This unit is subject to the requirements set out in the Skills for Care and Development's assessment principles.

Title:	Understand Physical Disability J/601/6150
Level:	3
Credit value:	3
Guided learning hours:	22

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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
Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles			

Title:	Understand the impact of Acquired Brain Injury on individuals Y/601/6167	
Level:	3	
Credit value:	3	
Guided learning hours:	28	
Learning outcomes The learner will:	Assessment criteria The learner can:	
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
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
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

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

Unit 31

Title:	Understand Sensory Loss M/601/3467
Level:	3
Credit value:	3
Guided learning hours:	21

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
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
Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles			

Unit 32

Title:	Principles of supporting individuals with a learning disability regarding sexuality and sexual health A/601/6274
Level:	3
Credit value:	3
Guided learning hours:	21

Learning outcomes The learner will:		Assessment criteria The learner can:	
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 well-being and how this relates to an individual's overall health and well-being
		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
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
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles			

Unit 33

Title:	Understand Advance Care Planning A/503/8135
Level:	3
Credit value:	3
Guided learning hours:	25

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
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
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
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles			

Unit 34

Title:	Understand how to support individuals during the last days of life J/503/8137
Level:	3
Credit value:	3
Guided learning hours:	28

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
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	4.1	Explain national guidelines, local policies and procedures relating to care after death

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

Unit 35

Title:	End of life and dementia care
	F/503/8704
Level:	3
Credit value:	2
Guided learning hours:	20

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.			

Title:	Manage domiciliary services
	L/602/2337
Level:	5
Credit value:	6
Guided learning hours:	39

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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 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
4	Be able to supervise and support practitioners in order to promote	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
	individual's needs and preferences in domiciliary services	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
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 should be taken when practitioners do not comply with agreed ways of working

Assessment 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.

Title:	Lead the management of transitions
	F/602/2853
Level:	5
Credit value:	4
Guided learning hours:	29

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the impact of change and transitions on the well being of individuals	1.1	Explain ways in which transitions and significant life events affect individuals' well being
		1.2	Analyse how theories on change inform approaches to the management of transitions
		1.3	Explain the concept of resilience in relation to transitions and significant life events
		1.4	Analyse the factors that affect individuals' ability to manage transitions and changes
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
Assessment requirements: 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

Title:	Lead positive behavioural support
	K/602/2572
Level:	7
Credit value:	10
Guided learning hours:	75

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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	4.1	Identify and define with others the early warning

	secondary prevention strategies		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
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
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

Assessment 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.

Unit 39

Title:	Develop provision for family support
	K/602/3074
Level:	5
Credit value:	5
Guided learning hours:	33

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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	Be able to implement provision for family support
		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

Assessment requirements:

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

LO 2, 3 and 4 must be assessed in a real work environment

Title:	Lead support for disabled children and young people and their carers
	M/602/2380
Level:	6
Credit value:	8
Guided learning hours:	57

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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

Assessment requirements:

Assessment of this unit must comply with the Skills for Care and Development Assessment Principles.

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

Title:	Lead active support
	H/601/7354
Level:	5
Credit value:	5
Guided learning hours:	35

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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 given constructive feedback to others on their positive interaction with individuals
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	4.1	Demonstrate how others are supported to review and revise the quality of support provided to

	individuals' quality of life		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

Assessment requirements:

Unit be assessed in line with the Skills for Care and Development Assessment Principles.

LO 2, 3, and 4 must be assessed in real work environment

Title:	Active support: lead interactive training K/601/7355
Level:	5
Credit value:	4
Guided learning hours:	30

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
4.	Be able to provide support to improve the performance of	4.1	Give constructive feedback to others on their performance, using a structured format

others	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

Assessment requirements:

Unit must be assessed in line with the Skills for Care and Development Assessment Principles.

LO 2, 3, and 4 must be assessed in real work environment.

Title:	Promote access to healthcare for individuals with learning disabilities J/601/5645	
Level:	5	
Credit value:	6	
Guided learning hours:	44	
Learning outcomes The learner will:	Assessment criteria The learner can:	
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
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
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 individual's
		5.4	Evaluate the impact of systems in meeting individual's 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
Assessment requirements: See 'Guidance for developing assessment arrangements for the unit'			

Title:	Promote good practice in the support of individuals with autistic spectrum conditions
	A/601/5318
Level:	5
Credit value:	7
Guided learning hours:	53

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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, focussing 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

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 maximize 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
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
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles Learning Outcomes 3, 4 and 5 must be assessed in a real work environment			

Title:	Support families who are affected by Acquired Brain Injury M/601/5817
Level:	3
Credit value:	3
Guided learning hours:	30

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
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	4.1	Assess with primary carers the support they require
		4.2	Agree with the primary carer a plan of support

	primary caring role	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

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

Learning outcomes 4 and 5 must be assessed in a real work environment.

Title:	Support families who have a child with a disability
	D/601/5750
Level:	3
Credit value:	3
Guided learning hours:	23

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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

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

Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Title:	Support the development of community partnerships		
	M/601/9494		
Level:	4		
Credit value:	5		
Guided learning hours:	33		
Learning outcomes The learner will:	Assessment criteria The learner can:		
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	
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	Be able to contribute to the running of community partnerships	
		5.2	Support the community partnership to operate effectively	
		5.3	Describe ways to support the partnership when a member disengages	
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	

Assessment 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.

Title:	Support individuals to access housing and accommodation services
	K/601/7906
Level:	3
Credit value:	4
Guided learning hours:	24

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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
Assessment 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.			

Unit 49

Title:	Support individuals at the end of life
	T/601/9495
Level:	3
Credit value:	7
Guided learning hours:	53

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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 well-being may not always relate to their terminal condition
3	Understand advance care planning in relation to end of life care	3.1	Describe the benefits to an individual of having as much control as possible over their end of life care
		3.2	Explain the purpose of advance care planning in relation to end of life care
		3.3	Describe own role in supporting and recording decisions about advance care planning
		3.4	Outline ethical and legal issues that may arise in relation to advance care planning
4	Be able to provide support to individuals and key people during	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
	end of life care	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 well-being 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 well-being
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	7.1	Identify when support would best be offered by

	individual or key people from the wider team		other members of the team
		7.2	Liaise with other members of the team to provide identified support for the individual or key people
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
Assessment 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.			

Unit 50

Title:	Work with families, carers and individuals during times of crisis F/601/9029
Level:	4
Credit value:	5
Guided learning hours:	35

Learning outcomes The learner will:		Assessment criteria The learner can:	
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, carer 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
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

Assessment 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

Unit 51

Title:	Implement the positive behavioural support model
	T/601/9738

| Level: | 4 |

| Credit value: | 8 |

| Guided learning hours: | 61 |

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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	Explain how Active Support can help prevent challenging behaviour by improving an individual's quality of life
		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
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
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

Assessment requirements:

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

LOs 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess ACs 6.2, 8.5 and 9.5 if real wok assessment is not possible.

Title:	Support individuals to access education, training or employment H/601/3546
Level:	4
Credit value:	4
Guided learning hours:	31

Learning outcomes The learner will:		Assessment criteria The learner can:	
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 well being 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
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
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

Assessment requirements:

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

Learning Outcomes 4, 5 and 6 must be assessed in real work environment

Unit 53

Title:	Promote awareness of sensory loss
	M/601/5249
Level:	5
Credit value:	3
Guided learning hours:	19

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
		2.2	Support others to carry out the agreed actions
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
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles			

Unit 54

Title:	Support the use of assistive technology
	H/601/5250
Level:	5
Credit value:	4
Guided learning hours:	31

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
Assessment requirements:			

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

Unit 55

Title:	Explore models of disability
	K/601/5251
Level:	5
Credit value:	5
Guided learning hours:	32

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles			

Unit 56

Title:	Support individuals with sensory loss with communication M/601/5252
Level:	5
Credit value:	5
Guided learning hours:	37
Learning outcomes The learner will:	Assessment criteria The learner can:

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
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

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

Unit 57

Title:	Support individuals with multiple conditions and/or disabilities T/601/5253
Level:	5
Credit value:	5
Guided learning hours:	34

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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 an 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

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

Title:	Support children's speech, language and communication
	T/600/9789
Level:	3
Credit value:	4
Guided learning hours:	30

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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

Assessment requirements:

Learning Outcomes 3 and 4 must be assessed in a real work environment.

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

Unit 59

Title:	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage F/600/9777
Level:	4
Credit value:	5
Guided learning hours:	40
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes		Assessment criteria	
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 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
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
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
Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles			

Unit 60

Title:	Independent Mental Capacity Advocacy
	F/502/3295
Level:	4
Credit value:	12
Guided learning hours:	35

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
2.	Provide Independent Mental Capacity Advocacy (IMCA)	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
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
5.	Work with people who lack capacity	5.1	Use a range of methods to communicate with of 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.	Work with accommodation and care review referrals	6.1	Research information and establish options
		6.2	Evaluate the differences and similarities in a range of types of accommodation

		6.3	Identify a range of possible care packages to enable people to stay at home
		6.4	Assess the suitability of types of accommodation to individuals
		6.5	Assess the impact the decision will have on the individual
		6.6	Use a range of information sources to suggest alternative courses of action
		6.7	Explain the function of a range of regulatory bodies
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 medical treatments
		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 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
9.	Construct an IMCA 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

Assessment requirements:

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

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 independent advocacy.

Required sources of performance and knowledge evidence:

Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate 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 candidate's performance can be established.

• Work products

• Professional discussion

• Candidate/ reflective accounts

• Questions asked by assessors

- Witness testimonies

- Projects/Assignments/RPL

- Case studies

Title:	Independent Mental Health Advocacy J/502/3296	
Level:	4	
Credit value:	7	
Guided learning hours:	35	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Know how Mental Health legislation affects IMHA qualifying patients	1.1	Explain key principles of Mental Health legislation
	1.2	Analyse powers within the Mental Health Act 1983
	1.3	Use the Mental Health Act 1983 to explain the process of compulsion
	1.4	Research a range of safeguards enshrined within the Mental Health Act 1983
2. Provide Independent Mental Health Advocacy (IMHA)	2.1	Use the Mental Health Act 1983 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 1983
	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 1983
	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 e environment can impact on individuals
3.	Respond to requests for IMHA support	3.1	Identify a range of people who can refer to the IMHA service
		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
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 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
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

Assessment requirements:

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

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 independent advocacy.

Required sources of performance and knowledge evidence:

Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate 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 candidate's performance can be established.

• Work products

• Professional discussion

• Candidate/ reflective accounts

• Questions asked by assessors

• Witness testimonies

• Projects/Assignments/RPL

• Case studies

Unit 62

Title:	Providing Independent Advocacy Management
	L/502/3297
Level:	4
Credit value:	11
Guided learning hours:	35
Learning outcomes The learner will:	Assessment criteria The learner can:
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
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 opportunities to involve service users
		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
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

Assessment requirements:

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

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 independent advocacy.

Required sources of performance and knowledge evidence:

Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate 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 candidate's performance can be established.

• Work products

• Professional discussion

• Candidate/ reflective accounts

• Questions asked by assessors

• Witness testimonies

• Projects/Assignments/RPL

• Case studies

Unit 63

Title:	Providing Independent Advocacy to Adults R/502/3298
Level:	4
Credit value:	5
Guided learning hours:	35

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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

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
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

Assessment requirements:

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

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 independent advocacy.

Required sources of performance and knowledge evidence:

Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to

evidence some part of this unit.

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate 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 candidate's performance can be established.

• Work products

• Professional discussion

• Candidate/ reflective accounts

• Questions asked by assessors

• Witness testimonies

• Projects/Assignments/RPL

• Case studies

Unit 64

Title:	Independent Advocacy with Children and Young People
	Y/502/3299
Level:	4
Credit value:	7
Guided learning hours:	35

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Provide Independent Advocacy support to children and young people	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
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 entitle 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 Advocate
		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
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 their 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
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

Assessment requirements:

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

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 independent advocacy.

Required sources of performance and knowledge evidence:

Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace

who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate 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 candidate's performance can be established.

• Work products

• Professional discussion

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• Questions asked by assessors

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• Projects/Assignments/RPL

• Case studies

Unit 65

Title:	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards F/502/3300
Level:	4
Credit value:	5
Guided learning hours:	35

Learning outcomes The learner will:		Assessment criteria The learner can:	
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 body and supervisory authority 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
2.	Provide the statutory IMCA DOLS 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 interests.
		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
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

Assessment requirements:

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

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 independent advocacy.

Required sources of performance and knowledge evidence:

Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate 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 candidate's performance can be established.

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• Projects/Assignments/RPL

• Case studies

Unit 66

Title:	Recognise indications of substance misuse and refer individuals to specialists M/601/0648	
Level:	3	
Credit value:	4	
Guided learning hours:	24	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Recognise indications of substance misuse	1.1	Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents)
	1.2	Identify possible indications of substance misuse (eg physical, behavioural, social and 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
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
Assessment requirements: Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.			

Title:	Identify and act upon immediate risk of danger to substance misusers D/501/0585	
Level:	3	
Credit value:	4	
Guided learning hours:	24	
Learning outcomes The learner will:	Assessment criteria The learner can:	
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 (a) overdose (b) 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
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. (a) calming the individual, if the individual is in

			an agitated state, if safe to do so (b) 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.
Assessment requirements: Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.			

Unit 68

Title:	Understand professional management and leadership in health and social care or children and young people's settings F/504/2218
Level:	5
Credit value:	6
Guided learning hours:	50

Learning outcomes The learner will:		Assessment criteria The learner can:	
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
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

Assessment requirements:

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

Unit 69

Title:	Lead and manage practice in dementia care
Level:	5
Credit value:	6
Guided learning hours:	41
Learning outcomes The learner will:	Assessment criteria The learner can:

	Learning outcomes		Assessment criteria
1	Understand current policy and practice guidance for dementia care	1.1	Analyse how current policy and practice guidance underpin service provision in dementia care
		1.2	Explain why a person centred approach is the benchmark for practice in dementia care
2	Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families	2.1	Support others to develop an understanding of the causes of dementia syndrome
		2.2	Support others to develop an understanding of the impact of early onset dementia on individuals and their families
		2.3	Support others to develop an understanding of the impact on the individuals with dementia and their families of: - diagnosis - treatment of dementia
3	Be able to lead practice that promotes the well-being of individuals with dementia	3.1	Manage a service that demonstrates a person centred approach
		3.2	Lead practice that supports staff to explore the stories and histories of individuals
		3.3	Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia
		3.4	Lead practice that supports staff to influence changes to the physical environment that meet the needs of individuals with dementia
		3.5	Lead practice that supports staff to influence changes to the social environment that meet the needs of individuals with dementia

		3.6	Lead practice that supports staff to interact with individuals with dementia
		3.7	Manage the ongoing assessment of the needs of individuals with dementia using a range of methods
		3.8	Support staff to contribute to care plans that reflect a person centred approach
4	Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia	4.1	Lead practice that supports staff to evaluate the impact on carers of supporting an individual with dementia
		4.2	Lead practice that supports staff to work in partnership with carers
		4.3	Lead practice that supports staff to involve carers in assessment and care planning
		4.4	Explain how to support staff to resolve conflicts with carers
5	Be able to support staff to deliver dementia care	5.1	Evaluate the potential impact on staff when supporting an individual with dementia
		5.2	Implement strategies to support staff who are delivering dementia care
		5.3	Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills for dementia care
6	Be able to develop own practice in leading the delivery of dementia care	6.1	Reflect on own practice in leading and managing the delivery of dementia care
		6.2	Develop plan to improve own practice in leading and managing dementia care
Assessment requirements: This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.			

Title:	Support the spiritual wellbeing of individuals
	M/503/8133
Level:	3
Credit value:	3
Guided learning hours:	26

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of **spirituality** for individuals	1.1	Outline different ways in which spirituality can be defined
		1.2	Define the difference between spirituality and religion
		1.3	Describe different aspects of spirituality
		1.4	Explain how spirituality is an individual experience
		1.5	Explain how spirituality defines an individual's identity
		1.6	Outline the links between spirituality, faith and religion
		1.7	Explain how an individual's current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion
2.	Be able to assess the spiritual needs of an individual	2.1	Support the **individual** to identify their spiritual needs and how and by whom these can be addressed
		2.2	Identify how an individual's emphasis on spirituality may vary at different stages of their life experience
		2.3	Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan
3.	Understand the impact of values and beliefs on own and an individual's spiritual wellbeing	3.1	Analyse how your own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing
		3.2	Identify how the values and beliefs of **others** may impact on the individual

		3.3	Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others
4.	Be able to support individuals' spiritual wellbeing	4.1	Access resources and information to support the individual's spiritual wellbeing
		4.2	Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
		4.3	Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing
		4.4	Support the individual to participate in their chosen activities to support their spiritual wellbeing
		4.5	Access any additional expertise required to meet the individual's spiritual needs
		4.6	Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual

Assessment requirements:

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

Unit 71

Title:	Support individuals during the last days of life
	F/503/8685
Level:	4
Credit value:	5
Guided learning hours:	33

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the impact of the last days of life on the individual and others	1.1	Describe psychological aspects of the dying phase for the **individual** and **others**
		1.2	Analyse the impact of the last days of life on the relationships between individuals and others
2	Understand how to respond to common symptoms in the last days of life	2.1	Describe the common signs of approaching death
		2.2	Explain how to minimise the **distress** of symptoms related to the last days of life
		2.3	Describe appropriate comfort measures in the final hours of life
		2.4	Explain the circumstances when life-prolonging treatment can be stopped or withheld
		2.5	Identify the signs that death has occurred
3	Be able to support individuals and others during the last days of life	3.1	Demonstrate a **range of ways** to enhance an individual's well- being during the last days of life
		3.2	Work in partnership with others to support the individual's well-being
		3.3	Describe how to use a **range of tools for end of life care** according to agreed ways of working
		3.4	Support others to understand the process following death according to **agreed ways of working**
4	Be able to respond to changing needs of an individual during the last days of life	4.1	Explain the importance of following the individual's advance care plan in the last days of life
		4.2	Record the changing needs of the individual during the last days of life according to agreed ways of working

		4.3	Support the individual when their condition changes according to agreed ways of working
5	Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	5.1	Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working
		5.2	Provide care for the individual after death according to national guidelines, local policies and procedures
		5.3	Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care
		5.4	Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
		5.5	Explain ways to support others immediately following the death of the individual
6	Be able to manage own feelings in relation to an individual's dying or death	6.1	Identify ways to manage own feelings in relation to an individual's death
		6.2	Use support systems to manage own feelings in relation to an individual's death
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.			

| Title: | Lead and manage end of life care services |
| | T/503/8134 |

| Level: | 5 |

| Credit value: | 7 |

| Guided learning hours: | 45 |

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to apply current legislation and policy in end of life care in order to develop end of life services	1.1	Summarise current legislation relating to the provision of best practice **end of life care services**
		1.2	Apply local and national policy guidance for end of life care to the setting in which you work
		1.3	Analyse legal and ethical issues relating to decision making at end of life
		1.4	Explain how issues of mental capacity could affect end of life care
2	Understand current theory and practice underpinning end of life care	2.1	Describe the theoretical models of grief, loss and bereavement
		2.2	Explain how grief and loss manifest in the emotions of **individuals** who are dying and **others**
		2.3	Analyse how a range of **tools for end of life care** can support the individual and others
		2.4	Explain the pathway used by your local health authority
		2.5	Critically reflect on how the outcomes of national research can affect your workplace practices
3	Be able to lead and manage effective end of life care services	3.1	Explain the qualities of an effective leader in end of life care
		3.2	Manage own feelings and emotions in relation to end of life care, using a **range of resources** as appropriate
		3.3	Use effective communication to support individuals at end of life and others

		3.4	Use effective mediation and negotiation skills on behalf of the individual who is dying
		3.5	Ensure there are sufficient and appropriate resources to support the delivery of end of life care services
		3.6	Describe the possible role(s) of advocates in end of life care
		3.7	Manage palliative care emergencies according to the wishes and preferences of the individual
		3.8	Use a range of tools for end of life care to measure standards through audit and after death analysis
4	Be able to establish and maintain key relationships to lead and manage end of life care	4.1	Identify key relationships essential to effective end of life care
		4.2	Analyse the features of effective partnership working within your work setting
		4.3	Implement shared decision making strategies in working with individuals at end of life and others
		4.4	Analyse how partnership working delivers positive outcomes for individuals and others
		4.5	Initiate and contribute to multi-disciplinary assessments
		4.6	Explain how to overcome barriers to partnership working
		4.7	Access specialist multi-disciplinary advice to manage complex situations
5	Be able to support staff and others in the delivery of excellence in the end of life care service	5.1	Describe how a shared vision for excellent end of life care services can be supported
		5.2	Implement strategies to empower staff involved in the delivery of end of life care to ensure positive outcomes for individuals and others
		5.3	Support others to use a range of resources as appropriate to manage own feelings when working in end of life care
		5.4	Support staff and others to comply with legislation, policies and procedures
		5.5	Support staff and others to recognise when mental capacity has reduced to the extent that others will

			determine care and treatment for the person at the end of life
		5.6	Access appropriate learning and development opportunities to equip staff and others for whom you are responsible
		5.7	Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care
		5.8	Provide feedback to staff on their practices in relation to end of life care
6	Be able to continuously improve the quality of the end of life care service	6.1	Analyse how reflective practice approaches can improve the quality of end of life care services
		6.2	Critically reflect on methods for measuring the end of life care service against national indicators of quality
		6.3	Use outcomes of reflective practice to improve aspects of the end of life care service
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's assessment principles.			

Unit 73

Title:	Lead a service that supports individuals through significant life events
	L/503/8138
Level:	5
Credit value:	4
Guided learning hours:	31
Learning outcomes	Assessment criteria
The learner will:	The learner can:

1.	Be able to implement organisational systems and procedures necessary to support individuals experiencing **significant life events**	1.1	Ensure systems and structures in your setting enable and demonstrate acceptance for cultural diversity, individual wishes, needs and preferences
		1.2	Ensure organisational systems and procedures uphold **person centred approaches**
		1.3	Implement organisational systems and procedures that ensure quality of service when supporting **individuals** experiencing significant life events
		1.4	Implement effective communication systems which promote open, sensitive and appropriate communication
		1.5	Implement reporting and recording systems which safeguard people you support in line with national and local agreed ways of working
		1.6	Ensure administrative arrangements for legal or financial issues are in line with legal requirements
		1.7	Describe how your organisational systems and procedures can respond to the particular and future needs, wishes and preferences of individuals experiencing significant life events
		1.8	Analyse how the service operates in ways which promote **active participation** for those you support, their families and carers
		1.9	Explain how to resolve tensions or conflicts that may arise for individuals experiencing significant life events, their families and carers
2.	Be able to ensure sufficient and appropriate resources to	2.1	Ensure appropriate staffing and skills levels that would be necessary to respond to individuals

	support individuals experiencing significant life events		experiencing significant life events
		2.2	Provide staff and **others** for whom you are responsible with appropriate learning opportunities to enable them to respond sensitively to individuals experiencing significant life events
		2.3	Identify specialist resources that may be required in supporting individuals experiencing significant life events
		2.4	Develop collaborative working partnerships with other key services and resources to support individuals experiencing significant life events
		2.5	Implement effective methods for sharing information with other services as appropriate
3.	Be able to ensure staff can respond to individuals experiencing significant life events	3.1	Support staff and others to accept and respect the emotions associated with major life changes and loss
		3.2	Support staff and others to accept and respond sensitively to individuals wishes, choices and spiritual needs
		3.3	Support staff to monitor individuals' emotional, behavioural, psychological or physical changes
		3.4	Support staff and others to communicate effectively in response to individuals experiencing significant life events
		3.5	Implement systems and procedures for staff to be able to seek additional guidance and information where they are faced with a situation which is outside of their own expertise
		3.6	Provide appropriate support systems for staff and others to help them to manage the impact of their work on their own emotional and physical needs

Assessment requirements:

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

Title:		Support individuals to stay safe from harm or abuse
		T/504/2202
Level:		3
Credit value:		4
Guided learning hours:		27
Learning outcomes The learner will:		Assessment criteria The learner can:
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
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

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

Assessment requirements:

Units need to be assessed in line with Skills for care and development Assessment Principles.

Title:	Provide support to adults who have experienced harm or abuse J/504/2205
Level:	4
Credit value:	5
Guided learning hours:	39

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

3.	Be able to support individuals who have experienced harm or abuse	3.1	Access information about how to support an individual who has experienced harm or abuse
		3.2	Work with an individual, agreed key people and others to establish what outcomes they want from safeguarding interventions
		3.3	Work with an individual, agreed key people and others to understand implications from harm and abuse
		3.4	Work with agreed key people and others to support an individual to deal with distress, fear and anxieties that may have been caused by harm or abuse
		3.5	Work with agreed key people and others to support an individual to develop positive coping strategies
		3.6	Seek support where the individual's behaviour gives cause for concern
		3.7	Use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experience
		3.8	Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse

Assessment requirements:

Units need to be assessed in line with Skills for care and development Assessment Principles

Unit 76

Title:	Assess the needs of carers and families
	T/504/2216
Level:	3
Credit value:	4
Guided learning hours:	28

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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

Assessment requirements:

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

Title:	Provide support to children or young people who have experienced harm or abuse F/504/2204	
Level:	4	
Credit value:	6	
Guided learning hours:	45	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the role of self and others when supporting children or young people who have experienced harm or abuse	1.1	Explain own role and responsibilities to children or young people who have experienced harm or abuse
	1.2	Explain the role and responsibilities of others to children or young people who have experienced harm or abuse
	1.3	Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse
2. Be able to support children or young people who disclose harm or abuse	2.1	Support a child or young person to gain understanding about: – who information of harm or abuse will be shared with – the reasons for sharing information of harm or abuse
	2.2	Support a child or young person to disclose, at their own pace, harm or abuse they have experienced
	2.3	Explain why it is important to respond calmly to disclosures of harm or abuse
	2.4	Communicate with a child or young person according to their level of development and understanding when they are disclosing harm or abuse
	2.5	Explain how to avoid actions or statements that could adversely affect the use of evidence in future

			investigations or in court
		2.6	Keep records about disclosures of harm or abuse that are detailed, accurate, timed, dated and signed
		2.7	Access support in situations that are outside your expertise, experience, role and responsibility
3.	Be able to support children or young people who have experienced harm or abuse	3.1	Access information about how to support a child or young person who has experienced harm or abuse
		3.2	Work with a child or young person, agreed key people and others to understand implications from harm and abuse
		3.3	Work with agreed key people and others to support a child or young person to deal with distress, fear and anxieties that may have been caused by harm or abuse
		3.4	Work with agreed key people and others to support a child or young person to develop positive coping strategies
		3.5	Seek support where a child or young person's behaviour gives cause for concern
		3.6	Use supervision to reflect on own support to a child or young person and any feelings about harm or abuse they have experienced
		3.7	Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse
4.	Be able to work with others to support the safe involvement of key people with children or young people who have experienced harm or abuse	4.1	Access information about limitations of involvement with a child or young person placed upon key people
		4.2	Work with others to ensure that limitations placed upon key people of their involvement with a child or young person are adhered to
		4.3	Support a child or young person to understand the reasons for limitations placed on key people for involvement in their lives
		4.4	Support a child or young person to gain understanding about why it is necessary to set and

		maintain safe, consistent and understandable boundaries for themselves and key people

Assessment requirements:

Units need to be assessed in line with Skills for care and development Assessment Principles

Title:		Understand the factors affecting older people
		D/504/2243
Level:		3
Credit value:		2
Guided learning hours:		17
Learning outcomes The learner will:		Assessment criteria The learner can:
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
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
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.			

Title:	Provide information about health and social care or children and young people's services
	Y/504/2239
Level:	3
Credit value:	3
Guided learning hours:	20

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to develop a plan to provide information about own organisation and its services	1.1	Work with others to establish the information to be provided to include: – purpose – target audience – accessibility – dissemination.
		1.2	Work with others to identify the resources required to provide information
		1.3	Produce a plan to provide information about own organisation and services
2.	Be able to provide information about own organisation and its services	2.1	Provide information about own organisation and its services for different audiences
		2.2	Provide information about own organisation and its services in accessible formats
		2.3	Provide opportunities for stakeholders to seek clarification about the information
3.	Be able to evaluate information provided to stakeholders	3.1	Clarify with stakeholders whether information: – has been received – has been understood – meets their information needs.
		3.2	Support stakeholders to identify improvements that can be made to information
		3.3	Use feedback to make recommendations for changes to information

Assessment requirements:

This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles

Unit 80

Title:	Lead and manage infection prevention and control within the work setting
	Y/504/2208
Level:	5
Credit value:	6
Guided learning hours:	38

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand current infection prevention and control policies, procedures and practices	1.1	Summarise national and local policies for infection prevention and control
		1.2	Evaluate how policies, procedures and practices in own work setting meet infection prevention and control regulatory requirements
		1.3	Explain role and responsibilities in relation to infection prevention and control
2.	Be able to lead the implementation of policies and procedures for infection prevention and control	2.1	Analyse the differences between applying infection prevention policies and procedures in an individual's own home to that of a residential care setting
		2.2	Explain how to ensure a proportionate approach to the implementation of policies and procedures in a range of settings
		2.3	Communicate policies and procedures for infection prevention and control to others within the work setting
		2.4	Allocate roles and responsibilities to meet infection prevention and control procedures within own work setting
		2.5	Manage compliance with procedures for infection prevention and control
		2.6	Explain actions to take when infection prevention and control procedures and practices are not being complied with
3.	Be able to manage the exchange of information about infections	3.1	Explain why it is important to share information with others
		3.2	Provide information on infections to others

		3.3	Manage processes for the exchange of information about infection between others
		3.4	Manage systems for keeping records of suspected or diagnosed infections
4.	Be able to lead the practice of infection prevention and control	4.1	Explain why infection prevention and control practice should be included in: – job descriptions – performance management
		4.2	Support staff to recognise their role in minimising the risk of spreading infection through: – Supervision – Appraisal
		4.3	Provide access to resources for staff to minimise the risks of infection
		4.4	Monitor infection prevention and control practice
		4.5	Provide feedback to staff on their practice of infection prevention and control
		4.6	Manage the learning and development needs for staff about infection prevention and control: – During induction – Continuing professional development
5.	Be able to manage risk management in infection prevention and control	5.1	Manage the implementation of risk assessment processes to minimise infection
		5.2	Manage the implementation of controls identified from risk assessment processes in partnership with the individual and others
		5.3	Manage risk management records
		5.4	Manage the reporting of risks and hazards that are outside your area of responsibility
6.	Be able to review the effectiveness of policies, procedures and practices for infection prevention and control	6.1	Assess trends of reported patterns of infections in own work setting
		6.2	Identify factors that contribute to spread and/or reduction of infection in own work setting
		6.3	Evaluate the implementation of infection prevention and control procedures in own work setting
		6.4	Make recommendations for changes to infection prevention and control policies, procedures and practices in own work setting

Assessment requirements:

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

Title:	Professional practice in health and social care for adults or children and young people
	T/504/2197
Level:	5
Credit value:	6
Guided learning hours:	43

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand theories that underpin practice within health and social care	1.1	Analyse theories that underpin practice within health and social care, including: – Human development and growth – Identity and self esteem – Loss and change – Psychological and sociological perspectives of social issues – Discrimination in contemporary society
2.	Be able to lead the implementation of values, principles and statutory frameworks that underpin service provision in own area of work	2.1	Analyse how values, principles and statutory frameworks underpin service provision in own area of work
		2.2	Implement in own setting, values and principles that underpin service provision
		2.3	Implement in own setting, statutory frameworks that underpin service provision
		2.4	Support others to implement values and principles that underpin service provision
3.	Be able to use evidence based practice in the provision of health and social care services	3.1	Analyse how evidence based practice can be used to inform service provision
		3.2	Lead the implementation of evidence based practice in own setting
		3.3	Evaluate use of evidence based practice in own setting
4.	Be able to engage others in reflective practice	4.1	Analyse the use of models of reflective practice in own setting
		4.2	Model the use of: – Reflection on practice

			– Reflection in practice
		4.3	Encourage a culture that supports reflective practice
		4.4	Support others to engage in reflective practice

Assessment requirements:

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

Title:	Develop, maintain and use records and reports A/504/2198	
Level:	4	
Credit value:	3	
Guided learning hours:	23	
Learning outcomes The learner will:	**Assessment criteria** The learner can:	
1. Understand the legal and organisational requirements for recording information and providing reports	1.1	Specify own responsibilities and those of others when recording information and producing reports
	1.2	Explain the legal requirements and agreed ways of working for the security and confidentiality of information
2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working	2.1	Support individuals to participate in the preparation of reports
	2.2	Produce accurate and coherent records and reports that can be understood by those who have a right to see them
	2.3	Maintain accurate, complete, retrievable and up to date records
	2.4	Ensure that records and reports comply with legal and organisational requirements
	2.5	Explain how to balance the tension between confidentiality and openness in records and reports
	2.6	Use information communication technology (ICT) systems for the collection and storage of information
	2.7	Use ICT that supports information exchange within and across disciplines and organisations
3. Be able to use records and reports to inform judgements and decisions	3.1	Clarify the accuracy of records and reports with individuals and others
	3.2	Respond to feedback from those who receive records and reports
	3.3	Demonstrate the use of facts and evidence based opinions within records and reports

		3.4	Evaluate how own records and reports provide evidence for the basis of judgements and decisions
Assessment requirements:			

Assessment requirements:

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

Unit 83

Title:	Lead practice which supports individuals to take positive risks
	H/504/2213
Level:	5
Credit value:	4
Guided learning hours:	30

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the relationship between person-centred assessment, care planning and positive risk taking for individuals	1.1	Analyse the tension between positive risk-taking and person-centred planning
		1.2	Explain why positive risk taking should be considered within the context of a person-centred assessment
		1.3	Explain how models of risk management can be used in positive risk taking
		1.4	Analyse how taking positive risks can contribute to personal growth for the individual
2.	Be able to promote understanding of the legal and policy frameworks which underpin an individual's right to make decisions and take risks	2.1	Support staff to work to legal and policy frameworks for decision making which underpin an individual's right to make decisions and take risks
		2.2	Support staff to integrate human rights principles in supporting individuals to make decisions and take risks.
3.	Be able to develop practice which includes the individual and others in positive risk assessment and planning	3.1	Manage practice which supports person-centred assessments rather than service-led assessments
		3.2	Develop assessment practice with staff which engages the individual and others in identifying activities to support the individual achieve their hopes and ambitions
		3.3	Support staff to engage in inclusive assessment practice to establish hazards and risks associated with hopes and ambitions
		3.4	Support practice which enables the individual and others to balance individual hopes and ambitions with health, safety and wellbeing
		3.5	Develop risk management strategies for engaging the individual and others to build in safeguards to

			mitigate against risks to the individual
		3.6	Support others to develop care plans which address positive risk-taking
4.	Be able to support others to understand individuals' ambitions and the support they will need to achieve them	4.1	Support staff to understand how their own values and belief systems may impact on supporting an individual to take risks
		4.2	Support others to facilitate the individual to articulate what they want to achieve
		4.3	Support staff to develop practice of gaining consent from the individual to include others in taking positive risks
		4.4	Support staff to use advocacy skills with families and others to gain support for individuals to take positive risks
		4.5	Support staff to record how decisions about positive risk taking are reached
5.	Be able to develop systems for positive risk taking	5.1	Support staff to understand the principle of duty of care while supporting the individual to take positive risks
		5.2	Manage systems to ensure staff and others know what action to take if the individual chooses to take unplanned risks
		5.3	Manage practice to ensure that: – risk taking is compliant with risk assessment – supports are in place to enable the individual to undertake identified risks – consent is gained from individuals to include others – outcomes for individuals are reviewed
6.	Be able to evaluate the practice of positive risk-taking	6.1	Evaluate with staff and others: – risk assessment methods – risk management model used – the benefits to the individual from risk taking
		6.2	Support staff to evaluate their practice in working through the process of positive risk taking with individuals
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles			

Unit 84

Title:	Lead practice in assessing and planning for the needs of families and carers
	A/504/2217
Level:	5
Credit value:	3
Guided learning hours:	22

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people	1.1	Analyse the benefits and challenges faced by family and unpaid carers in providing care
		1.2	Support others to understand the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
		1.3	Support others to understand the benefits to society of family and unpaid carers providing care
		1.4	Support others to recognise the contribution that carers make to the well-being of individuals
		1.5	Support others to understand the rights of families and carers providing care
2.	Be able to develop the practice of staff in assessing the needs of families and carers	2.1	Implement procedures for assessing the needs of families and carers
		2.2	Support staff to learn from families and carers about their caring role
		2.3	Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers
		2.4	Support staff to carry out assessments of needs and wishes in partnership with carers and families
		2.5	Support staff to gain consent from carers and families to speak with others about their circumstances
		2.6	Manage recording procedures to ensure assessments are shared with families and carers
		2.7	Monitor the quality of assessments carried out by

			staff
3.	Be able to implement a care planning process to support families and carers	3.1	Establish systems which ensure that all care plans include: – participation by carers and families – agreement on resources required to address needs and wishes – agreed roles and responsibilities in achieving the plan
		3.2	Monitor the implementation of care plans which support families and carers
4.	Be able to evaluate quality of assessment and care planning to meet the needs of families and carers	4.1	Evaluate the quality of assessments carried out to meet the needs of families and carers
		4.2	Evaluate the quality of care plans to meet the needs of families and carers
		4.3	Use analysis of the needs of families and carers to inform strategic planning within an organisation
Assessment requirements: N/A			

Unit 85

Title:	Manage business redesign in health and social care or children or young people's services
	J/504/2236
Level:	5
Credit value:	5
Guided learning hours:	30

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the wider market of provision of health and social care or children or young people's services in relation to a work setting	1.1	Analyse the relationship between the current market and service provision within a work setting
		1.2	Analyse current drivers shaping health and social care or children or young people's services
		1.3	Research gaps in current market provision in relation to health and social care or children or young people's services
2.	Be able to work with others to support business redesign	2.1	Develop a business culture that supports change and growth in own work setting
		2.2	Work with others to identify opportunities for business growth in own work setting
3.	Be able to develop a plan for business redesign	3.1	Identify legislative requirements that may influence redesign of the business
		3.2	Evaluate ways of improving own market share
		3.3	Use a risk management process to manage business redesign
		3.4	Work with others to analyse changes needed to redesign the business to include: – service provision – human resources – finances – environment
4.	Be able to implement a plan for business redesign	4.1	Communicate details of business redesign to stakeholders

		4.2	Work with others to implement the plan for business redesign
		4.3	Manage the impact of business redesign on others
		4.4	Develop systems to monitor the impact of the business redesign

Assessment requirements:

This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles

Title:	Appraise staff performance
	J/504/2219
Level:	5
Credit value:	5
Guided learning hours:	32

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand policies, theories and models which underpin appraisal of performance	1.1	Explain policies and agreed ways of working for appraisals in the work setting
		1.2	Research models of appraisal to explore their applicability in the work setting
		1.3	Evaluate how appraisals are used to inform: – Achievement of objectives – Overall performance – Future objectives
		1.4	Explain how appraisals are used to develop practice
		1.5	Differentiate between appraisals and disciplinary processes
		1.6	Use research on the theories of power to explore the relationship between appraiser and appraisee
2.	Be able to support others to understand the purpose of appraisal	2.1	Support others to develop an understanding of the purpose of appraisals to include: – mutual responsibilities – the achievement of objectives – refection on overall performance – professional development – how outcomes of the appraisal will be used – future objectives
3.	Be able to facilitate preparation for appraisals	3.1	Confirm with appraisee the objectives against which performance will be appraised
		3.2	Identify with the appraisee the actions they need to take to prepare for their appraisal
		3.3	Evaluate evidence gathered from a range of sources towards achievement of objectives

		3.4	Prepare paperwork for appraisal in line with work setting requirements
4.	Be able to support appraisee to participate in appraisal meetings	4.1	Explain how power can be managed within the appraisal process to facilitate the participation of the appraise
		4.2	Demonstrate how to prepare the environment for the appraisal meeting
		4.3	Support the appraisee to engage in an evaluation of their performance over the past year to include: – areas of practice which have met or exceeded standards – areas for development
		4.4	Provide feedback to appraisee on their performance over the past year to include: – areas of practice which have met or exceeded standards – areas for development
		4.5	Identify with appraise work objectives for forthcoming year
		4.6	Identify with appraisee professional development plan for forthcoming year
		4.7	Record the appraisal in line with work setting requirements
5.	Be able to evaluate own practice during the appraisal process	5.1	Evaluate with appraisee their experience of how the appraisal was conducted
		5.2	Reflect on own practice in managing the appraisal process
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles			

Title:	Support people who are providing homes to individuals
	R/504/2224
Level:	4
Credit value:	6
Guided learning hours:	40

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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
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 ongoing 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

Assessment requirements:

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

Title:	Manage disciplinary processes in health and social care or children and young people's settings M/504/2232
Level:	5
Credit value:	6
Guided learning hours:	40

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings	1.1	Explain how legislation, organisational policies and procedures relate to disciplinary processes
		1.2	Analyse the relationship between disciplinary and regulatory processes
		1.3	Identify own role and role of others in relation to disciplinary processes
		1.4	Define practice which would be considered as: – performance issues that may lead to disciplinary proceedings – gross misconduct
		1.5	Explain the different approaches used to manage performance issues and gross misconduct
		1.6	Outline sanctions which may be considered within a disciplinary process
2.	Be able to manage staff practice which falls below professional and/or organisational standards	2.1	Consult with others to establish management options when practice falls below standards
		2.2	Use supervision to address with staff member, practice which falls below organisational standards and/or professional codes of conduct to include: – reflection on their practice and conduct – evidence of their practice and conduct which fall below standards – exploration of underlying issues – setting of objectives to improve practice – explanation of actions which will be taken if improvement is not achieved

		2.3	Review with staff member objectives which have been set, to assess if improvements have been achieved
		2.4	Initiate disciplinary process where objectives have not been met
		2.5	Provide staff member with information about the disciplinary process including their rights
3.	Be able to compile and present evidence for a disciplinary proceeding	3.1	Complete reports in line with work setting requirements to include: – evidence of the complaint against the member of staff – evidence of the process undertaken with the member of staff – analysis of risks to others as a result of staff member's conduct
		3.2	Present evidence in a disciplinary proceeding
4.	Be able to manage the outcomes of a disciplinary process	4.1	Implement the decisions from a disciplinary process
		4.2	Manage the implications of the outcomes for individuals and others
		4.3	Evaluate own practice in the disciplinary process

Assessment requirements:

This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles

Title:	Manage health and social care practice to ensure positive outcomes for individuals M/602/2850		
Level:	5		
Credit value:	5		
Guided learning hours:	35		
Learning outcomes The learner will:	Assessment criteria The learner can:		
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 well-being	2.1	Explain the psychological basis for well-being
		2.2	Promote a culture among the workforce of considering all aspects of individuals' well-being in day to day practice
		2.3	Review the extent to which systems and processes promote individual well-being
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	4.1	Explain the necessary steps in order for individuals to

	provision that gives individuals' choice and control over the outcomes they want to achieve		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
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

Assessment requirements: 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

Title:	Safeguarding and protection of vulnerable adults R/602/2856	
Level:	5	
Credit value:	5	
Guided learning hours:	37	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Understand the legislation, regulations and policies that underpin the protection of vulnerable adults	1.1	Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults
	1.2	Evaluate the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting
	1.3	Explain the legislative framework for safeguarding vulnerable adults
	1.4	Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults
	1.5	Explain the protocols and referral procedures when harm or abuse is alleged or suspected
2 Be able to lead service provision that protects vulnerable adults	2.1	Promote service provision that supports vulnerable adults to assess risks and make informed choices
	2.2	Provide information to others on: – 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
4	Be able to monitor and evaluate the systems, processes and practice that safeguards 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

Assessment requirements:

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

Unit 91

Title:	Lead and manage group living for adults
	T/602/3174
Level:	5
Credit value:	5
Guided learning hours:	39

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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 well being
		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
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
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
Assessment requirements: Well-being means a subjective state of being content and healthy			

Unit 92

Title:	Understand safeguarding of children and young people for those working in the adult sector
	Y/602/2860
Level:	3
Credit value:	1
Guided learning hours:	10
Learning outcomes	Assessment criteria
The learner will:	The learner can:

	Learning outcomes		Assessment criteria
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

Assessment requirements: n/a

Title:	Lead person centred practice
	D/602/2844
Level:	5
Credit value:	4
Guided learning hours:	29

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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
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

Assessment requirements:

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.

Title:		Assess the individual in a health and social care setting J/601/5242	
Level:		5	
Credit value:		6	
Guided learning hours:		41	
Learning outcomes The learner will:		Assessment criteria The learner can:	
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
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

Assessment requirements:

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