

**Level 5 Diploma in  
Leadership for Health  
and Social Care and  
Children and Young  
People's Services  
(England)  
(4978-51/52/53/54/55/56)**

May 2018  
Version 3.3

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 January 2015	Minimum credit value added to the section starting with “**Please note” in each structure. Please see structures for details.	Structures
2.1 April 2015	Assessment criteria 3.1 & 3.2 for unit 520 amended.	Units
2.2 January 2016	Unit 506, Assessment criteria 5.2 amended.	Units
3.0 October 2017	Unit 729 added	Unit details and Units
	Rule of combination amended to include Unit 729	Rules of combination
3.1 November 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Throughout
3.2 May 2018	Unit 728 added	Unit details and unit
	Rule of combination amended to include Unit 728	Rules of combination
3.3 May 2018	Added new units	Rules of combination and units 728 and 729



## Qualification at a glance

<b>Subject area</b>	<b>Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)</b>
<b>City &amp; Guilds number</b>	4978
<b>Age group approved</b>	19+
<b>Entry requirements</b>	There are no entry requirements.
<b>Assessment</b>	Portfolio of Evidence, Practical Demonstration/Assignment.
<b>Fast track</b>	Automatic approval is available for centres offering the 3978 Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services.
<b>Support materials</b>	Smartscreen
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates.

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>	<b>GLH</b>	<b>TQT</b>
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management) (England)	4978-51	601/4347/2	545	900
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Management) (England)	4978-52	601/4347/2	545	900
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Advanced Practice) (England)	4978-53	601/4347/2	545	900
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Residential Management) (England)	4978-54	601/4347/2	545	900
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Management) (England)	4978-55	601/4347/2	545	900

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Advanced Practice) (England)	4978-56	601/4347/2	545	900
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\* Learners registered before 1<sup>st</sup> July 2017 should use this unit.

\*\* Learners registered after 1<sup>st</sup> July 2017 should use this unit.



# Introduction

This qualification handbook tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	<p>For learners who work in health and social care and children and young people's services listed below in the following roles:</p> <ul style="list-style-type: none"> <li>• Registered Managers</li> <li>• Managers</li> <li>• Assistant managers</li> <li>• Deputy managers</li> <li>• Senior care/support workers/supervisors</li> <li>• Co-ordinators</li> <li>• Team leaders</li> </ul> <p>Health and social care and children and young people's services include:</p> <ul style="list-style-type: none"> <li>• Residential services for older people, people with disabilities, younger adults, children and young people</li> <li>• Domiciliary care services</li> <li>• Day services</li> <li>• Respite services</li> <li>• Community based services</li> <li>• Adoption and fostering services</li> </ul>
What do the qualifications cover?	<p>These qualifications guide and assess development of knowledge, understanding and skills in leadership and management practice within health and social care and children and young people's services and serves as the required qualification for registration and regulatory requirements for the sector in England.</p>
What opportunities for progression are there?	<p>These qualifications will be the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.</p>

## Structures

To achieve the **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management)**, learners must achieve a minimum of **90** credits. Learners must achieve 30 credits from (501 - 505, 543), plus 44 credits from (506 - 512) and a minimum of 16 credits from (519 - 542, 544 - 570, 636 - 637, 640 - 642, 645 - 652, 654 - 656, 660 - 661, 663 - 667, 681) from which a minimum of 12 credits must come from (519 - 529).

\*\*Please note: a minimum of one credit required and a maximum of 6 credits allowed from (530 - 537, 660, 664 - 665).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
<b>Mandatory</b>				
F/602/2335	501	Use and develop systems that promote communication (SHC51)	3	
L/602/2578	502	Promote professional development (SHC52)	4	
Y/602/3183	503	Champion equality, diversity and inclusion (SHC53)	4	
K/602/3172	504	Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings (M1)	5	
A/602/3189	505	Work in partnership in health and social care or children and young people's settings (M2c)	4	
F/601/9449	506	Understand child and young person's development (MU5.2)	6	
J/601/9369	507	Lead practice that supports positive outcomes for child and young person development (MU5.3)	6	
A/601/9370	508	Develop and implement policies and procedures to support the safeguarding of children and young people (MU5.4)	6	
A/602/3175	509	Lead and manage group living for children (P4)	6	
H/602/3171	510	Lead and manage a team within a health and social care or children and young people's setting (LM1c)	7	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
M/602/3187	511	Develop professional supervision practice in health and social care or children and young people's settings (LM2c)	5	
J/602/2577	512	Lead practice in promoting the well-being and resilience of children and young people (O36)	8	
J/602/3499	543	Undertake a research project within services for health and social care or children and young people (CCLD OP 5.25)	10	
<b>Optional</b>				
J/602/2336	519	Develop procedures and practice to respond to concerns and complaints (O1)	6	
R/602/2338	520	Recruitment and selection within health and social care or children and young people's settings (O16)	3	
Y/602/2339	521	Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)	6	
L/602/2547	522	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings (O30c)	6	
T/602/2574	523	Manage induction in health and social care or children and young people's settings (O35)	3	
F/602/2612	524	Facilitate change in health and social care or children and young people's setting (O40)	6	
L/602/2743	525	Manage an inter-professional team in a health and social care or children and young people's setting (O41)	7	
T/602/2753	526	Manage finance within own area of responsibility in health and social care or children and young people's setting (O42)	4	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
R/602/2758	527	Manage quality in health and social care or children and young people's setting (O43)	5	
Y/600/9588	528*	Develop and evaluate operational plans for own area of responsibility (B1)	6	
K/600/9711	529*	Manage physical resources (E8)	3	
T/602/3188	530	Understand partnership working (M2a)	1	
D/602/3170	531	Understand how to manage a team (LM1a)	3	
H/602/3185	532	Understanding professional supervision practice (LM2a)	3	
J/601/3538	533	Understand the process and experience of dementia (DEM 301)	3	
J/601/6150	534	Understand physical disability (PD OP 3.1)	3	
Y/601/6167	535	Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)	3	
M/601/3467	536	Understand sensory loss (SS MU 3.1)	3	
A/601/6274	537	Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)	3	
L/602/2337	538	Manage domiciliary services (O3)	6	
F/602/2853	539	Lead the management of transitions (O3)	4	
K/602/2572	540	Lead positive behavioural support (O32)	10	Barred combination with unit 554 (HSC 3065)
K/602/3074	541	Develop provision for family support (CCLD OP 5.12)	5	
M/602/2380	542	Lead support for disabled children and young people and their carers (CCLD OP 5.13)	8	
H/601/7354	544	Lead active support (LD 503)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
K/601/7355	545	Active support: Lead interactive training (LD 504)	4	
J/601/5645	546	Promote access to health care for individuals with learning disabilities (LD 509)	6	
A/601/5318	547	Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)	7	
M/601/5817	548	Support families who are affected by Acquired Brain Injury (PD OP 3.4)	3	
D/601/5750	549	Support families who have a child with a disability (PD OP 3.5)	3	
M/601/9494	550	Support the development of community partnerships (HSC 3007)	5	
K/601/7906	551	Support individuals to access housing and accommodation services (HSC 3027)	4	
T/601/9495	552	Support individuals at the end of life (HSC 3048)	7	
F/601/9029	553	Work with families, carers and individuals during times of crisis (HSC 3057)	5	
T/601/9738	554	Implement the Positive Behavioural Support model (HSC 3065)	8	Barred combination with unit 540 (O32)
H/601/3546	555	Support individuals to access education, training or employment (SS 3.7)	4	
M/601/5249	556	Promote awareness of sensory loss (SS 5.2)	3	
H/601/5250	557	Support the use of assistive technology (SS 5.3)	4	
K/601/5251	558	Explore models of disability (SS 5.4)	5	
M/601/5252	559	Support individuals with sensory loss with communication (SS 5.5)	5	
T/601/5253	560	Support individuals with multiple conditions and/or disabilities (SS 5.6)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
T/600/9789	561	Support children's speech, language and communication (EYMP5)	4	
F/600/9777	562	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)	5	
F/502/3295	563	Independent Mental Capacity Advocacy (ADV 305)	12	Barred combination with units 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
J/502/3296	564	Independent Mental Health Advocacy (ADV 306)	7	Barred combination with units 4978-563 (ADV 305); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
L/502/3297	565	Providing Independent Advocacy Management (ADV 307)	11	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
R/502/3298	566	Providing Independent Advocacy to Adults (ADV 308)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-567 (ADV 309) and 4978-568 (ADV 310)
Y/502/3299	567	Independent Advocacy with Children and Young People (ADV 309)	7	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-568 (ADV 310)
F/502/3300	568	Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (ADV 310)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-567 (ADV 309)
M/601/0648	569	Recognise indications of substance misuse and refer individuals to specialists (ASM1)	4	
D/501/0585	570	Identify and act upon immediate risk of danger to substance misusers (ASM4)	4	
T/504/2197	636	Professional practice in health and social care for adults or children and young people (LM 501)	6	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
A/504/2198	637	Develop, maintain and use records and reports (LM 502)	3	
T/504/2202	640	Support individuals to stay safe from harm or abuse (HSC 3067)	4	
F/504/2204	641	Provide support to children or young people who have experienced harm or abuse (HSC 3068)	6	
J/504/2205	642	Provide support to adults who have experienced harm or abuse (HSC 3069)	5	
Y/504/2208	645	Lead and manage infection prevention and control within the work setting (IC 501)	6	
D/504/2212	646	Lead and manage practice in dementia care (DEM 501)	6	
H/504/2213	647	Lead practice which supports individuals to take positive risks (LM 503)	4	
T/504/2216	648	Assess the needs of carers and families (HSC 3070)	4	
A/504/2217	649	Lead practice in assessing and planning for the needs of families and carers (LM 504)	3	
F/504/2218	650	Understand professional management and leadership in health and social care or children and young people's settings (LM 507)	6	
J/504/2219	651	Appraise staff performance (LM 508)	5	
R/504/2224	652	Support people who are providing homes to individuals (LM 509)	6	
M/504/2232	654	Manage disciplinary processes in health and social care or children and young people's settings (LM 510)	6	
J/504/2236	655	Manage business redesign in health and social care or children or young peoples services (LM 505)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
D/504/2243	656	Understand the factors affecting older people (HSC 3072)	2	
A/503/8135	660	Understand Advance Care Planning (EOL 303)	3	
M/503/8133	661	Support the spiritual well being of individuals (EOL 304)	3	
F/503/8685	663	Support individuals during the last days of life (EOL 306)	5	Barred combination with unit 4978-664 (EOL 307)
J/503/8137	664	Understand how to support individuals during last days of life (EOL 307)	3	Barred combination with unit 4978-663 (EOL 306)
F/503/8704	665	End of Life and dementia care (EOL 308)	2	
T/503/8134	666	Lead and manage end of life care services (EOL 501)	7	
L/503/8138	667	Lead a service that supports individuals through significant life events (EOL 502)	4	
Y/504/2239	681	Provide information about health and social care of children and young people's services (HSC 3073)	3	
Y/615/8549	728**	Develop and evaluate operational plans for own area of responsibility (B1)	6	
T/615/8560	729**	Manage physical resources (E8)	3	

\* Learners registered before 1st July 2017 should use this unit.

\*\* Learners registered after 1st July 2017 should use this unit.

To achieve the **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Management)**, learners must achieve a minimum of **90** credits. Learners must achieve 30 credits from (501-505, 543), plus 38 credits from (506 - 508, 510 - 512), plus a minimum of 22 credits from (519 -527, 530- 542, 544 - 570, 636 - 637, 640 - 642, 645 - 652,654 - 656, 660 - 661, 663 - 667, 681, 728, 729) from which a minimum of 12 credits must come from (519 – 527, 728, 729).  
 \*\*Please note: a minimum of one credit required and a maximum of 6 credits allowed from (530 - 537, 660, 664 - 665).

**Note**

Unit 728 replaces unit 528

Unit 729 replaces unit 529

Learners registered before 1<sup>st</sup> July 2017 should use unit/s 528 and/or 529.

Learners registered after 1<sup>st</sup> July 2017 should use unit/s. 728 and/or 729.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
<b>Mandatory</b>				
F/602/2335	501	Use and develop systems that promote communication (SHC51)	3	
L/602/2578	502	Promote professional development (SHC52)	4	
Y/602/3183	503	Champion equality, diversity and inclusion (SHC53)	4	
K/602/3172	504	Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings (M1)	5	
A/602/3189	505	Work in partnership in health and social care or children and young people's settings (M2c)	4	
F/601/9449	506	Understand child and young person's development (MU5.2)	6	
J/601/9369	507	Lead practice that supports positive outcomes for child and young person development (MU5.3)	6	
A/601/9370	508	Develop and implement policies and procedures to support the safeguarding of children and young people (MU5.4)	6	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
H/602/3171	510	Lead and manage a team within a health and social care or children and young people's setting (LM1c)	7	
M/602/3187	511	Develop professional supervision practice in health and social care or children and young people's settings (LM2c)	5	
J/602/2577	512	Lead practice in promoting the well-being and resilience of children and young people (O36)	8	
J/602/3499	543	Undertake a research project within services for health and social care or children and young people (CCLD OP 5.25)	10	
<b>Optional</b>				
J/602/2336	519	Develop procedures and practice to respond to concerns and complaints (O1)	6	
R/602/2338	520	Recruitment and selection within health and social care or children and young people's settings (O16)	3	
Y/602/2339	521	Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)	6	
L/602/2547	522	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings (O30c)	6	
T/602/2574	523	Manage induction in health and social care or children and young people's settings (O35)	3	
F/602/2612	524	Facilitate change in health and social care or children and young people's setting (O40)	6	
L/602/2743	525	Manage an inter-professional team in a health and social care or children and young people's setting (O41)	7	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
T/602/2753	526	Manage finance within own area of responsibility in health and social care or children and young people's setting (O42)	4	
R/602/2758	527	Manage quality in health and social care or children and young people's setting (O43)	5	
Y/600/9588	528*	Develop and evaluate operational plans for own area of responsibility (B1)	6	
K/600/9711	529*	Manage physical resources (E8)	3	
T/602/3188	530	Understand partnership working (M2a)	1	
D/602/3170	531	Understand how to manage a team (LM1a)	3	
H/602/3185	532	Understanding professional supervision practice (LM2a)	3	
J/601/3538	533	Understand the process and experience of dementia (DEM 301)	3	
J/601/6150	534	Understand physical disability (PD OP 3.1)	3	
Y/601/6167	535	Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)	3	
M/601/3467	536	Understand sensory loss (SS MU 3.1)	3	
A/601/6274	537	Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)	3	
L/602/2337	538	Manage domiciliary services (O3)	6	
F/602/2853	539	Lead the management of transitions (O3)	4	
K/602/2572	540	Lead positive behavioural support (O32)	10	Barred combination with unit 4978-554 (HSC 3065)
K/602/3074	541	Develop provision for family support (CCLD OP 5.12)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
M/602/2380	542	Lead support for disabled children and young people and their carers (CCLD OP 5.13)	8	
H/601/7354	544	Lead active support (LD 503)	5	
K/601/7355	545	Active support: Lead interactive training (LD 504)	4	
J/601/5645	546	Promote access to health care for individuals with learning disabilities (LD 509)	6	
A/601/5318	547	Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)	7	
M/601/5817	548	Support families who are affected by Acquired Brain Injury (PD OP 3.4)	3	
D/601/5750	549	Support families who have a child with a disability (PD OP 3.5)	3	
M/601/9494	550	Support the development of community partnerships (HSC 3007)	5	
K/601/7906	551	Support individuals to access housing and accommodation services (HSC 3027)	4	
T/601/9495	552	Support individuals at the end of life (HSC 3048)	7	
F/601/9029	553	Work with families, carers and individuals during times of crisis (HSC 3057)	5	
T/601/9738	554	Implement the Positive Behavioural Support model (HSC 3065)	8	Barred combination with unit 4978-540 (O32)
H/601/3546	555	Support individuals to access education, training or employment (SS 3.7)	4	
M/601/5249	556	Promote awareness of sensory loss (SS 5.2)	3	
H/601/5250	557	Support the use of assistive technology (SS 5.3)	4	
K/601/5251	558	Explore models of disability (SS 5.4)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
M/601/5252	559	Support individuals with sensory loss with communication (SS 5.5)	5	
T/601/5253	560	Support individuals with multiple conditions and/or disabilities (SS 5.6)	5	
T/600/9789	561	Support children's speech, language and communication (EYMP5)	4	
F/600/9777	562	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)	5	
F/502/3295	563	Independent Mental Capacity Advocacy (ADV 305)	12	Barred combination with units 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
J/502/3296	564	Independent Mental Health Advocacy (ADV 306)	7	Barred combination with units 4978-563 (ADV 305); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
L/502/3297	565	Providing Independent Advocacy Management (ADV 307)	11	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
R/502/3298	566	Providing Independent Advocacy to Adults (ADV 308)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-567 (ADV 309) and 4978-568 (ADV 310)
Y/502/3299	567	Independent Advocacy with Children and Young People (ADV 309)	7	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-568 (ADV 310)
F/502/3300	568	Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (ADV 310)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-567 (ADV 309)
M/601/0648	569	Recognise indications of substance misuse and refer individuals to specialists (ASM1)	4	
D/501/0585	570	Identify and act upon immediate risk of danger to substance misusers (ASM4)	4	
T/504/2197	636	Professional practice in health and social care for adults or children and young people (LM 501)	6	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
A/504/2198	637	Develop, maintain and use records and reports (LM 502)	3	
T/504/2202	640	Support individuals to stay safe from harm or abuse (HSC 3067)	4	
F/504/2204	641	Provide support to children or young people who have experienced harm or abuse (HSC 3068)	6	
J/504/2205	642	Provide support to adults who have experienced harm or abuse (HSC 3069)	5	
Y/504/2208	645	Lead and manage infection prevention and control within the work setting (IC 501)	6	
D/504/2212	646	Lead and manage practice in dementia care (DEM 501)	6	
H/504/2213	647	Lead practice which supports individuals to take positive risks (LM 503)	4	
T/504/2216	648	Assess the needs of carers and families (HSC 3070)	4	
A/504/2217	649	Lead practice in assessing and planning for the needs of families and carers (LM 504)	3	
F/504/2218	650	Understand professional management and leadership in health and social care or children and young people's settings (LM 507)	6	
J/504/2219	651	Appraise staff performance (LM 508)	5	
R/504/2224	652	Support people who are providing homes to individuals (LM 509)	6	
M/504/2232	654	Manage disciplinary processes in health and social care or children and young people's settings (LM 510)	6	
J/504/2236	655	Manage business redesign in health and social care or children or young peoples services (LM 505)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
D/504/2243	656	Understand the factors affecting older people (HSC 3072)	2	
A/503/8135	660	Understand Advance Care Planning (EOL 303)	3	
M/503/8133	661	Support the spiritual well being of individuals (EOL 304)	3	
F/503/8685	663	Support individuals during the last days of life (EOL 306)	5	Barred combination with unit 4978-664 (EOL 307)
J/503/8137	664	Understand how to support individuals during last days of life (EOL 307)	3	Barred combination with unit 4978-663 (EOL 306)
F/503/8704	665	End of Life and dementia care (EOL 308)	2	
T/503/8134	666	Lead and manage end of life care services (EOL 501)	7	
L/503/8138	667	Lead a service that supports individuals through significant life events (EOL 502)	4	
Y/504/2239	681	Provide information about health and social care of children and young people's services (HSC 3073)	3	
Y/615/8549	728**	Develop and evaluate operational plans for own area of responsibility (B1)	6	
T/615/8560	729**	Manage physical resources (E8)	3	

\* Learners registered before 1st July 2017 should use this unit.

\*\* Learners registered after 1st July 2017 should use this unit.

To achieve the **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Advanced Practice)**, learners must achieve a minimum of **90** credits. Learners must achieve 30 credits from (501 - 505, 543), plus 26 credits from (506 - 508, 512), plus a minimum of 34 credits from (519 -527, 530- 542, 544 - 570, 636 - 637, 640 - 642, 645 - 652, 654 - 656, 660 - 661, 663 - 667, 681, 728, 729)

\*\*Please note: a minimum of one credit required and a maximum of 6 credits allowed from (530 - 537, 660, 664 - 665)

**Note**

Unit 728 replaces unit 528

Unit 729 replaces unit 529

Learners registered before 1<sup>st</sup> July 2017 should use unit/s 528 and/or 529.

Learners registered after 1<sup>st</sup> July 2017 should use unit/s. 728 and/or 729.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
<b>Mandatory</b>				
F/602/2335	501	Use and develop systems that promote communication (SHC51)	3	
L/602/2578	502	Promote professional development (SHC52)	4	
Y/602/3183	503	Champion equality, diversity and inclusion (SHC53)	4	
K/602/3172	504	Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings (M1)	5	
A/602/3189	505	Work in partnership in health and social care or children and young people's settings (M2c)	4	
F/601/9449	506	Understand child and young person's development (MU5.2)	6	
J/601/9369	507	Lead practice that supports positive outcomes for child and young person development (MU5.3)	6	
A/601/9370	508	Develop and implement policies and procedures to support the safeguarding of children and young people (MU5.4)	6	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
J/602/2577	512	Lead practice in promoting the well-being and resilience of children and young people (O36)	8	
J/602/3499	543	Undertake a research project within services for health and social care or children and young people (CCLD OP 5.25)	10	
<b>Optional</b>				
J/602/2336	519	Develop procedures and practice to respond to concerns and complaints (O1)	6	
R/602/2338	520	Recruitment and selection within health and social care or children and young people's settings (O16)	3	
Y/602/2339	521	Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)	6	
L/602/2547	522	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings (O30c)	6	
T/602/2574	523	Manage induction in health and social care or children and young people's settings (O35)	3	
F/602/2612	524	Facilitate change in health and social care or children and young people's setting (O40)	6	
L/602/2743	525	Manage an inter-professional team in a health and social care or children and young people's setting (O41)	7	
T/602/2753	526	Manage finance within own area of responsibility in health and social care or children and young people's setting (O42)	4	
R/602/2758	527	Manage quality in health and social care or children and young people's setting (O43)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
Y/600/9588	528*	Develop and evaluate operational plans for own area of responsibility (B1)	6	
K/600/9711	529*	Manage physical resources (E8)	3	
T/602/3188	530	Understand partnership working (M2a)	1	
D/602/3170	531	Understand how to manage a team (LM1a)	3	
H/602/3185	532	Understanding professional supervision practice (LM2a)	3	
J/601/3538	533	Understand the process and experience of dementia (DEM 301)	3	
J/601/6150	534	Understand physical disability (PD OP 3.1)	3	
Y/601/6167	535	Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)	3	
M/601/3467	536	Understand sensory loss (SS MU 3.1)	3	
A/601/6274	537	Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)	3	
L/602/2337	538	Manage domiciliary services (O3)	6	
F/602/2853	539	Lead the management of transitions (O3)	4	
K/602/2572	540	Lead positive behavioural support (O32)	10	Barred combination with unit 4978-554 (HSC 3065)
K/602/3074	541	Develop provision for family support (CCLD OP 5.12)	5	
M/602/2380	542	Lead support for disabled children and young people and their carers (CCLD OP 5.13)	8	
H/601/7354	544	Lead active support (LD 503)	5	
K/601/7355	545	Active support: Lead interactive training (LD 504)	4	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
J/601/5645	546	Promote access to health care for individuals with learning disabilities (LD 509)	6	
A/601/5318	547	Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)	7	
M/601/5817	548	Support families who are affected by Acquired Brain Injury (PD OP 3.4)	3	
D/601/5750	549	Support families who have a child with a disability (PD OP 3.5)	3	
M/601/9494	550	Support the development of community partnerships (HSC 3007)	5	
K/601/7906	551	Support individuals to access housing and accommodation services (HSC 3027)	4	
T/601/9495	552	Support individuals at the end of life (HSC 3048)	7	
F/601/9029	553	Work with families, carers and individuals during times of crisis (HSC 3057)	5	
T/601/9738	554	Implement the Positive Behavioural Support model (HSC 3065)	8	Barred combination with unit 4978-540 (O32)
H/601/3546	555	Support individuals to access education, training or employment (SS 3.7)	4	
M/601/5249	556	Promote awareness of sensory loss (SS 5.2)	3	
H/601/5250	557	Support the use of assistive technology (SS 5.3)	4	
K/601/5251	558	Explore models of disability (SS 5.4)	5	
M/601/5252	559	Support individuals with sensory loss with communication (SS 5.5)	5	
T/601/5253	560	Support individuals with multiple conditions and/or disabilities (SS 5.6)	5	
T/600/9789	561	Support children's speech, language and communication (EYMP5)	4	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
F/600/9777	562	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)	5	
F/502/3295	563	Independent Mental Capacity Advocacy (ADV 305)	12	Barred combination with units 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
J/502/3296	564	Independent Mental Health Advocacy (ADV 306)	7	Barred combination with units 4978-563 (ADV 305); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
L/502/3297	565	Providing Independent Advocacy Management (ADV 307)	11	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
R/502/3298	566	Providing Independent Advocacy to Adults (ADV 308)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-567 (ADV 309) and 4978-568 (ADV 310)
Y/502/3299	567	Independent Advocacy with Children and Young People (ADV 309)	7	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-568 (ADV 310)
F/502/3300	568	Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (ADV 310)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-567 (ADV 309)
M/601/0648	569	Recognise indications of substance misuse and refer individuals to specialists (ASM1)	4	
D/501/0585	570	Identify and act upon immediate risk of danger to substance misusers (ASM4)	4	
T/504/2197	636	Professional practice in health and social care for adults or children and young people (LM 501)	6	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
A/504/2198	637	Develop, maintain and use records and reports (LM 502)	3	
T/504/2202	640	Support individuals to stay safe from harm or abuse (HSC 3067)	4	
F/504/2204	641	Provide support to children or young people who have experienced harm or abuse (HSC 3068)	6	
J/504/2205	642	Provide support to adults who have experienced harm or abuse (HSC 3069)	5	
Y/504/2208	645	Lead and manage infection prevention and control within the work setting (IC 501)	6	
D/504/2212	646	Lead and manage practice in dementia care (DEM 501)	6	
H/504/2213	647	Lead practice which supports individuals to take positive risks (LM 503)	4	
T/504/2216	648	Assess the needs of carers and families (HSC 3070)	4	
A/504/2217	649	Lead practice in assessing and planning for the needs of families and carers (LM 504)	3	
F/504/2218	650	Understand professional management and leadership in health and social care or children and young people's settings (LM 507)	6	
J/504/2219	651	Appraise staff performance (LM 508)	5	
R/504/2224	652	Support people who are providing homes to individuals (LM 509)	6	
M/504/2232	654	Manage disciplinary processes in health and social care or children and young people's settings (LM 510)	6	
J/504/2236	655	Manage business redesign in health and social care or children or young peoples services (LM 505)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
D/504/2243	656	Understand the factors affecting older people (HSC 3072)	2	
A/503/8135	660	Understand Advance Care Planning (EOL 303)	3	
M/503/8133	661	Support the spiritual well being of individuals (EOL 304)	3	
F/503/8685	663	Support individuals during the last days of life (EOL 306)	5	Barred combination with unit 4978-664 (EOL 307)
J/503/8137	664	Understand how to support individuals during last days of life (EOL 307)	3	Barred combination with unit 4978-663 (EOL 306)
F/503/8704	665	End of Life and dementia care (EOL 308)	2	
T/503/8134	666	Lead and manage end of life care services (EOL 501)	7	
L/503/8138	667	Lead a service that supports individuals through significant life events (EOL 502)	4	
Y/504/2239	681	Provide information about health and social care of children and young people's services (HSC 3073)	3	
Y/615/8549	728**	Develop and evaluate operational plans for own area of responsibility (B1)	6	
T/615/8560	729**	Manage physical resources (E8)	3	

\* Learners registered before 1st July 2017 should use this unit.

\*\* Learners registered after 1st July 2017 should use this unit.

To achieve the **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Residential Management)**, learners must achieve a minimum of **90** credits. Learners must achieve 30 credits from mandatory units (501-505, 543) plus 32 credits from (510-511, 513-517), plus a minimum of 28 credits from optional units (519-527, 530-542, 544-570, 636-637, 640-642, 645-652, 654-656, 660-661, 663-667, 681, 728, 729) from which a minimum of 12 credits must come from (519-527, 728, 729).

\*\*Please note: a minimum of one credit required and a maximum of 6 credits allowed from (530-537, 660, 664-665).

### Note

Unit 728 replaces unit 528

Unit 729 replaces unit 529

Learners registered before 1<sup>st</sup> July 2017 should use unit/s 528 and/or 529.

Learners registered after 1<sup>st</sup> July 2017 should use unit/s. 728 and/or 729.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
<b>Mandatory</b>				
F/602/2335	501	Use and develop systems that promote communication (SHC51)	3	
L/602/2578	502	Promote professional development (SHC52)	4	
Y/602/3183	503	Champion equality, diversity and inclusion (SHC53)	4	
K/602/3172	504	Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings (M1)	5	
A/602/3189	505	Work in partnership in health and social care or children and young people's settings (M2c)	4	
H/602/3171	510	Lead and manage a team within a health and social care or children and young people's setting (LM1c)	7	
M/602/3187	511	Develop professional supervision practice in health and social care or children and young people's settings (LM2c)	5	
M/602/2850	513	Manage health and social care practice to ensure positive outcomes for individuals (M3)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
R/602/2856	514	Safeguarding and protection of vulnerable adults (P1)	5	
T/602/3174	515	Lead and manage group living for adults (P3)	5	
Y/602/2860	516	Understand safeguarding of children and young people (for those working in the adult sector) (P5)	1	
D/602/2844	517	Lead person-centred practice (HSCM1)	4	
J/602/3499	543	Undertake a research project within services for health and social care or children and young people (CCLD OP 5.25)	10	
<b>Optional</b>				
J/602/2336	519	Develop procedures and practice to respond to concerns and complaints (O1)	6	
R/602/2338	520	Recruitment and selection within health and social care or children and young people's settings (O16)	3	
Y/602/2339	521	Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)	6	
L/602/2547	522	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings (O30c)	6	
T/602/2574	523	Manage induction in health and social care or children and young people's settings (O35)	3	
F/602/2612	524	Facilitate change in health and social care or children and young people's setting (O40)	6	
L/602/2743	525	Manage an inter-professional team in a health and social care or children and young people's setting (O41)	7	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
T/602/2753	526	Manage finance within own area of responsibility in health and social care or children and young people's setting (O42)	4	
R/602/2758	527	Manage quality in health and social care or children and young people's setting (O43)	5	
Y/600/9588	528*	Develop and evaluate operational plans for own area of responsibility (B1)	6	
K/600/9711	529*	Manage physical resources (E8)	3	
T/602/3188	530	Understand partnership working (M2a)	1	
D/602/3170	531	Understand how to manage a team (LM1a)	3	
H/602/3185	532	Understanding professional supervision practice (LM2a)	3	
J/601/3538	533	Understand the process and experience of dementia (DEM 301)	3	
J/601/6150	534	Understand physical disability (PD OP 3.1)	3	
Y/601/6167	535	Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)	3	
M/601/3467	536	Understand sensory loss (SS MU 3.1)	3	
A/601/6274	537	Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)	3	
L/602/2337	538	Manage domiciliary services (O3)	6	
F/602/2853	539	Lead the management of transitions (O3)	4	
K/602/2572	540	Lead positive behavioural support (O32)	10	Barred combination with unit 4978-554 (HSC 3065)
K/602/3074	541	Develop provision for family support (CCLD OP 5.12)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
M/602/2380	542	Lead support for disabled children and young people and their carers (CCLD OP 5.13)	8	
H/601/7354	544	Lead active support (LD 503)	5	
K/601/7355	545	Active support: Lead interactive training (LD 504)	4	
J/601/5645	546	Promote access to health care for individuals with learning disabilities (LD 509)	6	
A/601/5318	547	Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)	7	
M/601/5817	548	Support families who are affected by Acquired Brain Injury (PD OP 3.4)	3	
D/601/5750	549	Support families who have a child with a disability (PD OP 3.5)	3	
M/601/9494	550	Support the development of community partnerships (HSC 3007)	5	
K/601/7906	551	Support individuals to access housing and accommodation services (HSC 3027)	4	
T/601/9495	552	Support individuals at the end of life (HSC 3048)	7	
F/601/9029	553	Work with families, carers and individuals during times of crisis (HSC 3057)	5	
T/601/9738	554	Implement the Positive Behavioural Support model (HSC 3065)	8	Barred combination with unit 4978-540 (O32)
H/601/3546	555	Support individuals to access education, training or employment (SS 3.7)	4	
M/601/5249	556	Promote awareness of sensory loss (SS 5.2)	3	
H/601/5250	557	Support the use of assistive technology (SS 5.3)	4	
K/601/5251	558	Explore models of disability (SS 5.4)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
M/601/5252	559	Support individuals with sensory loss with communication (SS 5.5)	5	
T/601/5253	560	Support individuals with multiple conditions and/or disabilities (SS 5.6)	5	
T/600/9789	561	Support children's speech, language and communication (EYMP5)	4	
F/600/9777	562	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)	5	
F/502/3295	563	Independent Mental Capacity Advocacy (ADV 305)	12	Barred combination with units 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
J/502/3296	564	Independent Mental Health Advocacy (ADV 306)	7	Barred combination with units 4978-563 (ADV 305); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
L/502/3297	565	Providing Independent Advocacy Management (ADV 307)	11	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
R/502/3298	566	Providing Independent Advocacy to Adults (ADV 308)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-567 (ADV 309) and 4978-568 (ADV 310)
Y/502/3299	567	Independent Advocacy with Children and Young People (ADV 309)	7	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-568 (ADV 310)
F/502/3300	568	Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (ADV 310)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-567 (ADV 309)
M/601/0648	569	Recognise indications of substance misuse and refer individuals to specialists (ASM1)	4	
D/501/0585	570	Identify and act upon immediate risk of danger to substance misusers (ASM4)	4	
T/504/2197	636	Professional practice in health and social care for adults or children and young people (LM 501)	6	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
A/504/2198	637	Develop, maintain and use records and reports (LM 502)	3	
T/504/2202	640	Support individuals to stay safe from harm or abuse (HSC 3067)	4	
F/504/2204	641	Provide support to children or young people who have experienced harm or abuse (HSC 3068)	6	
J/504/2205	642	Provide support to adults who have experienced harm or abuse (HSC 3069)	5	
Y/504/2208	645	Lead and manage infection prevention and control within the work setting (IC 501)	6	
D/504/2212	646	Lead and manage practice in dementia care (DEM 501)	6	
H/504/2213	647	Lead practice which supports individuals to take positive risks (LM 503)	4	
T/504/2216	648	Assess the needs of carers and families (HSC 3070)	4	
A/504/2217	649	Lead practice in assessing and planning for the needs of families and carers (LM 504)	3	
F/504/2218	650	Understand professional management and leadership in health and social care or children and young people's settings (LM 507)	6	
J/504/2219	651	Appraise staff performance (LM 508)	5	
R/504/2224	652	Support people who are providing homes to individuals (LM 509)	6	
M/504/2232	654	Manage disciplinary processes in health and social care or children and young people's settings (LM 510)	6	
J/504/2236	655	Manage business redesign in health and social care or children or young peoples services (LM 505)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
D/504/2243	656	Understand the factors affecting older people (HSC 3072)	2	
A/503/8135	660	Understand Advance Care Planning (EOL 303)	3	
M/503/8133	661	Support the spiritual well being of individuals (EOL 304)	3	
F/503/8685	663	Support individuals during the last days of life (EOL 306)	5	Barred combination with unit 4978-664 (EOL 307)
J/503/8137	664	Understand how to support individuals during last days of life (EOL 307)	3	Barred combination with unit 4978-663 (EOL 306)
F/503/8704	665	End of Life and dementia care (EOL 308)	2	
T/503/8134	666	Lead and manage end of life care services (EOL 501)	7	
L/503/8138	667	Lead a service that supports individuals through significant life events (EOL 502)	4	
Y/504/2239	681	Provide information about health and social care of children and young people's services (HSC 3073)	3	
Y/615/8549	728**	Develop and evaluate operational plans for own area of responsibility (B1)	6	
T/615/8560	729**	Manage physical resources (E8)	3	

\* Learners registered before 1st July 2017 should use this unit.

\*\* Learners registered after 1st July 2017 should use this unit.

To achieve the **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Management)**, learners must achieve a minimum of **90** credits. Learners must achieve 30 credits from mandatory units (501-505, 543) plus 33 credits from (510-511, 513-514, 516-518), plus a minimum of 27 credits from optional units (519-527, 530-542, 544-570, 636-637, 640-642, 645-652, 654-656, 660-661, 663-667, 681, 728, 729) from which a minimum of 12 credits must come from (519-527, 728,729).

\*\*Please note: a minimum of one credit required and a maximum of 6 credits allowed from (530-537, 660, 664-665).

**Note**

Unit 728 replaces unit 528

Unit 729 replaces unit 529

Learners registered before 1<sup>st</sup> July 2017 should use unit/s 528 and/or 529.

Learners registered after 1<sup>st</sup> July 2017 should use unit/s. 728 and/or 729.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
<b>Mandatory</b>				
F/602/2335	501	Use and develop systems that promote communication (SHC51)	3	
L/602/2578	502	Promote professional development (SHC52)	4	
Y/602/3183	503	Champion equality, diversity and inclusion (SHC53)	4	
K/602/3172	504	Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings (M1)	5	
A/602/3189	505	Work in partnership in health and social care or children and young people's settings (M2c)	4	
H/602/3171	510	Lead and manage a team within a health and social care or children and young people's setting (LM1c)	7	
M/602/3187	511	Develop professional supervision practice in health and social care or children and young people's settings (LM2c)	5	
M/602/2850	513	Manage health and social care practice to ensure positive outcomes for individuals (M3)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
R/602/2856	514	Safeguarding and protection of vulnerable adults (P1)	5	
Y/602/2860	516	Understand safeguarding of children and young people (for those working in the adult sector) (P5)	1	
D/602/2844	517	Lead person-centred practice (HSCM1)	4	
J/601/5242	518	Assess the individual in a health and social care setting (SS 5.1)	6	
J/602/3499	543	Undertake a research project within services for health and social care or children and young people (CCLD OP 5.25)	10	
<b>Optional</b>				
J/602/2336	519	Develop procedures and practice to respond to concerns and complaints (O1)	6	
R/602/2338	520	Recruitment and selection within health and social care or children and young people's settings (O16)	3	
Y/602/2339	521	Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)	6	
L/602/2547	522	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings (O30c)	6	
T/602/2574	523	Manage induction in health and social care or children and young people's settings (O35)	3	
F/602/2612	524	Facilitate change in health and social care or children and young people's setting (O40)	6	
L/602/2743	525	Manage an inter-professional team in a health and social care or children and young people's setting (O41)	7	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
T/602/2753	526	Manage finance within own area of responsibility in health and social care or children and young people's setting (O42)	4	
R/602/2758	527	Manage quality in health and social care or children and young people's setting (O43)	5	
Y/600/9588	528*	Develop and evaluate operational plans for own area of responsibility (B1)	6	
K/600/9711	529*	Manage physical resources (E8)	3	
T/602/3188	530	Understand partnership working (M2a)	1	
D/602/3170	531	Understand how to manage a team (LM1a)	3	
H/602/3185	532	Understanding professional supervision practice (LM2a)	3	
J/601/3538	533	Understand the process and experience of dementia (DEM 301)	3	
J/601/6150	534	Understand physical disability (PD OP 3.1)	3	
Y/601/6167	535	Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)	3	
M/601/3467	536	Understand sensory loss (SS MU 3.1)	3	
A/601/6274	537	Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)	3	
L/602/2337	538	Manage domiciliary services (O3)	6	
F/602/2853	539	Lead the management of transitions (O3)	4	
K/602/2572	540	Lead positive behavioural support (O32)	10	Barred combination with unit 4978- 554 (HSC 3065)
K/602/3074	541	Develop provision for family support (CCLD OP 5.12)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
M/602/2380	542	Lead support for disabled children and young people and their carers (CCLD OP 5.13)	8	
H/601/7354	544	Lead active support (LD 503)	5	
K/601/7355	545	Active support: Lead interactive training (LD 504)	4	
J/601/5645	546	Promote access to health care for individuals with learning disabilities (LD 509)	6	
A/601/5318	547	Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)	7	
M/601/5817	548	Support families who are affected by Acquired Brain Injury (PD OP 3.4)	3	
D/601/5750	549	Support families who have a child with a disability (PD OP 3.5)	3	
M/601/9494	550	Support the development of community partnerships (HSC 3007)	5	
K/601/7906	551	Support individuals to access housing and accommodation services (HSC 3027)	4	
T/601/9495	552	Support individuals at the end of life (HSC 3048)	7	
F/601/9029	553	Work with families, carers and individuals during times of crisis (HSC 3057)	5	
T/601/9738	554	Implement the Positive Behavioural Support model (HSC 3065)	8	Barred combination with unit 4978-540 (O32)
H/601/3546	555	Support individuals to access education, training or employment (SS 3.7)	4	
M/601/5249	556	Promote awareness of sensory loss (SS 5.2)	3	
H/601/5250	557	Support the use of assistive technology (SS 5.3)	4	
K/601/5251	558	Explore models of disability (SS 5.4)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
M/601/5252	559	Support individuals with sensory loss with communication (SS 5.5)	5	
T/601/5253	560	Support individuals with multiple conditions and/or disabilities (SS 5.6)	5	
T/600/9789	561	Support children's speech, language and communication (EYMP5)	4	
F/600/9777	562	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)	5	
F/502/3295	563	Independent Mental Capacity Advocacy (ADV 305)	12	Barred combination with units 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
J/502/3296	564	Independent Mental Health Advocacy (ADV 306)	7	Barred combination with units 4978-563 (ADV 305); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
L/502/3297	565	Providing Independent Advocacy Management (ADV 307)	11	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
R/502/3298	566	Providing Independent Advocacy to Adults (ADV 308)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-567 (ADV 309) and 4978-568 (ADV 310)
Y/502/3299	567	Independent Advocacy with Children and Young People (ADV 309)	7	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-568 (ADV 310)
F/502/3300	568	Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (ADV 310)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-567 (ADV 309)
M/601/0648	569	Recognise indications of substance misuse and refer individuals to specialists (ASM1)	4	
D/501/0585	570	Identify and act upon immediate risk of danger to substance misusers (ASM4)	4	
T/504/2197	636	Professional practice in health and social care for adults or children and young people (LM 501)	6	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
A/504/2198	637	Develop, maintain and use records and reports (LM 502)	3	
T/504/2202	640	Support individuals to stay safe from harm or abuse (HSC 3067)	4	
F/504/2204	641	Provide support to children or young people who have experienced harm or abuse (HSC 3068)	6	
J/504/2205	642	Provide support to adults who have experienced harm or abuse (HSC 3069)	5	
Y/504/2208	645	Lead and manage infection prevention and control within the work setting (IC 501)	6	
D/504/2212	646	Lead and manage practice in dementia care (DEM 501)	6	
H/504/2213	647	Lead practice which supports individuals to take positive risks (LM 503)	4	
T/504/2216	648	Assess the needs of carers and families (HSC 3070)	4	
A/504/2217	649	Lead practice in assessing and planning for the needs of families and carers (LM 504)	3	
F/504/2218	650	Understand professional management and leadership in health and social care or children and young people's settings (LM 507)	6	
J/504/2219	651	Appraise staff performance (LM 508)	5	
R/504/2224	652	Support people who are providing homes to individuals (LM 509)	6	
M/504/2232	654	Manage disciplinary processes in health and social care or children and young people's settings (LM 510)	6	
J/504/2236	655	Manage business redesign in health and social care or children or young peoples services (LM 505)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
D/504/2243	656	Understand the factors affecting older people (HSC 3072)	2	
A/503/8135	660	Understand Advance Care Planning (EOL 303)	3	
M/503/8133	661	Support the spiritual well being of individuals (EOL 304)	3	
F/503/8685	663	Support individuals during the last days of life (EOL 306)	5	Barred combination with unit 4978-664 (EOL 307)
J/503/8137	664	Understand how to support individuals during last days of life (EOL 307)	3	Barred combination with unit 4978-663 (EOL 306)
F/503/8704	665	End of Life and dementia care (EOL 308)	2	
T/503/8134	666	Lead and manage end of life care services (EOL 501)	7	
L/503/8138	667	Lead a service that supports individuals through significant life events (EOL 502)	4	
Y/504/2239	681	Provide information about health and social care of children and young people's services (HSC 3073)	3	
Y/615/8549	728**	Develop and evaluate operational plans for own area of responsibility (B1)	6	
T/615/8560	729**	Manage physical resources (E8)	3	

\* Learners registered before 1st July 2017 should use this unit.

\*\* Learners registered after 1st July 2017 should use this unit.

To achieve the **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Advanced Practice)**, learners must achieve a minimum of **90** credits. Learners must achieve 30 credits from mandatory units (501-505, 543) plus 21 credits from (513-514, 516-518), plus a minimum of 39 credits from optional units (519-527, 530-542, 544-570, 636-637, 640-642, 645-652, 654-656, 660-661, 663-667, 681, 728, 729).

\*\*Please note: a minimum of one credit required and a maximum of 6 credits allowed from (530-537, 660, 664-665).

**Note**

Unit 728 replaces unit 528

Unit 729 replaces unit 529

Learners registered before 1<sup>st</sup> July 2017 should use unit/s 528 and/or 529.

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<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
<b>Mandatory</b>				
F/602/2335	501	Use and develop systems that promote communication (SHC51)	3	
L/602/2578	502	Promote professional development (SHC52)	4	
Y/602/3183	503	Champion equality, diversity and inclusion (SHC53)	4	
K/602/3172	504	Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings (M1)	5	
A/602/3189	505	Work in partnership in health and social care or children and young people's settings (M2c)	4	
M/602/2850	513	Manage health and social care practice to ensure positive outcomes for individuals (M3)	5	
R/602/2856	514	Safeguarding and protection of vulnerable adults (P1)	5	
Y/602/2860	516	Understand safeguarding of children and young people (for those working in the adult sector) (P5)	1	
D/602/2844	517	Lead person-centred practice (HSCM1)	4	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
J/601/5242	518	Assess the individual in a health and social care setting (SS 5.1)	6	
J/602/3499	543	Undertake a research project within services for health and social care or children and young people (CCLD OP 5.25)	10	
<b>Optional</b>				
J/602/2336	519	Develop procedures and practice to respond to concerns and complaints (O1)	6	
R/602/2338	520	Recruitment and selection within health and social care or children and young people's settings (O16)	3	
Y/602/2339	521	Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)	6	
L/602/2547	522	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings (O30c)	6	
T/602/2574	523	Manage induction in health and social care or children and young people's settings (O35)	3	
F/602/2612	524	Facilitate change in health and social care or children and young people's setting (O40)	6	
L/602/2743	525	Manage an inter-professional team in a health and social care or children and young people's setting (O41)	7	
T/602/2753	526	Manage finance within own area of responsibility in health and social care or children and young people's setting (O42)	4	
R/602/2758	527	Manage quality in health and social care or children and young people's setting (O43)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
Y/600/9588	528*	Develop and evaluate operational plans for own area of responsibility (B1)	6	
K/600/9711	529*	Manage physical resources (E8)	3	
T/602/3188	530	Understand partnership working (M2a)	1	
D/602/3170	531	Understand how to manage a team (LM1a)	3	
H/602/3185	532	Understanding professional supervision practice (LM2a)	3	
J/601/3538	533	Understand the process and experience of dementia (DEM 301)	3	
J/601/6150	534	Understand physical disability (PD OP 3.1)	3	
Y/601/6167	535	Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)	3	
M/601/3467	536	Understand sensory loss (SS MU 3.1)	3	
A/601/6274	537	Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)	3	
L/602/2337	538	Manage domiciliary services (O3)	6	
F/602/2853	539	Lead the management of transitions (O3)	4	
K/602/2572	540	Lead positive behavioural support (O32)	10	Barred combination with unit 4978-554 (HSC 3065)
K/602/3074	541	Develop provision for family support (CCLD OP 5.12)	5	
M/602/2380	542	Lead support for disabled children and young people and their carers (CCLD OP 5.13)	8	
H/601/7354	544	Lead active support (LD 503)	5	
K/601/7355	545	Active support: Lead interactive training (LD 504)	4	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
J/601/5645	546	Promote access to health care for individuals with learning disabilities (LD 509)	6	
A/601/5318	547	Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)	7	
M/601/5817	548	Support families who are affected by Acquired Brain Injury (PD OP 3.4)	3	
D/601/5750	549	Support families who have a child with a disability (PD OP 3.5)	3	
M/601/9494	550	Support the development of community partnerships (HSC 3007)	5	
K/601/7906	551	Support individuals to access housing and accommodation services (HSC 3027)	4	
T/601/9495	552	Support individuals at the end of life (HSC 3048)	7	
F/601/9029	553	Work with families, carers and individuals during times of crisis (HSC 3057)	5	
T/601/9738	554	Implement the Positive Behavioural Support model (HSC 3065)	8	Barred combination with unit 4978-540 (O32)
H/601/3546	555	Support individuals to access education, training or employment (SS 3.7)	4	
M/601/5249	556	Promote awareness of sensory loss (SS 5.2)	3	
H/601/5250	557	Support the use of assistive technology (SS 5.3)	4	
K/601/5251	558	Explore models of disability (SS 5.4)	5	
M/601/5252	559	Support individuals with sensory loss with communication (SS 5.5)	5	
T/601/5253	560	Support individuals with multiple conditions and/or disabilities (SS 5.6)	5	
T/600/9789	561	Support children's speech, language and communication (EYMP5)	4	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
F/600/9777	562	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)	5	
F/502/3295	563	Independent Mental Capacity Advocacy (ADV 305)	12	Barred combination with units 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
J/502/3296	564	Independent Mental Health Advocacy (ADV 306)	7	Barred combination with units 4978-563 (ADV 305); 4978-565 (ADV 307); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).
L/502/3297	565	Providing Independent Advocacy Management (ADV 307)	11	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-566 (ADV 308); 4978-567 (ADV 309) and 4978-568 (ADV 310).

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
R/502/3298	566	Providing Independent Advocacy to Adults (ADV 308)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-567 (ADV 309) and 4978-568 (ADV 310)
Y/502/3299	567	Independent Advocacy with Children and Young People (ADV 309)	7	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-568 (ADV 310)
F/502/3300	568	Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (ADV 310)	5	Barred combination with units 4978-563 (ADV 305); 4978-564 (ADV 306); 4978-565 (ADV 307); 4978-566 (ADV 308) and 4978-567 (ADV 309)
M/601/0648	569	Recognise indications of substance misuse and refer individuals to specialists (ASM1)	4	
D/501/0585	570	Identify and act upon immediate risk of danger to substance misusers (ASM4)	4	
T/504/2197	636	Professional practice in health and social care for adults or children and young people (LM 501)	6	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
A/504/2198	637	Develop, maintain and use records and reports (LM 502)	3	
T/504/2202	640	Support individuals to stay safe from harm or abuse (HSC 3067)	4	
F/504/2204	641	Provide support to children or young people who have experienced harm or abuse (HSC 3068)	6	
J/504/2205	642	Provide support to adults who have experienced harm or abuse (HSC 3069)	5	
Y/504/2208	645	Lead and manage infection prevention and control within the work setting (IC 501)	6	
D/504/2212	646	Lead and manage practice in dementia care (DEM 501)	6	
H/504/2213	647	Lead practice which supports individuals to take positive risks (LM 503)	4	
T/504/2216	648	Assess the needs of carers and families (HSC 3070)	4	
A/504/2217	649	Lead practice in assessing and planning for the needs of families and carers (LM 504)	3	
F/504/2218	650	Understand professional management and leadership in health and social care or children and young people's settings (LM 507)	6	
J/504/2219	651	Appraise staff performance (LM 508)	5	
R/504/2224	652	Support people who are providing homes to individuals (LM 509)	6	
M/504/2232	654	Manage disciplinary processes in health and social care or children and young people's settings (LM 510)	6	
J/504/2236	655	Manage business redesign in health and social care or children or young peoples services (LM 505)	5	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units</b>
D/504/2243	656	Understand the factors affecting older people (HSC 3072)	2	
A/503/8135	660	Understand Advance Care Planning (EOL 303)	3	
M/503/8133	661	Support the spiritual well being of individuals (EOL 304)	3	
F/503/8685	663	Support individuals during the last days of life (EOL 306)	5	Barred combination with unit 4978-664 (EOL 307)
J/503/8137	664	Understand how to support individuals during last days of life (EOL 307)	3	Barred combination with unit 4978-663 (EOL 306)
F/503/8704	665	End of Life and dementia care (EOL 308)	2	
T/503/8134	666	Lead and manage end of life care services (EOL 501)	7	
L/503/8138	667	Lead a service that supports individuals through significant life events (EOL 502)	4	
Y/504/2239	681	Provide information about health and social care of children and young people's services (HSC 3073)	3	
Y/615/8549	728**	Develop and evaluate operational plans for own area of responsibility (B1)	6	
T/615/8560	729**	Manage physical resources (E8)	3	

\* Learners registered before 1st July 2017 should use this unit.

\*\* Learners registered after 1st July 2017 should use this unit.

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management) (England)	545	900
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Management) (England)	545	900
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Advanced Practice) (England)	545	900
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Residential Management) (England)	545	900
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Management) (England)	545	900
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Advanced Practice) (England)	545	900

# 1 Centre requirements



## Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

## Centre staffing

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff. Existing City & Guilds Centres not currently offering qualifications in this area will need to obtain qualification approval.

## Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer

Centre staff may undertake more than one role, eg tutor and assessor or an Internal Quality Assurer, but must never internally quality assure their own assessments.

## Continuing professional development

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## Assessor requirements

The Assessors of competence based units must:

- be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through clearly demonstrable continuing learning and professional development
- hold D32/33 or A1 or be working towards A1 **OR** be working towards the A1 replacements e.g. the City & Guilds 6317 such as:

- the Level 3 Award in Assessing Competence in the Work Environment **or**
- the Level 3 Certificate in Assessing Vocational Achievement **or**
- another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's Qualification Consultant.

Assessors of competence based units may also make assessment decisions on knowledge based units and learning outcomes.

Assessors of knowledge based units and knowledge based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- maintain their occupational knowledge through clearly demonstrable continuing learning and professional development
- hold D32/D33 or A1 **or** be working towards one of the following:
  - the A1 replacement qualifications i.e. the City & Guilds 6317 such as
  - Level 3 Award in Assessing Vocational Competence **or**
  - Level 3 Award in Assessing Vocationally Related Achievement **or**
  - Level 3 Certificate in Assessing Vocational Achievement **or**
  - another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier.

## Teachers, Trainers and Tutors

Teachers, trainers and tutors must:

- comply with the ITT Regulations 2007(QTLS/ATLS) where they are delivering qualifications in England using public funding. For further information visit [www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls)
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

## Internal verifiers/Internal quality assurers

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold an internal verification qualification.

These include:

- D34 or V1
- the V1 replacements e.g. the City & Guilds 6317 such as the:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

### **Expert witness**

In line with Skills for Care and Development Assessment Principles, an expert witness must:

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

The use of an expert witness testimony should be determined and agreed by the assessor.

### **Assessment decisions**

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

Competence based assessment must include direct observation as the main source of evidence.

Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

See - Skills for Care and Development Assessment Principles

**[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)**

### **Guidance for the assessment and verification for imported units**

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Care and Development any specific assessment requirements will be detailed in the unit itself.

### **Learner/Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

## Age restrictions

The City & Guilds Level 5 Diploma in Leadership for Health and Social Care Services is **not** approved for learners under 19 years of age. City & Guilds **cannot** accept any registrations for learners below this age group.

## Other legal considerations

Learners working within care services may be legally required to undergo criminal record checks prior to taking up or continuing in employment. Centres and employers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres or employers are uncertain of these requirements. These are usually the responsibility of the employer. The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body.

Centres are advised that fit persons criteria and work function job specification limitations may impact the learner/learner's ability to generate sufficient and appropriate evidence that meets the learning outcome and assessment criteria in some of the units within this qualification. The completion of a robust initial assessment should aim to highlight any possible issues that will impact on the learner's ability to complete a full qualification.



## 2 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training or learning needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification and may be used as part of the RPL process
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract, a personalised learning plan or a similar document.

### Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several e-Portfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

**Recording forms** are available on the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com)

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assessor/external verifier, before they are used by learners and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.



## 3 Assessment

### Summary of assessment methods

This competence-based qualification is designed to be assessed in the learner's workplace as they undertake their normal work role. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector. It is advisable that the majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged. The learner must be working with a minimum of two service users in order to complete this qualification. The qualification/units need to be assessed in line with the Skills for Care and Development Assessment Principles.

### Competence based units

There will be a combination of assessment methods for this qualification. Direct observation of learners' performance by a qualified occupationally competent assessor, and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence for this qualification.

### Knowledge based units

Knowledge based units can be assessed in line with this qualification's assessment methods, e.g. centre devised/internally verified assignments, professional discussion and projects.

### Range

Within the competence and knowledge-based units, keywords or phrases within the assessment criteria are highlighted in bold to reflect the range. This enables tutors/assessors to teach some or all of the areas listed in the range.

### Assessment strategy

#### External verification

This qualification is internally assessed, internally verified and externally verified. Assessment is achieved via robust external and internal quality assurance processes, supported by City & Guilds reporting systems, which identifies areas of best practice and areas for development or risk for each centre.

#### Observation requirements

The prime source of evidence for competency based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses can provide testimony for the occupationally specific units.

## Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods **below**, to ensure that all the assessment criteria are sufficiently evidenced to allow them to make the consistency of the learner's practice for each unit:

<b>Expert witnesses</b>	Expert witnesses may observe learner practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learners work based performance.
<b>Work products</b>	Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
<b>Professional discussion</b>	Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that learners can evaluate their knowledge and practice across the qualification.
<b>Learner/reflective accounts</b>	Learner/reflective accounts describe learners' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge and practice across the activities embedded in this qualification.
<b>Questions</b>	Questions asked by assessors and answered by learners can be used to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
<b>Witness testimonies</b>	Witness testimonies should come from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it and confidentiality is maintained at all times.

**Projects/  
Assignments**

Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence can also be obtained from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used (see section on Recognition of Prior Learning).

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**Case studies**

Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of performance competence. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

N.B. Confidential records must not to be included in learners' portfolios but must be referred to in the assessment records.

**Evidence requirements****Competence evidence requirements**

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of a range of occupationally competent assessors and/or 'experts' who are able to contribute to a learner's assessment, will be of considerable assistance to centres in providing learners with access to those who can testify to their competence in the workplace. It may also ensure that privacy and confidentiality are not infringed.

Evidence of learner performance will be derived from assessor observation and/or testimony from an expert witness of the learner carrying out real work activities in the workplace. Assessor observation is not required for the knowledge units although knowledge can be inferred from performance.

The unit qualified and occupationally competent assessor or the learner's overall qualification coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in a learners' portfolios.

Legal requirements and best practice in relation to maintaining the confidentiality and the rights to dignity and privacy of the people participating and contributing to the evidence must be upheld. This is regardless of the evidence source, assessment method and means used for recording such evidence.

**Knowledge evidence requirements**

If the assessor cannot positively infer the knowledge and understanding from learners' work practice they should question the learner or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers on the focus and outcomes of professional discussion. Centre-designed assignments may also be used and must comply with the City & Guilds centre assessment guidance criteria as provided (document *Assessor Guidance*, available on [www.cityandguilds.com](http://www.cityandguilds.com))

Professional discussion, where used, must be conducted with learners by a qualified occupationally knowledgeable assessor. Professional discussion is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in learners' assessment plans and thereby agreed in advance with learners. The assessor could use professional discussion to ask a set of prescribed knowledge questions if required.

## **Recognition of prior learning (RPL)**

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence. This is not a new process but expands on previously used processes such as the Accreditation of Prior Learning (APL), the recognition of experiential learning and the validation of informal learning by incorporating all types of prior learning and training.

The regulatory arrangements for the Qualifications and Credit Framework define RPL as a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment.

The RPL process is relevant where an individual has previously learnt something but may never have received formal recognition for this learning through a qualification or other form of certification. RPL refers to an opportunity for learners to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented - e.g. certificates, witness testimonies etc. - will need to provide sufficient detail to allow the assessor to apply the RPL assessment process.

Assessment staff work through Learning Outcomes and Assessment Criteria ensuring that all are covered, using relevant methods for RPL such as: Witness Testimony, Reflective Accounts, Professional Discussion, etc.

In considering the appropriateness of any single piece of evidence the following should be considered:

- Content – the degree to which the content of any previous learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the 'non-tested' areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested relates to that required by the Level 5 Diploma in Leadership for Health and Social Care Services (England)
- Learning outcomes and Assessment criteria – the degree to which the previous learning covered both. Some learning will only have offered and tested the latter, in which case the Recognition of Prior Learning can only cover the knowledge aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge)

could be true in which case knowledge and understanding would need further assessment.

- Model of learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence-based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of learners' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into the current setting.



## 4 Units

### Availability of units

The following units can also be obtained from the City & Guilds website; they are also on the Register of Regulated qualifications:

**[www.register.ofqual.gov.uk](http://www.register.ofqual.gov.uk)**

### Structure of units

These units each have the following:

- City & Guilds reference number
- Title
- Unit accreditation number (UAN)
- Level
- Credit value
- Guided learning hours
- Relationship to NOS, other qualifications and frameworks
- Assessment requirements
- Unit aim
- Learning outcomes
- Assessment criteria
- Range
- Notes for guidance

## Unit 501

## Use and develop systems that promote communication (SHC51)

<b>UAN:</b>	<b>F/602/2335</b>
<b>Level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to LMCS E1 HSC 4
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Be able to address the range of communication requirements in own role	
<b>Assessment criteria</b>	
The learner can:	
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 <b>means of communication</b> to meet different needs

<b>Range</b>
<b>Means of communication:</b>
<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Sign</li> <li>• Pictorial</li> <li>• Written</li> <li>• Electronic</li> <li>• Assisted</li> </ul>

- Personal
- Organisational
- Formal
- Informal
- Public (information/promotional)

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to improve communication systems and practices that support positive outcomes for individuals	
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to improve communication systems to support partnership working	
<b>Assessment criteria</b>	
The learner can:	
3.1 Use communication systems to promote partnership working	
3.2 Compare the effectiveness of different communications systems for partnership working	
3.3 Propose improvements to communication systems for partnership working	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to use systems for effective information management	
<b>Assessment criteria</b>	
The learner can:	
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	

# Unit 501      Use and develop systems that promote communication (SHC51)

Supporting information

## Guidance

### Definition

#### Learning Outcome 3

**Partnership Working:** working effectively together with people, professionals, agencies and organisations to enhance the well-being of people and support positive and improved outcomes.

## Unit 502

## Promote professional development (SHC52)

<b>UAN:</b>	<b>L/602/2578</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to HSC 43 LMCS A1 D3 CCLD 429 LDSS/GCU6
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

<b>Learning outcome</b>	<b>The learner will:</b>
5. Understand principles of professional development	
<b>Assessment criteria</b>	
The learner can:	
5.1	Explain the importance of continually improving knowledge and practice
5.2	Analyse potential barriers to professional development
5.3	Compare the use of different <b>sources and systems of support</b> for professional development
5.4	Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date

<b>Range</b>
<b>Sources and systems of support:</b>
<ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Mentoring</li> <li>• Within the organisation</li> <li>• Beyond the organisation</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to prioritise goals and targets for own professional development	
<b>Assessment criteria</b>	
The learner can:	
6.1 Evaluate own knowledge and performance against <b>standards and benchmarks</b>	
6.2 Prioritise development goals and targets to meet expected standards	

<b>Range</b>
<b>Standards and benchmarks:</b>
<ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Regulations</li> <li>• Minimum / essential standards</li> <li>• National occupational standards</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
7. Be able to prepare a professional development plan	
<b>Assessment criteria</b>	
The learner can:	
7.1 Select learning opportunities to meet development objectives and reflect personal learning style	
7.2 Produce a plan for own professional development, using an appropriate source of support	
7.3 Establish a process to evaluate the effectiveness of the plan	

<b>Learning outcome</b>	<b>The learner will:</b>
8. Be able to improve performance through reflective practice	
<b>Assessment criteria</b>	
The learner can:	
8.1 Compare models of reflective practice	
8.2 Explain the importance of reflective practice to improve performance	
8.3 Use reflective practice and feedback from others to improve performance	
8.4 Evaluate how practice has been improved through:	
<ul style="list-style-type: none"> <li>• reflection on best practice</li> <li>• reflection on failures and mistakes</li> </ul>	

## Unit 503

## Champion equality, diversity and inclusion (SHC53)

<b>UAN:</b>	<b>Y/602/3183</b>
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	34
<b>Relationship to NOS:</b>	This unit is linked to LMCS B1 HSC 45 LDSS/GCU 5 LDSS 408.
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required a whole systems approach to equality, diversity and inclusion The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand diversity, equality and inclusion in own area of responsibility
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to champion diversity, equality and inclusion
<b>Assessment criteria</b>	
The learner can:	
2.1	Promote equality, diversity and inclusion in policy and practice
2.2	Challenge discrimination and exclusion in policy and practice
2.3	Provide others with information about: <ul style="list-style-type: none"> <li>• the effects of discrimination</li> <li>• the impact of inclusion</li> <li>• the value of diversity</li> </ul>
2.4	Support others to challenge discrimination and exclusion

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand how to develop systems and processes that promote diversity, equality and inclusion
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Be able to manage the risks presented when balancing individual rights and professional duty of care
<b>Assessment criteria</b>	
The learner can:	
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

## Unit 504

# Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings (M1)

<b>UAN:</b>	<b>K/602/3172</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health and social care or children and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
2.1 Demonstrate compliance with health, safety and risk management procedures	
2.2 Support <b>others</b> 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	

<b>Range</b>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• Self</li> <li>• Workers / Practitioners</li> <li>• Carers</li> <li>• Significant others</li> <li>• Visitors to the work setting</li> <li>• Inspectors / Regulators</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others	
3.2 Work with individuals and others to assess potential risks and hazards	
3.3 Work with individuals and others to manage potential risks and hazards	

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can: 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	

**Unit 504**      **Develop health and safety and risk management policies procedures and practices in health and social care or children and young people’s settings (M1)**

Supporting information

**Guidance**

**Definition**

**Learning Outcome 3**

**Individuals:** an individual is someone accessing care or support.

## Unit 505

## Work in partnership in health and social care or children and young people's settings (M2c)

<b>UAN:</b>	<b>A/602/3189</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to LMCS B1, HSC 41, CCLD 405, 40
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand partnership working	
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify the features of effective partnership working	
1.2 Explain the importance of partnership working with:	
<ul style="list-style-type: none"> <li>• Colleagues</li> <li>• <b>Other professionals</b></li> <li>• <b>Others</b></li> </ul>	
1.3 Analyse how partnership working delivers better outcomes	
1.4 Explain how to overcome barriers to partnership working	

<b>Range</b>
<b>Other professionals:</b>
<ul style="list-style-type: none"> <li>• Workers from other agencies or organisations</li> <li>• Advocates</li> <li>• Independent visitors</li> </ul>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• Individuals</li> <li>• Children and young people</li> <li>• Families</li> <li>• Carers</li> </ul>

- Friends of the individual
- Advocates

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to establish and maintain working relationships with colleagues	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to establish and maintain working relationships with other professionals	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to work in partnership with others	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 506

## Understand children and young person's development (MU5.2)

<b>UAN:</b>	<b>F/601/9449</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to CCLD 403 Support programmes for the promotion of children's development; CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with Skills for care and development Assessment Principles.
<b>Aim</b>	This unit provides knowledge and understanding of how children and young people from birth to 19 years develop. The unit also explores actions which should be taken when differences in development are identified and the potential effects of transitions on children and young people's development.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the pattern of development that would normally be expected for children and young people from birth-19 years	
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain the sequence and rate of each <b>aspect of development</b> 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

<b>Range</b>
<b>Aspect of development:</b>
<ul style="list-style-type: none"> <li>• Physical</li> <li>• Communication</li> <li>• intellectual / cognitive</li> <li>• Social, emotional and behavioural</li> </ul>

- Moral
- Identity

**Reasons why children and young people’s development may not follow the pattern normally expected:**

- Disability
- Emotional
- Physical
- Environmental
- Cultural
- Social
- Learning needs
- Communication
- Genetic

Learning outcome	The learner will:
2. Understand the factors that impact on children and young people’s development	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>2.1 Analyse how children and young people’s development is influenced by a range of <b>personal factors</b></p> <p>2.2 Analyse how children and young people’s development is influenced by a range of <b>external factors</b></p> <p>2.3 Explain how theories of development and frameworks to support development influence current practice</p>	

<b>Range</b>
<p><b>Personal factors:</b></p> <ul style="list-style-type: none"> <li>• health status</li> <li>• disability</li> <li>• sensory impairment</li> <li>• learning difficulties</li> <li>• genetic</li> </ul> <p><b>External factors:</b></p> <ul style="list-style-type: none"> <li>• Poverty and deprivation</li> <li>• History of abuse and neglect</li> <li>• Family environment and background</li> <li>• Behaviour of mother during pregnancy</li> <li>• Personal choices</li> <li>• Looked after/ care status</li> <li>• Education</li> </ul> <p><b>Theories of development:</b></p>

- Cognitive
- Psychoanalytic
- Humanist
- Social Learning
- Operant conditioning
- Behaviourist
- Attachment

**Frameworks to support development:**

- Social pedagogy

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand the benefits of early intervention to support the development of children and young people
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Understand the potential effects of transition on children and young people's development.
<b>Assessment criteria</b>	
The learner can:	
4.1	Explain how different <b>types of transitions</b> 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

<b>Range</b>
<b>Types of transitions:</b>
<ul style="list-style-type: none"> <li>• emotional, affected by personal experience e.g. bereavement, entering/ leaving care</li> <li>• physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another, between a range of care givers on a regular basis</li> <li>• physiological e.g. puberty, long term medical conditions</li> <li>• intellectual e.g. moving from pre school to primary to post primary</li> </ul>

Learning outcome	The learner will:
5. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>5.1 Explain different <b>methods of assessing</b>, recording and monitoring children and young people's development</p> <p>5.2 Explain how and in what circumstances different methods for assessing, recording and monitoring children and young people's development can be used in the work setting</p> <p>5.3 Explain how <b>different types of interventions</b> can promote positive outcomes for children and young people where development is not following the pattern normally expected</p> <p>5.4 Evaluate the importance of accurate documentation regarding the development of children and young people</p>	

<b>Range</b>
<p><b>Methods of assessing:</b></p> <ul style="list-style-type: none"> <li>• Assessment Framework/s</li> <li>• Observation</li> <li>• Standard measurements</li> <li>• Information from parent, carers, children and young people, other professionals and colleagues</li> </ul> <p><b>Different types of interventions:</b></p> <ul style="list-style-type: none"> <li>• Social worker</li> <li>• Speech and language therapist</li> <li>• Psychologist</li> <li>• Psychiatrist</li> <li>• Youth justice</li> <li>• Physiotherapist</li> <li>• Nurse specialist</li> <li>• Additional learning support</li> <li>• Assistive technology</li> <li>• Health visitors</li> <li>• Counsellor / therapist</li> <li>• Foster carers</li> <li>• Residential social workers</li> </ul>

## Unit 507

## Lead practice that supports positive outcomes for child and young person development (MU5.3)

<b>UAN:</b>	<b>J/601/9369</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	36
<b>Relationship to NOS:</b>	This unit is linked to CCLD 403 Support programmes for the promotion of children's development.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with Skills for Care and development Assessment Principles
<b>Aim</b>	The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for child and young person development.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand theoretical approaches to child and young person development	
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain different <b>theories</b> and <b>frameworks</b> 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.

<b>Range</b>
<b>Theories:</b> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Psychoanalytic</li> <li>• Humanist</li> <li>• Social Learning</li> <li>• Operant conditioning</li> <li>• Behaviourist</li> <li>• Attachment</li> </ul>

<b>Frameworks:</b> <ul style="list-style-type: none"> <li>• Social pedagogy</li> </ul>
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<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to lead and support developmental assessment of children and young people	
<b>Assessment criteria</b>	
The learner can:	
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 <b>carers'</b> participation in developmental assessment	
2.4 Evaluate the effectiveness of strategies to encourage child or young person and <b>carers'</b> participation in developmental assessment	

<b>Range</b>
<b>Carers:</b>
<ul style="list-style-type: none"> <li>• Families</li> <li>• Paid carers</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to develop and implement programmes with children or young people requiring developmental support	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to evaluate programmes for children or young people requiring developmental support	
<b>Assessment criteria</b>	
The learner can:	
4.1 Review programmes of developmental support	
4.2 Implement strategies for improvement for programmes of development support	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to lead and promote support for children experiencing transitions	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to lead positive behaviour support	
<b>Assessment criteria</b>	
The learner can:	
6.1 Support use of evidence based practice with children and young people to encourage <b>positive behaviour</b>	
6.2 Critically evaluate different approaches to supporting positive behaviour	

<b>Range</b>
<b>Positive behaviour:</b>
<ul style="list-style-type: none"> <li>• Least restrictive principle</li> <li>• Reinforcing positive behaviour</li> <li>• Modelling/ positive culture</li> <li>• Looking for reasons for inappropriate behaviour and adapting responses</li> <li>• Individual behaviour planning</li> <li>• Phased stages</li> <li>• Planning interventions to reduce inappropriate behaviour</li> <li>• Deescalate and diversion</li> <li>• Containment</li> <li>• Following management plans</li> <li>• Boundary setting and negotiation</li> <li>• Supporting children and young people's reflection on and management of own behaviour</li> <li>• Anti bullying strategies</li> </ul>

## Unit 508

# Develop and implement policies and procedures to support the safeguarding of children and young people (MU5.4)

<b>UAN:</b>	<b>A/601/9370</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to CCLD 402 Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with Skills for Care and development Assessment Principles
<b>Aim</b>	This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children and young people.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the impact of current legislation that underpins the safeguarding of children and young people	
<b>Assessment criteria</b>	
The learner can:	
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 <b>day to day work</b> 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.

<b>Range</b>
<b>Day to day work:</b>
<ul style="list-style-type: none"> <li>• Childcare practice</li> <li>• Child protection</li> <li>• Risk assessment</li> <li>• Ensuring the voice of the child or young person is heard (e.g. providing advocacy services)</li> </ul>

- Supporting children and young people and others who may be expressing concerns
- Working practices that protect practitioners and children/ young people

Learning outcome	The learner will:
2.	Be able to support the review of policies and procedures for safeguarding children and young people
<b>Assessment criteria</b>	
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice</li> <li>2.2 Identify the <b>policies and procedures</b> required in the work setting for safeguarding children and young people</li> <li>2.3 Develop the process for reviewing the process for safeguarding policies and procedures</li> <li>2.4 Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures</li> <li>2.5 Liaise with <b>different organisations</b> as part of the development or review process of policies and procedures for safeguarding children and young people</li> </ol>	

<b>Range</b>
<p><b>Policies and procedures:</b></p> <ul style="list-style-type: none"> <li>• Listening to children and young people</li> <li>• Sharing concerns and recording/ reporting incidents</li> <li>• Dealing with allegations</li> <li>• Duty of care</li> <li>• Whistle-blowing</li> <li>• Propriety and behaviour</li> <li>• Physical contact/ Intimate personal care</li> <li>• Off site visits</li> <li>• Photography and video</li> <li>• Timely and accurate information sharing</li> <li>• Partnership working</li> </ul> <p><b>Different Organisations:</b></p> <ul style="list-style-type: none"> <li>• Social services</li> <li>• NSPCC</li> <li>• Health visiting</li> <li>• GP</li> <li>• Probation</li> <li>• Police</li> <li>• School</li> <li>• Psychology service</li> </ul>

<b>Learning outcome</b>	The learner will:
3. Be able to implement policies and procedures for safeguarding children and young people	
<b>Assessment criteria</b>	
The learner can:	
3.1 Support the implementation of policies and procedures for safeguarding children and young people	
3.2 Mentor and support other practitioners to develop the skills to safeguard children and young people	

<b>Learning outcome</b>	The learner will:
4. Be able to lead practice in supporting children and young people's wellbeing and resilience	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 509

## Lead and manage group living for children (P4)

<b>UAN:</b>	<b>A/602/3175</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	43
<b>Relationship to NOS:</b>	This unit is linked to LMCS B7
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage the group living for children and young people.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the legal, policy, rights and theoretical framework for group living for children and young people
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to lead the planning, implementation and review of daily living activities for children and young people
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to promote positive outcomes in a group living environment	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to manage a positive group living environment	
<b>Assessment criteria</b>	
The learner can:	
4.1 Explain how the physical environment and ethos of the group living environment can promote the well-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	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to safeguard children and young people in a group living environment	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 510

## Lead and manage a team within a health and social care or children and young people's setting (LM1c)

<b>UAN:</b>	<b>H/602/3171</b>
<b>Level:</b>	6
<b>Credit value:</b>	7
<b>GLH:</b>	46
<b>Relationship to NOS:</b>	This unit is linked to LMCS A1, B1 CCLD 413, 425
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in a health and social care or children and young people's setting.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the features of effective team performance within a health and social care or children and young people's setting
<b>Assessment criteria</b>	
The learner can:	
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: <ul style="list-style-type: none"> <li>• Trust</li> <li>• Accountability</li> </ul>
1.7	Compare methods of addressing conflict within a team

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to support a positive culture within the team for a health and social care or children and young people's setting	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to support a shared vision within the team for a health and social care or children and young people's setting	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b> to promote a shared vision within the team	
3.4 Evaluate how the vision and strategic direction of the team influences team practice	

<b>Range</b>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• Carers</li> <li>• Workers / Practitioners</li> <li>• Significant others</li> <li>• Other professionals</li> <li>• People who use services</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to manage team performance in a health and social care or children and young people's setting	
<b>Assessment criteria</b>	
The learner can:	
6.1 Monitor and evaluate progress towards agreed objectives	
6.2 Provide feedback on performance to: <ul style="list-style-type: none"> <li>• The individual</li> <li>• The team</li> </ul>	
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	

## Unit 511

# Develop professional supervision practice in health and social care or children and young people's settings (LM2c)

<b>UAN:</b>	<b>M/602/3187</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to LMCS A1, B1, HSC 41, 43, 45 CCLD 328, 427
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the purpose of professional supervision in health and social care or children and young people's work settings
<b>Assessment criteria</b>	
The learner can:	
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: <ul style="list-style-type: none"><li>• Individual</li><li>• Supervisor</li><li>• Supervisee</li></ul>

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to provide professional supervision in health and social care or children and young people's work settings	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings	
<b>Assessment criteria</b>	
The learner can:	
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	

**Unit 511            Develop professional supervision practice in health and social care or children and young people's settings (LM2c)**

Supporting information

**Guidance**

**Definition**

**Learning Outcome 1, Assessment Criterion 1.3**

**Agreed ways of working:** policies and procedures, where these exist.

**Learning Outcome 1, Assessment Criterion 1.5**

**Individual:** an individual is someone accessing care or support.

## Unit 512

# Lead practice in promoting the well-being and resilience of children and young people (O36)

<b>UAN:</b>	<b>J/602/2577</b>
<b>Level:</b>	5
<b>Credit value:</b>	8
<b>GLH:</b>	53
<b>Relationship to NOS:</b>	<p>This unit is linked to HSC 44 CCLD 402 403 408 LMCS B2</p> <p>Details of the relationship between this unit and other standards or curricula</p> <p>Professional Practice in residential child care Standards: 1.5, 2.2, and ( England)</p> <p>Training Support and Development Standards for Foster Care: and (England)</p>
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to lead practice in support of children and young people’s well-being and resilience. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are. The unit includes evaluation and development of practice.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand how different approaches to promoting positive well-being and resilience in children and young people impact on practice
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain the importance of <b>well-being</b> 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 <b>well-being</b> and resilience of children and young people

<b>Range</b>
<b>Well-being:</b> <ul style="list-style-type: none"> <li>• Attachment</li> <li>• Relationships</li> <li>• Emotional security</li> <li>• Health</li> <li>• Self esteem</li> <li>• Diet</li> <li>• Exercise</li> <li>• Rest and sleep</li> <li>• Prompt medical/dental attention when needed</li> <li>• Preventive health programmes</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to lead practice in supporting children and young people's well-being and resilience
<b>Assessment criteria</b>	
The learner can:	
2.1	Lead practice that supports <b>others</b> to engage with children and young people <b>to build their self esteem</b>
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

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Human resource personnel</li> <li>• Workers/Practitioners</li> <li>• Carers</li> <li>• Significant others</li> </ul> <b>To build their self esteem:</b> <ul style="list-style-type: none"> <li>• Identifying with their own self image and identity</li> <li>• Recognising and valuing their own abilities, talents and achievements</li> <li>• Being involved in decisions and have as much control as possible over their lives</li> <li>• Setting goals and targets that contribute towards building their well-being and resilience</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to lead practice in work with carers who are supporting children and young people	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to lead practice in responding to the health needs of children and young people	
<b>Assessment criteria</b>	
The learner can:	
4.1	Lead practice that supports children and young people to make positive choices about their <b>health needs</b>
4.2	Assess any risks to or concerns about the health of children and young people
4.3	Support others to recognise and record <b>concerns</b> about a child or young person's health following agreed procedures
4.4	Work with others to take action to address <b>concerns</b> identified about the health of children and young people

<b>Range</b>
<p><b>Health needs:</b></p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Mental</li> <li>• Sexual</li> </ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• Illness</li> <li>• Injury</li> <li>• Use of illegal substances</li> <li>• Emotional distress</li> <li>• Poor lifestyle choices</li> <li>• Bullying (either as victim or perpetrator)</li> <li>• Exploitative behaviour (either as victim or perpetrator)</li> <li>• Harm or abuse</li> <li>• Changes in behaviour</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to lead the development of practice with children or young people to promote their well-being and resilience	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 513

# Manage health and social care practice to ensure positive outcomes for individuals (M3)

<b>UAN:</b>	<b>M/602/2850</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to LMCS B2, B3, B4
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the process of planning and achieving positive outcomes that underpin the personalisation agenda. This unit covers a range of the key areas of practice that support the implementation of personalisation. The unit also explores the role of the manager/senior worker in providing a supportive environment for individuals to achieve positive outcomes.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the theory and principles that underpin outcome based practice	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Range</b>
<b>Approaches to outcome based practice:</b>
<ul style="list-style-type: none"> <li>• Results based accountability</li> <li>• Outcomes Management</li> <li>• Outcomes into Practice</li> <li>• Logic Model</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well-being	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to lead practice that promotes individuals' health	
<b>Assessment criteria</b>	
The learner can:	
3.1 Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision	
3.2 Use <b>appropriate methods</b> 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	

<b>Range</b>
<b>Appropriate methods:</b>
<ul style="list-style-type: none"> <li>• Agreed therapeutic/development activities</li> <li>• Regular health checks</li> <li>• Administering prescribed medication/treatment</li> <li>• Promoting/supporting healthy lifestyle choices</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve	
<b>Assessment criteria</b>	
The learner can:	
4.1 Explain the necessary steps in order for individuals to have choice and control over decisions	
4.2 Manage resources so that individuals can achieve positive outcomes	
4.3 Monitor and evaluate progress towards the achievement of outcomes	
4.4 Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes	
4.5 Implement systems and processes for recording the identification, progress and achievement of outcomes	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes	
<b>Assessment criteria</b>	
The learner can:	
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 <b>appropriate approaches to address conflicts and dilemmas</b> 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	

<b>Range</b>
<b>Appropriate approaches to address conflicts and dilemmas:</b>
<ul style="list-style-type: none"> <li>• One to one discussion</li> <li>• Group discussion</li> <li>• Using contracts</li> <li>• Providing information to inform choices</li> <li>• Mentoring for conflict resolution</li> </ul>

## Unit 514

## Safeguarding and protection of vulnerable adults (P1)

<b>UAN:</b>	<b>R/602/2856</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	37
<b>Relationship to NOS:</b>	This unit is linked to HSC 45, 430
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the legislation, regulations and policies that underpin the protection of vulnerable adults	
<b>Assessment criteria</b>	
The learner can:	
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 <b>policy developments</b> 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

<b>Range</b>
<b>Policy developments:</b> <ul style="list-style-type: none"> <li>• Our Health, our care, our say</li> <li>• Putting People First</li> <li>• No Secrets</li> <li>• In Safe Hands</li> <li>• Vetting and Barring Scheme / Independent Safeguarding Authority</li> <li>• Local Safeguarding Adults Boards</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to lead service provision that protects vulnerable adults	
<b>Assessment criteria</b>	
The learner can:	
2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices	
2.2 Provide information to others on:	
<ul style="list-style-type: none"> <li>• Indicators of abuse</li> <li>• Measures that can be taken to avoid abuse taking place</li> <li>• Steps that need to be taken in the case of suspected or alleged abuse</li> </ul>	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults	
<b>Assessment criteria</b>	
The learner can:	
3.1 Follow <b>agreed protocols</b> for working in partnership with other organisations	
3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations	

<b>Range</b>
<b>Agreed protocols:</b> <ul style="list-style-type: none"> <li>• Boundaries</li> <li>• Areas of responsibility</li> <li>• Information sharing</li> <li>• Limits of authority</li> <li>• Decision making</li> <li>• Recording information</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 515

## Lead and manage group living for adults (P3)

<b>UAN:</b>	<b>T/602/3174</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to LMCS B7
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage group living facilities. The unit provides the knowledge and skills to lead group living environment that provide individuals with the opportunities to achieve positive outcomes.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Be able to develop the physical group living environment to promote positive outcomes for individuals
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to lead the planning, implementation and review of daily living activities	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to promote positive outcomes in a group living environment	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to manage a positive group living environment	
<b>Assessment criteria</b>	
The learner can:	
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

# **Unit 515      Lead and manage group living for adults (P3)**

Supporting information

## **Guidance**

### **Definition**

#### **Learning Outcome 1, Assessment Criterion 1.4**

**Well-being:** a subjective state of being content and healthy.

## Unit 516

## Understand safeguarding of children and young people (for those working in the adult sector) (P5)

<b>UAN:</b>	<b>Y/602/2860</b>
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to CCLD 305, LDSS 1, HSC 34
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge required to understand the safeguarding of children and young people. These workers do not work directly with children, but need to know how to recognise and respond to abuse and/or neglect should they come across it in the course of their work with adults.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the policies, procedures and practices for safe working with children and young people	
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain the policies, procedures and practices for safe working with children and young people

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	
<b>Assessment criteria</b>	
The learner can:	
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

## Unit 517

## Lead person-centred practice (HSCM1)

<b>UAN:</b>	<b>D/602/2844</b>
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	This unit is linked to HSC 414 416 LMCS B5
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning objectives 2 and 3 must be assessed in the work setting.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to work as a manager or senior practitioner in a wide range of settings. It covers the promotion and implementation of person-centred practice.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the theory and principles that underpin person-centred practice	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to lead a person-centred practice	
<b>Assessment criteria</b>	
The learner can:	
2.1 Support <b>others</b> to work with individuals to establish their history, preferences, wishes and needs	
2.2 Support <b>others</b> to implement person-centred practice	
2.3 Support <b>others</b> to work with individuals to review approaches to meet individuals' needs and preferences	
2.4 Support <b>others</b> to work with individuals to adapt approaches in response to individuals' emerging needs or preferences	

<b>Range</b>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• Family members</li> <li>• Friends</li> <li>• Advocates</li> <li>• Paid workers</li> <li>• Other professionals</li> <li>• Carers</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to lead the implementation of active participation of individuals	
<b>Assessment criteria</b>	
The learner can:	
3.1 Evaluate how active participation enhances the well-being 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	

# Unit 517      Lead person-centred practice (HSCM1)

## Supporting information

### Guidance

#### Definitions

#### Learning Outcome 1, Assessment Criterion 1.4

**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.

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

#### Learning Outcome 3

**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.

## Unit 518

## Assess the individual in a health and social care setting (SS 5.1)

<b>UAN:</b>	<b>J/601/5242</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	41
<b>Relationship to NOS:</b>	This unit is linked to Sensory Services 1,2,3,4,6,11
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The purpose of this unit is to provide the knowledge and skills needed to understand and implement different forms of assessment in the context of partnership working.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand assessment processes	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to lead and contribute to assessments	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to manage the outcomes of assessments	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to promote others' understanding of the role of assessment	
<b>Assessment criteria</b>	
The learner can:	
4.1 Develop <b>others'</b> understanding of the functions of a range of assessment tools	
4.2 Develop <b>others'</b> understanding that assessment may have a positive and/or negative impact on an individual and their families	
4.3 Develop <b>others'</b> understanding of their contribution to the assessment process	

<b>Range</b>
<b>Others':</b>
<ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. Review and evaluate the effectiveness of assessment	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 519

## Develop procedures and practice to respond to concerns and complaints (O1)

<b>UAN:</b>	<b>J/602/2336</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to LMCS E9
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to developing, implementing and reviewing procedures and practices to address concerns and complaints. It covers the relevant regulatory requirements, codes of practice and relevant guidance, and analyses the impact of these on service provision.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to develop procedures to address concerns and complaints
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b> 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 |

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Workers / Practitioners</li> <li>• Carers</li> <li>• Significant others</li> <li>• Other professionals</li> <li>• People who use services</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Be able to lead the implementation of procedures and practice for addressing concerns and complaints
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Be able to review the procedures and practices for addressing concerns and complaints
<b>Assessment criteria</b>	
The learner can:	
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

## Unit 520

## Recruitment and selection within health and social care or children and young people's settings (O16)

<b>UAN:</b>	<b>R/602/2338</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to LMCS A3, HSC 444, CCLD 333, MSC D3, D4, D5
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to recruit and select in health and social care or children's and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the recruitment and selection processes in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain the impact on selection and recruitment processes, in own setting, of: <ul style="list-style-type: none"> <li>• Legislative requirements</li> <li>• Regulatory requirements</li> <li>• Professional codes</li> <li>• Agreed ways of working</li> </ul>
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

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to contribute to the recruitment process in health and social care or children's and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b> to establish the methods that will be used in the recruitment and selection process	
2.4 Involve individuals in the recruitment process	

<b>Range</b>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• Human resource personnel</li> <li>• Workers / Practitioners</li> <li>• Carers</li> <li>• Significant others</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to participate in the selection process in health and social care or children's and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
3.1 Use agreed methods to assess candidates	
3.2 Use agreed criteria to select candidates	
3.3 Communicate the outcome of the selection process according to the policies and procedures of own setting	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
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	

**Unit 520**                    **Recruitment and selection within  
health and social care or children  
and young people's settings  
(O16)**

Supporting information

**Guidance**

**Definition**

**Learning Outcome 1, Assessment Criterion 1.1**

**Agreed ways of working:** policies and procedures where these exist

**Learning Outcome 2, Assessment Criterion 2.4**

**Individual:** someone accessing care or support.

**Recruitment process:** consultation or practical involvement in the process

## Unit 521

# Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)

<b>UAN:</b>	<b>Y/602/2339</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	42
<b>Relationship to NOS:</b>	This unit is linked to LMCS A3, HSC 444, CCLD 333, MSC D3, D4, D5
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	This purpose of this unit is assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand how groups develop and function in health and social care or children and young people's work settings
<b>Assessment criteria</b>	
The learner can:	
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 <ul style="list-style-type: none"> <li>• Group dynamics</li> <li>• Lifecycle of the group</li> <li>• Group outcomes</li> <li>• Development of roles within the group</li> </ul>
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

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to facilitate a group in health and social care or children and young people's work settings	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
4.1 Demonstrate inclusive practice when facilitating groups	
4.2 Support consensus and manage <b>conflict</b> 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	

<b>Range</b>
<b>Conflict:</b>
<ul style="list-style-type: none"> <li>• Negative comments</li> <li>• Disagreements</li> <li>• Discrimination</li> <li>• Power imbalance</li> <li>• Threats</li> <li>• Body language</li> <li>• Non compliance</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 522

# Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings (O30c)

<b>UAN:</b>	<b>L/602/2547</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	43
<b>Relationship to NOS:</b>	This unit is linked to ENTO CM20 CCLD 429
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care or children and young people's settings. It includes the ability to understand the benefits of coaching and mentoring and to plan implement and evaluate the impact of coaching and mentoring in the work setting.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings
<b>Assessment criteria</b>	
The learner can:	
3.1 Use <b>different information sources</b> to determine the coaching and mentoring needs of practitioners in the work setting	
3.2 Plan coaching and mentoring activities	

<b>Range</b>
<b>Different information sources:</b>
<ul style="list-style-type: none"> <li>• Strategic/business plans</li> <li>• New legislation/regulation</li> <li>• Supervision agreements/professional development plans</li> <li>• Availability and expertise of coaches and mentors in the work setting</li> <li>• Service users who have different needs</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
	4. Be able to implement coaching and mentoring activities in health and social care or children and young people's settings
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 523

## Manage induction in health and social care or children and young people's settings (O35)

<b>UAN:</b>	<b>T/602/2574</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to HSC 444 LMCS A1 A
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills for managing induction in health and social care or children and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the purpose of induction for health and social care or children and young people's settings
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain why induction is important for <b>practitioners</b> , 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

<b>Range</b>
<b>Practitioners:</b> <ul style="list-style-type: none"> <li>• New recruits</li> <li>• Existing employees who have taken on additional responsibilities</li> <li>• Existing employees who have taken on a new role</li> <li>• Temporary or agency workers</li> <li>• Workers transferring from another setting</li> <li>• Students on placement</li> <li>• Volunteers</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to manage the induction process in health, social care and children and young people's work settings
<b>Assessment criteria</b>	
The learner can:	
2.1	Explain the <b>factors that influence</b> induction processes for practitioners
2.2	Develop an induction programme in agreement with others
2.3	Manage the induction process for practitioners

<b>Range</b>
<b>Factors that influence:</b> <ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Levels of responsibility</li> <li>• Previous experience</li> <li>• Qualification status</li> <li>• Availability of others</li> <li>• Organisational culture</li> <li>• Organisational requirements</li> <li>• Individual needs</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Be able to support the implementation of induction processes in health, social care and children and young people's work settings
<b>Assessment criteria</b>	
The learner can:	
3.1	Identify different methods that can be used to support the induction process for practitioners
3.2	Support others involved in the induction of practitioners
3.3	Obtain feedback from others on practitioners achievement of identified induction requirements
3.4	Support practitioners to reflect on their learning and achievement of induction requirements
3.5	Provide feedback to practitioners on achievement of induction requirements
3.6	Support personal development planning for a practitioner on completion of induction

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to evaluate the induction process in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b> in the work setting	
4.4 Use feedback to identify areas for improvement within the induction process	

<b>Range</b>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• Workers / Practitioners</li> <li>• Carers</li> <li>• Significant others</li> <li>• Individuals who access services</li> <li>• Line managers</li> <li>• Other professionals</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to implement improvements to the induction process in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
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	

**Unit 523**      **Manage induction in health and social care or children and young people's settings (O35)**

Supporting information

**Guidance**

**Definition**

**Learning Outcome 1, Assessment Criterion 1.4**

**Agreed ways of working:** policies and procedures where these exist

## Unit 524

## Facilitate change in health and social care or children and young people's setting (O40)

<b>UAN:</b>	<b>F/602/2612</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	42
<b>Relationship to NOS:</b>	This unit is linked to LMCS A2 MSC C
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in health and social care or children and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the principles of change management in health and social care or children and young people's settings
<b>Assessment criteria</b>	
The learner can:	
1.1	Analyse <b>factors</b> 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

<b>Range</b>
<b>Factors:</b>
<ul style="list-style-type: none"> <li>• Internal</li> <li>• External</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
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	
<b>Assessment criteria</b>	
The learner can:	
2.1 Promote the benefits of change	
2.2 Analyse <b>challenges</b> that may arise during the process of change	
2.3 Enable others to express views about proposed change	
2.4 Agree with <b>others</b> the changes that need to be made	

<b>Range</b>
<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Stress</li> <li>• Resistance</li> <li>• Fear</li> <li>• Resources</li> <li>• Competence</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Practitioners</li> <li>• Families and friends of individuals</li> <li>• Advocates</li> <li>• Colleagues</li> <li>• Other professionals within and beyond the organisation</li> <li>• Others with an interest in the service</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to develop an approved change management plan in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
3.1 Analyse the <b>impact</b> of a proposed change to the <b>service provision</b>	
3.2 Produce a <b>change management plan</b> that takes account of the identified impact	
3.3 Establish criteria against which the plan can be evaluated	
3.4 Secure any approvals required for the <b>change management plan</b>	

<b>Range</b>
<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Risks</li> <li>• Costs</li> <li>• Benefits</li> </ul> <p><b>Service provision:</b></p>

- Individuals
- Team members
- Practitioners
- Stakeholders
- Service delivery

**Change Management plan:**

- A workforce development plan
- A resources plan
- A support plan for individuals and others affected by the change
- A communication plan
- Contingency plans

Learning outcome	The learner will:
4. Be able to gain support for a proposed change in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can: 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 <b>communication strategy</b> to support others to understand a proposed change	

Range
<b>Communication strategy:</b> <ul style="list-style-type: none"> <li>• Using a range of styles and formats</li> <li>• Adjusting the pace of information-giving</li> <li>• Repeating key messages over time</li> <li>• Clarifying and summarising key points</li> <li>• Updating information as necessary</li> </ul>

Learning outcome	The learner will:
5. Be able to implement approved change management plans in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can: 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	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to evaluate the change management process in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
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	

**Unit 524      Facilitate change in health and  
social care or children and young  
people's setting (O40)**

Supporting information

**Guidance**

**Definition**

**Learning Outcome 5, Assessment Criterion 5.4**

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

## Unit 525

# Manage an inter-professional team in a health and social care or children and young people's setting (O41)

<b>UAN:</b>	<b>L/602/2743</b>
<b>Level:</b>	6
<b>Credit value:</b>	7
<b>GLH:</b>	48
<b>Relationship to NOS:</b>	This unit is linked to LMCS D3 CCLD 423
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work environment.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills to manage inter-professional team in health and social care or children and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the principles of inter-professional working within health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
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:	
<ul style="list-style-type: none"><li>• Legislative frameworks</li><li>• Regulation</li><li>• Government initiatives</li><li>• Professional codes of practice or professional standards</li><li>• Service objectives</li></ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to manage service objectives through the inter-professional team in health and social care or children and young people's setting
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. Be able to promote inter-professional team working in health and social care or children and young people's settings
<b>Assessment criteria</b>	
The learner can:	
3.1 Establish governance arrangements within inter-professional working arrangements to include:	
<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Lines of communication</li> <li>• Professional supervision</li> <li>• Continuing professional development</li> </ul>	
3.2 Establish protocols within inter-professional working arrangements to include:	
<ul style="list-style-type: none"> <li>• Confidentiality and information sharing</li> <li>• Record keeping</li> <li>• Resources</li> <li>• Concerns and complaints</li> </ul>	
3.3 Identify <b>supports</b> available to enhance inter-professional working	
3.4 Support <b>others</b> 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	

<b>Range</b>
<b>Supports</b>
<ul style="list-style-type: none"> <li>• Training</li> <li>• Team building</li> <li>• Team meetings</li> <li>• Professional supervisions</li> <li>• Case discussions</li> <li>• Dissemination of best practice</li> </ul>
<b>Others</b>
<ul style="list-style-type: none"> <li>• Individuals</li> <li>• Team members</li> <li>• External professionals</li> <li>• Carers</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting	
<b>Assessment criteria</b>	
The learner can:	
5.1 Work with others to monitor the effectiveness of the inter-professional team against service objectives	
5.2 Work with others to identify: <ul style="list-style-type: none"> <li>• Areas of best practice</li> <li>• Areas for improvement</li> </ul>	
5.3 Work with others to develop an action plan to improve inter-professional team work	

# Unit 525      **Manage an inter-professional team in a health and social care or children and young people's setting (O41)**

Supporting information

## **Guidance**

### **Definitions**

#### **Learning Outcome 1, Assessment Criterion 1.1**

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

**Individual:** Someone accessing care or support

#### **Learning Outcome 3, Assessment Criteria 3.1, .3.2, 3.5**

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

#### **Learning Outcome 3, Assessment Criterion 3.6**

**Dilemmas:** issues where there is a divided opinion or ethical concerns.

## Unit 526

# Manage finance within own area of responsibility in health and social care or children and young people's setting (O42)

<b>UAN:</b>	<b>T/602/2753</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	31
<b>Relationship to NOS:</b>	This unit is linked to LMCS E8 CCLD 4424 MSC E1 MSC E2d
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in a health and social care or children and young people's setting.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand financial management in own work setting
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to plan budget requirement for own area of responsibility
<b>Assessment criteria</b>	
The learner can:	
2.1	Work with <b>others</b> to calculate the financial resources required to meet objectives within own area of responsibility
2.2	Communicate budget requirements 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

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Individuals and those important to them</li> <li>• Team members</li> <li>• Trustees, owners or other senior decision-makers</li> <li>• Regulators or commissioners</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to manage a budget	
<b>Assessment criteria</b>	
The learner can: <ul style="list-style-type: none"> <li>3.1 Explain the financial management systems that are available to monitor budget for own area of responsibility</li> <li>3.2 Agree roles and responsibilities of others in recording financial expenditure</li> <li>3.3 Calculate planned expenditure over the <b>financial period</b></li> <li>3.4 Monitor actual spend against planned expenditure</li> <li>3.5 Analyse variances between planned and actual expenditure</li> <li>3.6 Implement corrective action to address any variances</li> <li>3.7 Make revisions to the budget to take account of variances and <b>new developments</b></li> </ul>	

<b>Range</b>
<b>Financial period:</b> <ul style="list-style-type: none"> <li>• Monthly</li> <li>• Quarterly</li> <li>• Half year</li> <li>• Full year</li> </ul> <b>New developments:</b> <ul style="list-style-type: none"> <li>• Change to service provision</li> <li>• External economic factors</li> <li>• Government initiatives</li> <li>• Human Resource requirements</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to evaluate financial expenditure within own area of responsibility	
<b>Assessment criteria</b>	
The learner can: <ul style="list-style-type: none"> <li>4.1 Review actual expenditure against planned expenditure within financial period</li> <li>4.2 Report findings from budget reviews</li> <li>4.3 Make recommendations for adjustments for budget planning and management</li> </ul>	

## Unit 527

## Manage quality in health and social care or children and young people's setting (O43)

<b>UAN:</b>	<b>R/602/2758</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	36
<b>Relationship to NOS:</b>	This unit is linked to LMCS E3 LMCS A5 CCLD 427 MSC F13 HSC436
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the context of quality assurance in a health and social care or children and young people's setting
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to implement quality standards in a health and social care or children and young people's setting
<b>Assessment criteria</b>	
The learner can:	
2.1	Work with team members and <b>others</b> to <ul style="list-style-type: none"> <li>• Agree quality standards for the service</li> <li>• Select indicators to measure agreed standards</li> <li>• Identify controls to support the achievement of agreed standards</li> </ul>
2.2	Develop systems and processes to measure achievement of quality standards

- 2.3 Support team members to carry out their roles in implementing quality controls
- 2.4 Explain how quality assurance standards relate to performance management

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Advocates</li> <li>• Family members</li> <li>• Others important to the individual’s well-being</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to lead the evaluation of quality processes in a health and social care or children and young people’s setting	
<b>Assessment criteria</b>	
The learner can:	
3.1 Support team members to carry out their roles in monitoring quality indicators	
3.2 Use selected indicators to evaluate the achievement of quality standards	
3.3 Work with others to identify: <ul style="list-style-type: none"> <li>• Areas of best practice</li> <li>• Areas for improvement</li> </ul>	
3.4 Work with others to develop an action plan to improve quality of service	

## Unit 528\* **Develop and evaluate operational plans for own area of responsibility (B1)**

This unit has been replaced by unit 728. Learners registered before 1<sup>st</sup> July 2017 should use this Unit. Learners registered after 1<sup>st</sup> July 2017 should use unit 728.

<b>UAN:</b>	<b>Y/600/9588</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
<b>Aim</b>	This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

<b>Learning outcome</b>	<b>The learner will:</b>
	1. Be able to align objectives of own area of responsibility with those of own organisation
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to implement operational plans in own area of responsibility.
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. Be able to monitor and evaluate operational plans in own area of responsibility.
<b>Assessment criteria</b>	
The learner can:	
3.1 Monitor procedures within the operational plan	
3.2 Evaluate operational plans and implement any necessary actions	

## Unit 529\* **Manage physical resources (E8)**

This unit has been replaced by unit 729. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 729.

<b>UAN:</b>	<b>K/600/9711</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to MSC E8 Manage physical resources.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
<b>Aim</b>	This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the importance of sustainability when using physical resources.	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to identify resource requirements for own area of responsibility.
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. Be able to obtain required resources for own area of responsibility.
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. Be able to monitor and review the quality and usage of resources in own area of responsibility.
<b>Assessment criteria</b>	
The learner can:	
4.1 Monitor the quality of resources against required specifications	
4.2 Identify differences between actual and planned use of resources and take corrective action	
4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility	
4.4 Make recommendations to improve the effectiveness and efficiency of resource use	

## Unit 530

## Understand partnership working (M2a)

<b>UAN:</b>	<b>T/602/3188</b>
<b>Level:</b>	4
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to LMCS B1, HSC 41, CCLD 405, 406.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge required to understand partnership working.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand partnership working.	
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify the features of effective partnership working	
1.2 Explain the importance of partnership working with:	
<ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Other professionals</li> <li>• <b>Others</b></li> </ul>	
1.3 Analyse how partnership working delivers better outcomes	
1.4 Explain how to overcome barriers to partnership working.	

<b>Range</b>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• Individuals</li> <li>• Children and young people</li> <li>• Families</li> <li>• Carers</li> <li>• Friends of the individual</li> <li>• Advocates</li> </ul>

## Unit 531

## Understand how to manage a team (LM1a)

<b>UAN:</b>	<b>D/602/3170</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to LMCS A1, B1 CCLD 413, 425
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding necessary to support and enable team development.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the attributes of effective team performance	
<b>Assessment criteria</b>	
The learner can:	
1.1 Define the key features of effective team performance	
1.2 Compare the <b>models</b> used to link individual roles and development with team performance	

<b>Range</b>
<b>Models:</b>
<ul style="list-style-type: none"> <li>• Team development activities</li> <li>• Induction into a new team</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Know how to support team development	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Know how to promote shared purpose within a team	
<b>Assessment criteria</b>	
The learner can:	
3.1 Evaluate ways of promoting a shared vision within a team	
3.2 Review <b>approaches</b> that encourage sharing of skills and knowledge between team members	

<b>Range</b>
<b>Approaches:</b>
<ul style="list-style-type: none"> <li>• Groups such as quality circles</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Know how to promote a 'no-blame culture' within a team	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Understand different styles of leadership and management	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 532

## Understanding professional supervision practice (LM2a)

<b>UAN:</b>	<b>H/602/3185</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to LMCS A1, B1, HSC 41, 43, 45
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of professional supervision practice. It could be used to support those wishing to prepare for a supervisory role or to enhance the practice of those already in such a role

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the purpose of supervision	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand how the principles of supervision can be used to inform performance management	
<b>Assessment criteria</b>	
The learner can:	
2.1 Explain key principles of effective professional supervision	
2.2 Analyse the importance of managing performance in relation to:	
<ul style="list-style-type: none"> <li>• Governance</li> <li>• Safeguarding</li> <li>• Key learning from critical reviews and inquiries</li> </ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Understand how to support individuals through professional supervision
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Understand how professional supervision supports performance
<b>Assessment criteria</b>	
The learner can:	
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

## Unit 533

## Understand the process and experience of dementia (DEM 301)

<b>UAN:</b>	<b>J/601/3538</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to DEM 301
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
<b>Aim</b>	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the neurology of dementia	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the impact of recognition and diagnosis of dementia	
<b>Assessment criteria</b>	
The learner can:	
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:	
<ul style="list-style-type: none"><li>• The individual</li><li>• Their family and friends</li></ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand how dementia care must be underpinned by a person-centered approach	
<b>Assessment criteria</b>	
The learner can:	
3.1 Compare a person-centered and a non-person-centered 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 <b>carers</b>	
3.4 Describe ways in which individuals and <b>carers</b> can be supported to overcome their fears	

<b>Range</b>
<b>Carers:</b>
<ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> </ul>

## **Unit 533            Understand the process and experience of dementia (DEM 301)**

Supporting information

### **Guidance**

#### **Definitions**

#### **Learning Outcome 1, Assessment Criterion 1.1**

**Dementia syndrome:** caused by a combination of conditions, sometimes called a mixed dementia.

#### **Learning Outcome 1, Assessment Criterion 1.2**

**Individuals:** someone requiring care or support.

## Unit 534

## Understand physical disability (PD OP 3.1)

<b>UAN:</b>	<b>J/601/6150</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to PD OP 3.1
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
<b>Aim</b>	This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the importance of differentiating between the individual and the disability	
<b>Assessment criteria</b>	
The learner can:	
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-centered
1.3	Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the concept of physical disability	
<b>Assessment criteria</b>	
The learner can:	
2.1	Define the term physical disability
2.2	Describe the following terminology used in relation to physical disability: <ul style="list-style-type: none"> <li>• <b>Congenital</b></li> <li>• <b>Acquired</b></li> <li>• <b>Neurological</b></li> </ul>
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

<b>Range</b>
<p><b>Congenital:</b></p> <ul style="list-style-type: none"> <li>• Cerebral palsy</li> <li>• Cystic fibrosis</li> <li>• Spina bifida</li> <li>• Congenital heart conditions</li> <li>• Muscular dystrophy</li> <li>• Congenital hip disorder</li> </ul> <p><b>Acquired:</b></p> <ul style="list-style-type: none"> <li>• Arthritis</li> <li>• Rheumatism</li> <li>• Cardiac conditions</li> <li>• Pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis</li> </ul> <p><b>Neurological:</b></p> <ul style="list-style-type: none"> <li>• Multiple sclerosis</li> <li>• Parkinson's Disease</li> <li>• Stroke</li> </ul> <p><b>Progressive:</b></p> <ul style="list-style-type: none"> <li>• Neurological and some congenital conditions</li> <li>• Motor Neurone Disease</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the impact of living with a physical disability within society	
<b>Assessment criteria</b>	
The learner can:	
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 <b>life choices</b>	
3.6 Explain how attitudes either promote a positive or negative perception of disability inclusion for individuals with physical disabilities	

<b>Range</b>
<b>Life Choices</b> <ul style="list-style-type: none"> <li>• Physical health</li> <li>• Education</li> <li>• Housing</li> <li>• Employment</li> <li>• Access to cultural/leisure activities</li> <li>• Mobility</li> <li>• Sexuality</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Understand the importance of promoting inclusion and independence	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>4.1 Explain the importance of independence and inclusion for individuals with physical disabilities</p> <p>4.2 Analyse ways that inclusion and independence can be promoted</p> <p>4.3 Explain the importance of the individual having control of choices and decisions</p> <p>4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities</p> <p>4.5 Explain how to encourage the individual to take positive risks while maintaining safety</p> <p>4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes</p>	

## **Unit 534            Understand physical disability (PD OP 3.1)**

Supporting information

### **Guidance**

#### **Definition**

#### **Learning Outcome 1, Assessment Criterion 1.1**

**Individuals:** someone requiring care or support.

## Unit 535

## Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)

<b>UAN:</b>	<b>Y/601/6167</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to PD OP
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles
<b>Aim</b>	The aim of this unit is to acquire knowledge to support people who have Acquired Brain Injury. It covers both the impact on the individual who has the acquired Brain Injury and their carers.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand Acquired Brain Injury	
<b>Assessment criteria</b>	
The learner can:	
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	
<ul style="list-style-type: none"> <li>• Mild</li> <li>• Moderate</li> <li>• Severe</li> </ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the impact on individuals of Acquired Brain Injury	
<b>Assessment criteria</b>	
The learner can:	
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:	
<ul style="list-style-type: none"> <li>• Physical</li> <li>• Functional</li> <li>• Cognitive</li> <li>• Behavioural effects</li> </ul>	

2.3 Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the specialist communication needs of an individual with Acquired Brain Injury	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Understand the impact that <b>personality changes</b> can have on an individual and those providing support	
<b>Assessment criteria</b>	
The learner can:	
4.1 Explain the impact of <b>personality changes</b> on the individual	
4.2 Explain the impact of <b>personality changes</b> 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/ <b>carers</b> to come to terms with personality changes	

<b>Range</b>
<b>Personality changes:</b> <ul style="list-style-type: none"><li>• Irritability</li><li>• Disinhibited behaviour</li><li>• Frustration</li><li>• Loss of social skills</li><li>• Lack of self awareness</li></ul>
<b>Carers</b> <ul style="list-style-type: none"><li>• Spouse/partner</li><li>• Child</li><li>• Parent</li><li>• Sibling</li><li>• Friend</li></ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. 5 Understand the impact of challenging behaviour	
<b>Assessment criteria</b>	
The learner can:	
5.1 Explain behaviours which are considered <b>challenging</b>	
5.2 Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour	
5.3 Explain <b>measures</b> that should be taken to manage the risk from challenging behaviour	
5.4 Explain the process for reporting and referring challenging behaviour	

<b>Range</b>
<p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• Physical attack</li> <li>• Threatening language</li> <li>• Sexual disinhibition</li> </ul> <p><b>Measures</b> – actions required to manage risk e.g.</p> <ul style="list-style-type: none"> <li>• Policies</li> <li>• Supervision</li> <li>• Support from colleagues</li> <li>• Make a risk assessment</li> <li>• Risk management plan</li> </ul>

## Unit 535      Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)

Supporting information

### Guidance

#### Definitions

#### Learning Outcome 2, Assessment Criterion 2.1

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

#### Learning Outcome 2, Assessment Criterion 2.2

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

#### Learning Outcome 2, Assessment Criterion 2.3

**Concepts of loss:** consider stages of grief as outlined by Elisabeth Kübler-Ross and J. William Worden.

#### Learning Outcome 4, Assessment Criterion 4.3

**Self Awareness:** ability to understand the impact of behaviour on others.

## Unit 536

## Understand sensory loss (SS MU 3.1)

<b>UAN:</b>	<b>M/601/3467</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to Sensory Services 1,2,3,4,5,6,7,8,9,11
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the factors that impact on an individual with sensory loss	
<b>Assessment criteria</b>	
The learner can:	
1.1 Analyse how a range of <b>factors</b> can impact on individuals with <b>sensory loss</b>	
1.2 Analyse how societal attitudes and beliefs impact on individuals with <b>sensory loss</b>	
1.3 Explore how a range of <b>factors</b> , societal attitudes and beliefs impact on service provision	

<b>Range</b>
<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Information</li> <li>• Familiar layouts and routines</li> <li>• Mobility</li> </ul> <p><b>Sensory Loss:</b></p> <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf blindness</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the importance of effective communication for individuals with sensory loss	
<b>Assessment criteria</b>	
The learner can:	
2.1 Explain the methods of communication used by individuals with: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf blindness</li> </ul>	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the main causes and conditions of sensory loss	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken	
<b>Assessment criteria</b>	
The learner can:	
4.1 Identify the indicators and signs of: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf blindness</li> </ul>	
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	

## Unit 537

# Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)

<b>UAN:</b>	<b>A/601/6274</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to Links to HSC 311, 331, 332, 356
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The unit introduces the principles of supporting individuals with a learning disability regarding sexuality and sexual health. It gives a broad summary of sexuality, sexual development and sexual health. The unit also introduces relevant legislation that relates to the development of sexuality for an individual with a learning disability.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the development of human sexuality	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand how the sexual development of individuals' with a learning disability can differ	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	
<b>Assessment criteria</b>	
The learner can:	
3.1 Explain the <b>key features of sexual health</b> 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 health care	
3.4 Identify local services that exist to support sexual health for individuals	

<b>Range</b>
<b>Key features of sexual health:</b>
<ul style="list-style-type: none"> <li>• Contraception</li> <li>• Hygiene</li> <li>• Sexually transmitted infections, etc.</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Understand <b>relevant legislation</b> influencing the support of sexuality and sexual health for individuals with learning disabilities	
<b>Assessment criteria</b>	
The learner can:	
4.1 Explain key parts of <b>relevant legislation</b> relating to sexuality and sexual health for individuals and how this influences practice	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Know how to support the sexual expression of an individual with a learning disability	
<b>Assessment criteria</b>	
The learner can:	
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	

## **Unit 537 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)**

Supporting information

### **Guidance**

#### **Definitions**

#### **Learning Outcome 2, Assessment Criterion 2.3**

**Mental capacity:** the principles of human rights underpin this unit. Where mental capacity is referred to, it should be remembered that the Mental Capacity Act (2005) says that people must be given all appropriate help before anyone concludes that they cannot make their own decisions.

#### **Learning Outcome 4, Assessment Criterion 4.1**

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

<b>UAN:</b>	<b>L/602/2337</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage domiciliary care services supporting the practice of a dispersed workforce.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand factors that influence the management of domiciliary services	
<b>Assessment criteria</b>	
The learner can:	
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-centered practice influences the management of domiciliary services
1.3	Analyse ethical dilemmas and conflicts experienced by managers and practitioners domiciliary services

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to manage domiciliary services	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b>
2.4	Manage record keeping to meet legislative and regulatory requirements
2.5	Explain systems that calculate and justify charges for domiciliary care

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Self</li> <li>• Workers / Practitioners</li> <li>• Carers</li> <li>• Significant others</li> <li>• Visitors to the work setting</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to implement systems for working safely in domiciliary services	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services	
<b>Assessment criteria</b>	
The learner can:	
4.1 Support practitioners to place the individual's needs and preferences at the centre of their practice	
4.2 Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences	
4.3 Explain the importance of supporting practitioners to challenge systems and ways of working	
4.4 Support practitioners to develop innovative and creative approaches to their work	
4.5 Support practitioners to balance the needs and preferences of individuals with the potential risks	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to respond to day to day changes and emergencies in domiciliary services	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to manage human resources required for domiciliary services	
<b>Assessment criteria</b>	
<p>The learner can:</p> <ul style="list-style-type: none"> <li>6.1 Plan human resource requirements for domiciliary services</li> <li>6.2 Review contingency arrangements for planned or unforeseen circumstances</li> <li>6.3 Implement systems for supervision of a dispersed workforce</li> <li>6.4 Arrange for practitioners to be inducted and trained to support roles and individual needs</li> <li>6.5 Support practitioners to comply with agreed ways of working</li> <li>6.6 Explain the actions should be taken when practitioners do not comply with agreed ways of working</li> </ul>	

## Unit 539

## Lead the management of transitions (O4)

<b>UAN:</b>	<b>F/602/2853</b>
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	This unit is linked to LMCS B3
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcome 2 must be assessed in the work setting.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support workers engaging with individuals who are experiencing transitions and changes.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the impact of change and transitions on the well-being of individuals	
<b>Assessment criteria</b>	
The learner can:	
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 <b>factors</b> that affect individuals' ability to manage transitions and changes

<b>Range</b>
<b>Factors:</b>
<ul style="list-style-type: none"> <li>• Positive/negative identity and self esteem</li> <li>• Stable/unstable relationships and networks</li> <li>• Secure/insecure attachments</li> <li>• Experience of discrimination/social exclusion</li> <li>• Experience of abuse or harm</li> </ul>

Learning outcome	The learner will:
2.	Be able to lead and manage provision that supports workers to manage transitions and significant life events
<b>Assessment criteria</b>	
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 Explain how solution focused practice is used to support the management of transitions.</li> <li>2.2 Promote a culture that supports and encourages individuals to explore challenges.</li> <li>2.3 Support workers to encourage individuals to identify their own strengths and abilities.</li> <li>2.4 Support workers to engage with individuals and <b>others</b> to identify outcomes and targets that build on their strengths and abilities.</li> <li>2.5 Ensure workers support individuals to implement plans to meet identified outcomes and targets</li> <li>2.6 Enable workers to identify any <b>additional support</b> they may require to support individuals through transition and change</li> </ol>	

<b>Range</b>
<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Workers / Practitioners</li> <li>• Carers</li> <li>• Significant others</li> <li>• Other professionals</li> <li>• People who use services</li> </ul> <p><b>Additional support:</b></p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Emotional support</li> <li>• Support to manage tensions and dilemmas</li> </ul>

## Unit 540

## Lead positive behavioural support (O32)

<b>UAN:</b>	<b>K/602/2572</b>
<b>Level:</b>	7
<b>Credit value:</b>	10
<b>GLH:</b>	75
<b>Relationship to NOS:</b>	This unit is linked to O32
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead the promotion of positive behaviour and safe responses to instances of challenging behaviour. It is aimed at those who lead services for individuals who have complex needs and behaviour which severely challenge services.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the theoretical background and current policy context of Positive Behavioural Support	
<b>Assessment criteria</b>	
The learner can:	
1.1 Analyse theories underpinning Positive Behavioural Support	
1.2 Evaluate how current policy informs Positive Behavioural Support practice	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to conduct a functional analysis of an individual requiring Positive Behavioural Support	
<b>Assessment criteria</b>	
The learner can:	
2.1 Explain the importance of ensuring functional analysis is based on formal assessment	
2.2 Work with <b>others</b> 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 <b>challenging behaviours</b>	

<b>Range</b>
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<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• Family members</li> <li>• Paid carers</li> <li>• Advocates</li> <li>• Other professionals</li> </ul> <p><b>Challenging Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Repetitive / obsessive</li> <li>• Withdrawn</li> <li>• Aggressive</li> <li>• Self-injurious</li> <li>• Disruptive</li> <li>• Anti-social or illegal</li> <li>• Verbally abusive</li> </ul>
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<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to design and lead person-centered, primary prevention strategies	
<b>Assessment criteria</b>	
The learner can:	
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-centered primary prevention interventions	
3.5 Apply tests of social validity to all primary interventions designed for an individual	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to design and lead secondary prevention strategies	
<b>Assessment criteria</b>	
The learner can:	
4.1 Identify and define with others the early warning signs of agitation for an individual	
4.2 Construct with others a set of secondary prevention strategies derived from the functional analysis of an individual's behaviour	
4.3 Lead the implementation of agreed person-centered secondary prevention interventions	
4.4 Apply tests of social validity to all secondary interventions designed for an individual	

<b>Learning outcome</b>	<b>The learner will:</b>
5.	Be able to assess the appropriateness of reactive strategy use
<b>Assessment criteria</b>	
The learner can:	
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: <ul style="list-style-type: none"> <li>• Immediate</li> <li>• intermediate</li> <li>• longer term</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6.	Be able to lead the implementation of a Positive Behavioural Support Plan
<b>Assessment criteria</b>	
The learner can:	
6.1	Collaborate with others to produce a Positive Behavioural Support Plan for an individual to promote a helpful culture and environment which contains: <ul style="list-style-type: none"> <li>• Primary strategies</li> <li>• Secondary strategies</li> <li>• Reactive strategies</li> </ul>
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

<b>Learning outcome</b>	<b>The learner will:</b>
7.	Be able to manage and review the implementation of Positive Behavioural Support Plans
<b>Assessment criteria</b>	
The learner can:	
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

# Unit 540      Lead positive behavioural support (O32)

## Supporting information

### Guidance

#### Definitions

#### Learning Outcome 1, 2, 6, 7

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

#### Learning Outcome 2, Assessment Criterion 2.1

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

#### Learning Outcome 2, Assessment Criterion 2.2

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

#### Learning Outcome 2, Assessment Criterion 2.3

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

#### Learning Outcome 2, Assessment Criterion 2.3

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

#### Learning Outcome 2, Assessment Criterion 2.4

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

### **Learning Outcome 2, Assessment Criterion 2.5**

### **Learning Outcome 3, Assessment Criteria 3.1, 3.3**

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

### **Learning Outcome 3, Assessment Criterion 3.2**

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

### **Learning Outcome 3, Assessment Criterion 3.3**

**Skill teaching** refers to structured developmental work undertaken with an individual to teach specific skills that may reduce their challenging behaviour. It can include a full teaching plan and detailed teaching steps based on task analysis.

### **Learning Outcome 3, Assessment Criterion 3.5**

**Social validity** refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

### **Learning Outcome 4, Assessment Criteria 4.2, 4.3, 4.4**

**Secondary prevention** refers to strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

### **Learning Outcome 5, Assessment Criterion 5.1**

#### **Non aversive and aversive reactive strategies**

**Reactive strategies** are ways of responding to challenging behaviours that have not been prevented. Non aversive strategies are designed not to be unpleasant for the individual: they avoid pain and punishment and can include physical interventions that comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

**Aversive strategies** are punishment based. They work by causing an unpleasant experience for the individual, such as pain, discomfort, seclusion, infringement of rights, removal of possessions and so on.

### **Learning Outcome 7, Assessment Criterion 7.4**

**Positive Monitoring** is a process that avoids managers being distanced or having a mainly administrative role, by helping them maintain close contact with service users and staff in a structured and constructive way. It specifies exactly what staff need to do, with managers giving frequent feedback on what they are doing well, identifying areas for improvement and helping them to find solutions. (See Porterfield, 1987)

### **Learning Outcome 7, Assessment Criterion 7.5**

**Periodic Service Review** provides a way of improving and maintaining the quality of services committed to implementing PBS. It is based on positive behavioural approaches to staff management and focuses on motivating and supporting staff to improve service quality (See LaVigna, et al, 1994).

## Unit 541

## Develop provision for family support (CCLD OP 5.12)

<b>UAN:</b>	<b>K/602/3074</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to CCLD 422, CCLD 41
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in accordance with Skills for Care and Development Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop provision for family support.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to develop provision for family support	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to implement provision for family support	
<b>Assessment criteria</b>	
The learner can:	
3.1 Work with families and others to identify the specific provision required to meet their needs	
3.2 Support workers to identify a range of interventions, tools and resources available to meet the needs of families	
3.3 Monitor workers practice in the provision of family support	
3.4 Provide constructive feedback to workers on practice in provision of family support	
3.5 Work with families and others to evaluate how their needs have been met by provision	
3.6 Ensure that information that will be shared with others is clarified with families	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to support others to establish positive relationships with families	
<b>Assessment criteria</b>	
The learner can:	
4.1 Explain the principles of establishing positive relationships with families	
4.2 Support workers to use a solution focused 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	

## Unit 542

## Lead support for disabled children and young people and their carers (CCLD OP 5.13)

<b>UAN:</b>	<b>M/602/2380</b>
<b>Level:</b>	6
<b>Credit value:</b>	8
<b>GLH:</b>	57
<b>Relationship to NOS:</b>	This unit is linked to CCLD41
<b>Assessment requirements specified by a sector or regulatory body</b>	Assessment of this unit must comply with Skills for Care and Development assessment principles. Learning outcomes 2 and 3 must be assessed in the work setting.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to lead service provision that supports disabled children and young people and their carers.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand how legislation and policy influences provision for disabled children and young people and their carers
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand the potential impact of disability on children and young people and their carers
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Be able to lead child and young person-centered provision
<b>Assessment criteria</b>	
The learner can:	
3.1	Explain the features of child and young people centered 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-centered assessments that focus on strengths and abilities to identify the support required
3.5	Work with <b>others</b> 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

<b>Range</b>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• Workers/Practitioners</li> <li>• Colleagues</li> <li>• Carers</li> <li>• Volunteers</li> <li>• Students</li> <li>• Other professionals</li> <li>• Advocates</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Be able to work in partnership with others to promote services for children and young people and their carers
<b>Assessment criteria</b>	
The learner can:	
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 well-being 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

## Unit 543

# Undertake a research project within services for health and social care or children and young people (CCLD OP 5.25)

<b>UAN:</b>	<b>J/602/3499</b>
<b>Level:</b>	5
<b>Credit value:</b>	10
<b>GLH:</b>	80
<b>Relationship to NOS:</b>	This unit is linked to CCLD 420
<b>Assessment requirements specified by a sector or regulatory body</b>	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Be able to justify a topic for research within services for health and social care or children and young people
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand how the components of research are used
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to conduct a research project within services for health and social care or children and young people	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to analyse research findings	
<b>Assessment criteria</b>	
The learner can:	
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	

**Unit 543                    Undertake a research project  
within services for health and  
social care or children and young  
people (CCLD OP 5.25)**

Supporting information

**Guidance**

**Definitions**

**Learning Outcome 1, Assessment Criterion 1.2**

**Aims and objectives:** the reasons, understanding and methods for conducting the research project.

**Learning Outcome 1, Assessment Criterion 1.3**

**Ethical considerations:** confidentiality, sensitivity of data, seeking agreements with participants.

<b>UAN:</b>	<b>H/601/7354</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to HSC 45, 411, 416
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Learning Outcomes 2, 3, and 4 must be assessed in real work environment.
<b>Aim</b>	The purpose of this unit is to provide the learner with the knowledge, understanding and skills to lead active support. It is aimed at those whose role includes managing others to deliver direct support and assistance to individuals.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand how then active support model translates values into person-centered practical action with individuals
<b>Assessment criteria</b>	
The learner can:	
1.1	Evaluate the extent to which the outcomes for a range of individuals conform to contemporary person-centered 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

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to use practice leadership to promote positive interaction
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. Be able to use practice leadership in supporting others to develop and implement person-centered daily plans to promote participation
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. Be able to use practice leadership in supporting others to maintain individuals' quality of life
<b>Assessment criteria</b>	
The learner can:	
4.1 Demonstrate how others are supported to review and revise the quality of support provided to individuals	
4.2 Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle	
4.3 Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and social image.	

## Unit 544      Lead active support (LD 503)

### Supporting information

#### Guidance

##### Definitions

##### Learning Outcome 1, Assessment Criterion 1.1

**Active support model** comprises a person-centred model of how to interact positively with individuals combined with daily planning systems that promote participation and enhance quality of life.

##### Learning Outcomes 1 & 4

**Individual** is someone requiring care or support.

##### Learning Outcome 1, Assessment Criterion 1.1

**Contemporary person-centred values and aims** are derived from Social Role Valorisation and are commonly expressed as the five service accomplishments of Respect, Competence, Participation, Community Presence and Choice. This is in stark contrast to the practices seen in the hotel model, where carers undertake all the domestic tasks such as cooking and cleaning etc., while individuals remain unoccupied and are not or rarely encouraged to participate in caring for their own home. These are institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals.

##### Learning Outcome 2, Assessment Criterion 2.1

**Practice leadership** refers to the development and maintenance of high quality support, involving a constant focus on promoting an optimum quality of life for individuals. Key elements include: organising others to deliver support when and how individuals need and want it; coaching others to deliver better support by observing them, providing constructive feedback and modelling good practice; and reviewing the quality of support provided in regular supervision and finding ways to improve it.

##### Learning Outcome 2, Assessment Criterion 2.2

**Positive interaction** refers to supportive interaction using the level of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.

##### Learning Outcome 3, Assessment Criterion 3.3

**Valued range of activities** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

**Learning Outcome 3, Assessment Criterion 3.3**

**Disengagement** means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact.

**Learning Outcome 4, Assessment Criterion 4.2**

**Valued lifestyle** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

**Learning Outcome 4, Assessment Criteria 4.2, 4.3**

**Support others:** graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

**Learning Outcome 3, Assessment Criterion 3.1**

**Daily plans:** the Positive Behaviour Support Plan is a document containing the key information that those who support individuals with challenging behaviour must have in order to provide consistent support on a daily basis.

## Unit 545

## Active support: Lead interactive training (LD 504)

<b>UAN:</b>	<b>K/601/7355</b>
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to HSC 45, 411, 416
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Learning Outcomes 2, 3, and 4 must be assessed in real work environment.
<b>Aim</b>	The purpose of this unit is to provide the learner with the knowledge, understanding and skills to deliver interactive training. It is aimed at those whose role includes managing or training others to deliver direct support and targeted assistance to individuals.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the theoretical background to person-centered interactive training	
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain what is meant by person-centered 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-centered interactive training

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to plan person-centered interactive training sessions to enhance whole team performance	
<b>Assessment criteria</b>	
The learner can:	
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-centered interactive training	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to lead person-centered interactive training sessions in situ	
<b>Assessment criteria</b>	
The learner can:	
3.1 Clarify aims and process of person-centered 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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to provide support to improve the performance of others	
<b>Assessment criteria</b>	
The learner can:	
4.1 Give constructive feedback to others on their performance, using a structured format	
4.2 Demonstrate required skills and values when giving feedback to others	
4.3 Act as a role-model to demonstrate desired performance to others	
4.4 Assess when others have achieved a satisfactory level of performance	

## Unit 545      **Active support: Lead interactive training (LD 504)**

### Supporting information

#### **Guidance**

##### **Definitions**

##### **Learning Outcome 1, Assessment Criterion 1.2**

**Key factors that make training effective:** traditional classroom training approaches are inadequate due to problems of generalisation. Combinations of different techniques, including training in the environment where the desired performance is required, are most effective in changing staff behaviour and maintaining improved ways of working.

##### **Learning Outcome 1, Assessment Criterion 1.3**

**Three-stage training model:** training is complete when the required skills are demonstrated in the workplace. The three stages in this process are: demonstration of verbal competence; demonstration of competence via role play in a simulated situation; demonstration of competence in the workplace or natural environment.

##### **Learning Outcome 1, Assessment Criterion 1.4**

**Positive interaction** refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.

##### **Learning Outcome 1, Assessment Criterion 1.5**

**Process of person-centred interactive training:** this is an iterative process: the trainer observes others positively interacting with individuals, provides constructive feedback for improvement, observes again and so on until the required performance is achieved.

##### **Learning Outcome 2, Assessment Criterion 2.1**

**Key others:** the trainer should involve others' - manager or team leader - in organising rotas and individuals' activities to facilitate a sufficient number of two-hour interactive training sessions with minimal interruption. The manager should also attend most of the sessions, as on-going management attention is a further key factor in training effectiveness.

##### **Learning Outcome 2, Assessment Criterion 2.2**

**Timetable** is planned by the trainer and the member of staff being trained, with the times agreed in advance to fit with the normal routine of the individual.

### **Learning Outcome 2, Assessment Criterion 2.3**

**Preparation required prior to interactive training:** others to be trained need to know the process of interactive training, as well as which individuals they will be supporting. They should also identify a range of activities to undertake and make any necessary preparations for this.

### **Learning Outcome 3, Assessment Criterion 3.2**

**Structured format:** observations of other's performance should be conducted in a systematic way and cover the following aspects:

- Preparation of the environment e.g. equipment available, distractions minimised
- Presentation of activity to the individual e.g. positive, encouraging, clear, promoting informed choice
- Task analysis, i.e. breaking activity into steps and sequencing steps to facilitate participation
- Hierarchy of assistance, i.e. providing only enough help to enable the individual to participate, using levels of help flexibly according to the individual's need for support
- Reinforcement, i.e. ensuring appropriate range of rewards for participation are given promptly
- Style, e.g. tone of voice, facial gesture, body language, verbal economy, age-appropriate interaction, appropriate corrective feedback, positioning.

### **Learning Outcome 3, Assessment Criterion 3.3**

**Required skills and process during direct observation of others:** trainer maintains a discreet distance but remains able to observe clearly, interrupts activity only when necessary, takes notes during observation and interacts respectfully with the individual and others.

### **Learning Outcome 4, Assessment Criterion 4.2**

**Required skills and values when giving feedback to others:** feedback is based on the structured observation. Positive performance is highlighted first, suggestions for improvement are constructive and specific, feedback is conducted in private and a friendly, supportive atmosphere is created.

### **Learning Outcome 4, Assessment Criterion 4.3**

**Role model:** the task is undertaken to demonstrate best practice.

## Unit 546

## Promote access to health care for individuals with learning disabilities (LD 509)

<b>UAN:</b>	<b>J/601/5645</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	44
<b>Relationship to NOS:</b>	This unit is linked to Links to HSC 415, 416, 417, 418, 419
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Learners must have opportunities to support individuals with learning disabilities to access a range of health care services, and manage other workers in the process. Learning Outcomes 5 and 6 must be assessed in a real work environment.
<b>Aim</b>	The unit is aimed at those who are leading, supervising or influencing others to support individuals with learning disabilities to access health care and meet their health care needs.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand issues related to access to health care services for individuals with learning disabilities
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain the rights based approach to accessing health care services
1.2	Identify inequalities in access to health care 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 health care 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

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the health care needs that may affect individuals with learning disabilities	
<b>Assessment criteria</b>	
The learner can:	
2.1	Analyse trends of health care needs among individuals with learning disabilities
2.2	Explain systematic approaches that may support better health and health care for individuals with a learning disability
2.3	Research the difficulties in diagnosing some health conditions in individuals with a learning disability

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand good practice in supporting people with a learning disability to access health care services	
<b>Assessment criteria</b>	
The learner can:	
3.1	Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their health care needs
3.2	Evaluate different ways of working in partnership to support individuals to meet their health care needs
3.3	Explain how to promote access to health care through the use of reasonable adjustments
3.4	Analyse the rights of <b>others significant to the individual</b> to be involved in planning health care services

<b>Range</b>
<b>Others significant to the individual:</b>
<ul style="list-style-type: none"> <li>• The individual</li> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Friends</li> <li>• Other professionals</li> <li>• Members of the public</li> <li>• Advocates</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Understand how to support others to develop, implement, monitor and review plans for health care	
<b>Assessment criteria</b>	
The learner can:	
4.1 Explain how to champion a person-centered focus to the health care planning process	
4.2 Explain factors to consider when supporting <b>others</b> to develop and implement plans for health care	
4.3 Explain how to support <b>others</b> to monitor and review plans for health care	
4.4 Explain how to challenge health care providers and services when required to advocate with or on behalf of individuals	
4.5 Explain how to support <b>others</b> to raise concerns and challenge health care services	

<b>Range</b>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• The individual</li> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Friends</li> <li>• Other professionals</li> <li>• Members of the public</li> <li>• Advocates</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to develop processes to support others to meet the health care needs of individuals with a learning disability	
<b>Assessment criteria</b>	
The learner can:	
5.1 Develop a person-centered strategy to underpin work with an individual to identify and meet their health care 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 health care needs of individual's	
5.4 Evaluate the impact of systems in meeting individual's healthcare needs	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare	
<b>Assessment criteria</b>	
<p>The learner can:</p> <ul style="list-style-type: none"> <li>6.1 Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them</li> <li>6.2 Promote partnership working to meet the health care needs of individuals with learning disabilities</li> <li>6.3 Promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access health care services</li> <li>6.4 Ensure the appropriate involvement of others significant to the individual in planning and delivering health care</li> </ul>	

# **Unit 546            Promote access to health care for individuals with learning disabilities (LD 509)**

Supporting information

## **Guidance**

### **Definitions**

#### **Learning Outcome 1 Assessment Criterion 1.4**

**Legislation, policy or guidance:** relevant to the appropriate UK country.  
This may include Codes of Practice.

#### **Learning Outcome 2 Assessment Criterion 2.1**

#### **Learning Outcome 5**

**Health care needs:** includes: medication, regular check ups, etc.

#### **Learning Outcome 4 Assessment Criterion 4.2**

**Plans for health care** refer to Health Action Plans in England.

## Unit 547

# Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)

<b>UAN:</b>	<b>A/601/5318</b>
<b>Level:</b>	5
<b>Credit value:</b>	7
<b>GLH:</b>	53
<b>Relationship to NOS:</b>	This unit is linked to unit 537
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	This unit is aimed at learners who manage and support others to provide quality outcomes for individuals with Autistic Spectrum Conditions. It considers issues such as communication and support strategies, partnership working and ways of supporting staff. It also addresses the complexity of theory and practice in the area of Autistic Spectrum Conditions.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand how the different and evolving theories about autism reflect the complexity of Autistic Spectrum Conditions
<b>Assessment criteria</b>	
The learner can:	
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-centered approach, focusing on the individual not the diagnosis
1.6	Analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an Autistic Spectrum Condition

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the implications of the legal and policy framework underpinning the support of individuals with Autistic Spectrum Conditions	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to promote good practice in the support of individuals with an Autistic Spectrum Condition	
<b>Assessment criteria</b>	
The learner can:	
3.1	Enable workers to apply <b>different approaches</b> , interventions and strategies according to the individual's needs and wishes identified in their person-centered 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 <b>vulnerability</b> of individuals with Autistic Spectrum Conditions
3.5	Implement strategies which support others to apply, monitor and review positive <b>behaviour</b> 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

<b>Range</b>
<b>Different approaches:</b>
<ul style="list-style-type: none"> <li>• Multi-agency approaches</li> </ul>
<b>Vulnerability:</b>
<ul style="list-style-type: none"> <li>• Being exploited or abused</li> <li>• Violating the law without realising she/he is doing something harmful</li> <li>• Being the victim of cyber-bullying</li> </ul>
<b>Behaviour:</b>
<ul style="list-style-type: none"> <li>• Non-verbal communication</li> <li>• Behaviour that can present challenges</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Be able to promote to others positive communication strategies for individuals with an Autistic Spectrum Condition
<b>Assessment criteria</b>	
The learner can:	
4.1	Analyse the implications for practice of the link between <b>behaviour</b> and communication
4.2	Develop strategies to support others to understand the link between <b>behaviour</b> and communication
4.3	Liaise with family/carers and <b>relevant professionals</b> 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

<b>Range</b>
<b>Behaviour:</b>
<ul style="list-style-type: none"> <li>• Non-verbal communication</li> <li>• Behaviour that can present challenges</li> </ul>
<b>Relevant professionals:</b>
<ul style="list-style-type: none"> <li>• Speech and language professionals</li> <li>• Psychologists</li> <li>• Specialist nurses</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5.	Be able to implement strategies to support individuals with an Autistic Spectrum Condition to manage their sensory world
<b>Assessment criteria</b>	
The learner can:	
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

## **Unit 547                      Promote good practice in the support of individuals with Autistic Spectrum Conditions (LD 510)**

Supporting information

### **Guidance**

#### **Definitions**

#### **Learning Outcomes 1 – 5**

**Autistic Spectrum:** The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.

#### **Learning Outcome 1 - 5**

**Individual:** someone requiring care or support.

## Unit 548

## Support families who are affected by Acquired Brain Injury (PD OP 3.4)

<b>UAN:</b>	<b>M/601/5817</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit links to PD OP 3.1, 3.3
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles
<b>Aim</b>	This unit is aimed at those whose role involves supporting families of people with an Acquired Brain Injury. It covers the impact on the family/carers including putting them at the centre of the intervention, recognising the emotional impact of Acquired Brain Injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state	
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain the impact on family of caring for an individual in a minimally responsive or vegetative state
1.2	Describe how <b>theories of loss and grief</b> provide a framework for practice
1.3	Describe the long term adjustments families and friends may need to make

<b>Range</b>
<b>Theories of loss and grief:</b>
<ul style="list-style-type: none"> <li>• Elisabeth Kübler-Ross</li> <li>• J. William Worden</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the long term effects of Acquired Brain Injury on family	
<b>Assessment criteria</b>	
The learner can:	
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 <b>personality changes</b> in the individual	
2.5 Describe changes that may occur in <b>relationships</b> as a result of Acquired Brain Injury	

<b>Range</b>
<b>Personality changes:</b>
<ul style="list-style-type: none"> <li>• Irritability</li> <li>• Disinhibited behaviour</li> <li>• Frustration</li> <li>• Loss of social skills</li> <li>• Lack of self awareness</li> </ul>
<b>Relationships:</b>
<ul style="list-style-type: none"> <li>• Spouse/partner</li> <li>• Child</li> <li>• Parent</li> <li>• Sibling</li> <li>• Friend</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand legislation that is relevant to carers of an individual effected by Acquired Brain Injury	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Be able to assess the support required by families who hold the primary caring role
<b>Assessment criteria</b>	
The learner can:	
4.1	Assess with <b>primary carers</b> the support they require
4.2	Agree with the primary carer a plan of support
4.3	Identify support which can best be provided by others
4.4	Report where there are unmet needs

<b>Range</b>
<b>Primary carers</b>
<ul style="list-style-type: none"> <li>• Spouse/partner</li> <li>• Child</li> <li>• Parent</li> <li>• Sibling</li> <li>• Friend</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5.	Be able to work in partnership with other professionals and agencies
<b>Assessment criteria</b>	
The learner can:	
5.1	Explain the role of <b>other professionals and agencies</b> 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

<b>Range</b>
<b>Other professionals and agencies:</b>
<ul style="list-style-type: none"> <li>• Carers organisations</li> <li>• Social Workers</li> <li>• GPs</li> <li>• Supervisor</li> <li>• Advocate</li> <li>• Carers/family members</li> <li>• Colleagues</li> </ul>

**Unit 548**      **Support families who are  
affected by Acquired Brain Injury  
(PD OP 3.4)**

Supporting information

**Guidance**

**Definition**

**Learning Outcomes 1, 2, 3, 5**

**Individual:** the person with Acquired Brain Injury.

## Unit 549

## Support families who have a child with a disability (PD OP 3.5)

<b>UAN:</b>	<b>D/601/5750</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to PD OP 3.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles
<b>Aim</b>	This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the impact on a family of having a child with a disability	
<b>Assessment criteria</b>	
The learner can:	
1.1	Describe the emotional impact that a <b>diagnosis</b> 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 <b>interpersonal relationships within a family</b>
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

<b>Range</b>
<p><b>Diagnosis:</b></p> <ul style="list-style-type: none"> <li>• Physical disabilities</li> <li>• Learning disabilities</li> <li>• Sensory disabilities</li> </ul> <p><b>Interpersonal relationships within a family:</b></p> <ul style="list-style-type: none"> <li>• Relationships with siblings</li> <li>• Relationships between siblings and parents</li> <li>• Relationships with grandparents</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to support families who have a child with a disability
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. Be able to support families with a child with a disability to use informal networks and community resources
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. Be able to work in partnership with other professionals and agencies to support families with a child with a disability
<b>Assessment criteria</b>	
The learner can:	
4.1 Identify <b>support</b> 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 <b>other professionals and/or agencies</b>	
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	

**Range****Support:**

- Support with personal care
- Support with equipment
- Advocacy
- Support with benefits
- Advice
- Housing

**Other professionals and/or agencies**

- Teachers
- Educational Psychologist
- Educational Welfare
- Physiotherapist
- Occupational Therapist
- Nurse
- GP
- Social Worker
- Dietician
- Speech and Language Therapist

## Unit 550

## Support the development of community partnerships (HSC 3007)

<b>UAN:</b>	<b>M/601/9494</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to HSC3101, HSC 3102 and HSC 310
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the role of community partnerships	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to identify where community partnerships could inform and support practice	
<b>Assessment criteria</b>	
The learner can:	
2.1 Work with <b>others</b> 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	

<b>Range</b>
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<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Families and friends of individuals</li> <li>• Colleagues within the organisation</li> <li>• Colleagues outside the organisation</li> </ul>
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<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to bring people together to set up community partnerships	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to support the setting up of community partnerships	
<b>Assessment criteria</b>	
The learner can:	
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:	
<ul style="list-style-type: none"> <li>• membership of the partnership</li> <li>• aims and objectives</li> <li>• <b>roles and responsibilities</b></li> <li>• activities and practices</li> </ul>	

<b>Range</b>
<b>Roles and responsibilities:</b>
<ul style="list-style-type: none"> <li>• Contribution of resources</li> <li>• Commitment of time</li> <li>• Allocation of tasks</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to contribute to the running of community partnerships	
<b>Assessment criteria</b>	
The learner can:	
5.1 Carry out own responsibilities to support the purpose of the partnership	
5.2 Support the community partnership to <b>operate effectively</b>	
5.3 Describe ways to support the partnership when a member disengages	

<b>Range</b>
<b>Operate effectively:</b>
<ul style="list-style-type: none"> <li>• Working inclusively</li> <li>• Respecting and valuing all members</li> <li>• Supporting members to participate</li> <li>• Abiding by agreements</li> <li>• Resolving conflicts</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to contribute to the review of community partnerships	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 551

## Support individuals to access housing and accommodation services (HSC 3027)

<b>UAN:</b>	<b>K/601/7906</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to HSC 349
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand support available to access housing and accommodation services
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to work with individuals to identify housing and accommodation services that meet their needs
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to work with individuals to plan to access housing and accommodation services	
<b>Assessment criteria</b>	
The learner can:	
3.1 Work with the individual and others to agree a <b>plan</b> for accessing housing and accommodation services	
3.2 Establish with an individual which housing and accommodation services will be approached	

<b>Range</b>
<b>Plan:</b>
<ul style="list-style-type: none"> <li>• Realistic and achievable goals</li> <li>• Actions the individual will take</li> <li>• The level and type of support required</li> <li>• Roles and responsibilities</li> <li>• Timescales</li> <li>• How and when progress towards goals will be reviewed</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to work with individuals to access housing and accommodation services	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to work with housing and accommodation services to meet the needs of individuals	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to contribute to the review of housing and accommodation services for individuals	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>6.1 Work with the individual and <b>others</b> to:</p> <ul style="list-style-type: none"> <li>• Monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences</li> <li>• Identify any additional support needed</li> </ul> <p>6.2 Consult with others about any problems and proposed solutions</p> <p>6.3 Record and report on the review in line with agreed ways of working</p>	

<b>Range</b>
<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Carers</li> <li>• Friends and relatives</li> <li>• Professionals</li> <li>• Others who are important to the individual's well-being</li> </ul>

# **Unit 551 Support individuals to access housing and accommodation services (HSC 3027)**

Supporting information

## **Guidance**

### **Definitions**

#### **Learning Outcomes 2, 3, 4, 5, 6**

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

#### **Learning Outcome 6, Assessment Criterion 6.3**

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

## Unit 552

## Support individuals at the end of life (HSC 3048)

<b>UAN:</b>	<b>T/601/9495</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	53
<b>Relationship to NOS:</b>	This unit is linked to HSC385
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	
<b>Assessment criteria</b>	
The learner can:	
1.1	Outline <b>legal requirements and agreed ways of working</b> 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

<b>Range</b>
<p><b>Legal requirements and agreed ways of working:</b> will include policies and procedures where these apply:</p> <ul style="list-style-type: none"> <li>• Equality, diversity and discrimination</li> <li>• Data protection, recording, reporting, confidentiality and sharing information</li> <li>• The making of wills and living wills</li> <li>• Dealing with personal property of deceased people</li> <li>• Removal of medical equipment from deceased people</li> <li>• Visitors</li> <li>• Safeguarding of vulnerable adults</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand factors affecting end of life care	
<b>Assessment criteria</b>	
The learner can:	
2.1 Outline key points of theories about the emotional and psychological processes that individuals and <b>key people</b> 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	

<b>Range</b>
<b>Key people:</b>
<ul style="list-style-type: none"> <li>• Family members</li> <li>• Friends</li> <li>• Others who are important to the well-being of the individual</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand advance care planning in relation to end of life care	
<b>Assessment criteria</b>	
The learner can:	
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 <b>advance care planning</b> in relation to end of life care	
3.3 Describe own role in supporting and recording decisions about <b>advance care planning</b>	
3.4 Outline ethical and legal issues that may arise in relation to <b>advance care planning</b>	

<b>Range</b>
<b>Advance care planning:</b>
<ul style="list-style-type: none"> <li>• Gold Standard Framework</li> <li>• Preferred Priorities for Care</li> </ul>

Learning outcome	The learner will:
4. Be able to provide support to individuals and key people during end of life care	
<b>Assessment criteria</b>	
The learner can:	
4.1	Support the individual and key people to explore their thoughts and feelings about death and dying
4.2	Provide support for the individual and key people that respects their beliefs, religion and culture
4.3	Demonstrate ways to help the individual feel respected and valued throughout the end of life period
4.4	Provide information to the individual and/or key people about the individual's illness and the support available
4.5	Give examples of how an individual's well-being can be enhanced by: <ul style="list-style-type: none"> <li>• Environmental factors</li> <li>• Non-medical interventions</li> <li>• Use of equipment and aids</li> <li>• Alternative therapies</li> </ul>
4.6	Contribute to partnership working with key people to support the individual's well-being

Learning outcome	The learner will:
5. Understand how to address sensitive issues in relation to end of life care	
<b>Assessment criteria</b>	
The learner can:	
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

Learning outcome	The learner will:
6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	
<b>Assessment criteria</b>	
The learner can:	
6.1	Describe the role of <b>support organisations and specialist services</b> 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

**Range****Support organisations and specialist services:**

- Nursing and care homes
- Specialist palliative care services
- Domiciliary, respite and day services
- Funeral directors

<b>Learning outcome</b>	<b>The learner will:</b>
7. Be able to access support for the individual or key people from the wider team	
<b>Assessment criteria</b>	
The learner can:	
7.1 Identify when support would best be offered by other members of the team	
7.2 Liaise with <b>other members of the team</b> to provide identified support for the individual or key people	

<b>Range</b>
<b>Other members of the team:</b>
<ul style="list-style-type: none"> <li>• Line manager</li> <li>• Religious representatives</li> <li>• Specialist nurse</li> <li>• Occupational or other therapist</li> <li>• Social worker</li> <li>• Key people</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
8. Be able to support individuals through the process of dying	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
9. Be able to take action following the death of individuals	
<b>Assessment criteria</b>	
The learner can:	
9.1 Explain why it is important to know about an individual's wishes for their after-death care	
9.2 Carry out <b>actions</b> 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	

<b>Range</b>
<b>Actions:</b>
<ul style="list-style-type: none"> <li>• Attending to the body of the deceased</li> <li>• Reporting the death through agreed channels</li> <li>• Informing key people</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
10. Be able to manage own feelings in relation to the dying or death of individuals	
<b>Assessment criteria</b>	
The learner can:	
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	

## **Unit 552            Support individuals at the end of life (HSC 3048)**

Supporting information

### **Guidance**

#### **Definition**

#### **Learning Outcomes 1 - 10**

An **individual** is the person requiring end of life care.

## Unit 553

## Work with families, carers and individuals during times of crisis (HSC 3057)

<b>UAN:</b>	<b>F/601/9029</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to HSC392 (MH13)
<b>Assessment requirements specified by a sector or regulatory body</b>	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.
<b>Aim</b>	This unit is aimed at health & social care workers working with individuals and their carers and families

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis
<b>Assessment criteria</b>	
The learner can:	
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 <b>factors</b> that influence the kinds of support offered

<b>Range</b>
<b>Factors:</b>
<ul style="list-style-type: none"> <li>• Economic and social factors</li> <li>• Any illnesses which the individual may have</li> <li>• Risk assessment</li> <li>• Restrictions which may apply under legislation</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to respond during times of crisis	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to review the outcomes of requests for action during times of crisis	
<b>Assessment criteria</b>	
The learner can:	
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	

**Unit 553**            **Work with families, carers and  
individuals during times of crisis  
(HSC 3057)**

Supporting information

**Guidance**

**Definitions**

**Learning Outcome 2, Assessment Criteria 2.6**

**Learning Outcome 3, Assessment Criteria 3.4**

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

## Unit 554

## Implement the Positive Behavioural Support model (HSC 3065)

<b>UAN:</b>	<b>T/601/9738</b>
<b>Level:</b>	4
<b>Credit value:</b>	8
<b>GLH:</b>	61
<b>Relationship to NOS:</b>	This unit is linked to HSC 326, 337 and 39
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning Outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess ACs 6.2, and if real work assessment is not possible.
<b>Aim</b>	This unit is aimed at those working with individuals who have complex needs / continuing health care / severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the context of the Positive Behavioural Support model	
<b>Assessment criteria</b>	
The learner can:	
1.1 Explain how Positive Behavioural Support has been influenced by: <ul style="list-style-type: none"> <li>• Applied Behaviour Analysis (ABA)</li> <li>• Social Role Valorisation (SRV)</li> </ul>	
1.2 Summarise current legislation and policy guidance relating to Positive Behavioural Support	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the term 'challenging behaviour'	
<b>Assessment criteria</b>	
The learner can:	
2.1 Define the term ' <b>challenging behaviour</b> '	
2.2 Explain the reasons for the term <b>challenging behaviour</b> coming into use	
2.3 Analyse key <b>factors</b> that lead to a behaviour being defined as challenging	

<b>Range</b>
<p><b>Challenging behaviour:</b></p> <ul style="list-style-type: none"> <li>• Repetitive / obsessive</li> <li>• Withdrawn</li> <li>• Aggressive</li> <li>• Self-injurious</li> <li>• Disruptive</li> <li>• Anti-social or illegal</li> <li>• Verbally abusive</li> </ul> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Competence and capacity of settings</li> <li>• Social norms</li> <li>• Frequency, intensity and duration of the behaviour</li> <li>• Ability to communicate effectively</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the context in which challenging behaviour occurs.	
<b>Assessment criteria</b>	
The learner can:	
3.1	Summarise key <b>environmental risk factors</b> 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

<b>Range</b>
<p><b>Environmental risk factors</b> will include features that are physical or social, such as:</p> <ul style="list-style-type: none"> <li>• Uncomfortable levels of stimulation (e.g. too busy, boring)</li> <li>• Institutional-style setting (e.g. block treatment, rigid routines)</li> <li>• Poor service organisation (e.g. inexperienced carers)</li> <li>• Inappropriate social environment (e.g. overly restrictive, limited choice)</li> <li>• Environmental pollutants (e.g. temperature, noise levels)</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	
<b>Assessment criteria</b>	
The learner can:	
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 <b>structured methods</b>

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-centered behavioural intervention for individuals

<b>Range</b>
<b>Structured methods:</b>
<ul style="list-style-type: none"> <li>• ABC charts</li> <li>• Scatterplots</li> <li>• Incident forms</li> <li>• Behaviour monitoring forms</li> <li>• Direct observation</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5.	Understand the key characteristics of Positive Behavioural Support
<b>Assessment criteria</b>	
The learner can:	
5.1	Describe the key characteristics of Positive Behavioural Support
5.2	Explain the role within Positive Behavioural Support of: <ul style="list-style-type: none"> <li>• Primary prevention strategies</li> <li>• Secondary prevention strategies</li> <li>• Non aversive reactive strategies</li> </ul>
5.3	Explain the importance of social validity in the Positive Behavioural Support model

<b>Learning outcome</b>	<b>The learner will:</b>
6.	Be able to implement primary prevention strategies
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
7.	Be able to use a person-centered approach to develop plans that promote participation
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
8.	Be able to implement secondary prevention strategies
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
9.	Be able to implement non aversive reactive strategies
<b>Assessment criteria</b>	
The learner can:	
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 <b>post-incident support</b>
9.7	Identify own preferred post-incident support

<b>Range</b>
<b>Post-incident support:</b> <ul style="list-style-type: none"> <li>• Emotional support</li> <li>• Time away from the setting</li> <li>• First aid</li> <li>• Quiet time</li> <li>• Space</li> <li>• Temporary redeployment</li> <li>• Additional training</li> <li>• Personal reflection</li> <li>• Counselling</li> <li>• Opportunity to express feelings</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
10. Be able to understand and implement Positive Behavioural Support Plans	
<b>Assessment criteria</b>	
The learner can: <ul style="list-style-type: none"> <li>10.1 Explain the purpose and importance of Positive Behaviour Support Plans for individuals</li> <li>10.2 Identify the key components of a Positive Behaviour Support Plan for individuals</li> <li>10.3 Implement agreed procedures in an individual's Positive Behavioural Support Plan</li> <li>10.4 Contribute to the review of an individual's Positive Behavioural Support Plan</li> </ul>	

# Unit 554      Implement the Positive Behavioural Support model (HSC 3065)

## Supporting information

### Guidance

#### Definitions

#### Learning Outcome 1, Assessment Criterion 1.1

**Applied Behaviour Analysis (ABA):** a scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

#### Learning Outcome 1, Assessment Criterion 1.1

**Social Role Valorisation (SRV):** promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.

#### Learning Outcome 3 and 4

**Triggers** are factors that make challenging behaviours more likely to occur. They include:

- slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed.
- fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.

#### Learning Outcome 3, Assessment Criterion 3.3

#### Learning Outcome 4, Assessment Criterion 4.6

#### Learning Outcome 6, Assessment Criterion 6.4

**Reinforcement** strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want while negative reinforcement works because individuals get rid of things that they don't like.

#### Learning Outcome 3, Assessment Criterion 3.4

**Time intensity model:** the stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.

#### Learning Outcome 4, Assessment Criterion 4.3

**Structured methods:** measures for monitoring and recording behaviour.

#### Learning Outcome 5, Assessment Criterion 5.2

#### Learning Outcome 6

#### Learning Outcome 7, Assessment Criterion 7.2

**Primary prevention:** proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

**Learning Outcome 5, Assessment Criterion 5.2**

**Learning Outcome 8**

**Secondary prevention:** strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

**Learning Outcome 9**

**Non-aversive reactive strategies** are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

**Learning Outcome 5, Assessment Criterion 5.3**

**Learning Outcome 6, Assessment Criterion 6.6**

**Social validity** refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

**Learning Outcome 6, Assessment Criterion 6.3**

**Positive interaction** concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.

**Learning Outcome 7, Assessment Criterion 7.1**

**Active Support:** a person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

**Learning Outcome 7, Assessment Criteria 7.3, 7.4**

**Learning Outcome 10, Assessment Criterion 10.4**

**Review:** should take place involving the individual as much as is possible.

## Unit 555

## Support individuals to access education, training or employment (SS OP 3.7)

<b>UAN:</b>	<b>H/601/3546</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	31
<b>Relationship to NOS:</b>	This unit is linked to Sensory Services 5
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning Outcomes 4, 5 and 6 must be assessed in real work environment.
<b>Aim</b>	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the value of engagement in training, education or employment for individuals	
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain why engagement in education, training or employment opportunities can have a positive impact on the <b>well-being</b> and quality of life of individuals

<b>Range</b>
<b>Well-being:</b> <ul style="list-style-type: none"><li>• Emotional</li><li>• Psychological</li><li>• Physical</li></ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the support available to individuals accessing education, training or employment	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences	
<b>Assessment criteria</b>	
The learner can:	
4.1 Work with individuals to identify the education, training or employment opportunities taking account of their: <ul style="list-style-type: none"> <li>• Aspirations</li> <li>• Skills and abilities</li> <li>• Interests</li> <li>• Experience</li> <li>• Qualifications</li> <li>• Support needs</li> <li>• Preferred career pathway</li> <li>• Personal circumstances</li> <li>• Language / communication needs</li> </ul>	
4.2 Work with the individual and / or <b>others</b> 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	

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Specialist employment agencies</li> <li>• Careers services</li> <li>• Job coach</li> <li>• Learning providers</li> <li>• Employers</li> <li>• Carers / family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to support individuals to undertake education, training or employment	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b> to identify assistive technology; resources and support that may be needed to undertake education, training or employment

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Specialist employment agencies</li> <li>• Careers services</li> <li>• Job coach</li> <li>• Learning providers</li> <li>• Employers</li> <li>• Carers / family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to evaluate engagement in education, training or employment	
<b>Assessment criteria</b>	
The learner can:	
6.1 Review with the individual and / or <b>others</b> how well the education, training or employment opportunity has met expectations and identified outcomes	
6.2 Review with the individual and / or <b>others</b> the continued support required to undertake education, training or employment	
6.3 Agree with the individual and / or <b>others</b> adjustments to be made to education, training or employment arrangements to meet individual needs and preferences	

<b>Range</b>
<b>Others:</b>
<ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Specialist employment agencies</li> <li>• Careers services</li> <li>• Job coach</li> <li>• Learning providers</li> <li>• Employers</li> <li>• Carers / family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

## Unit 556

## Promote awareness of sensory loss (SS 5.2)

<b>UAN:</b>	<b>M/601/5249</b>
<b>Level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to Sensory Services 1,2,3
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles
<b>Aim</b>	This unit aims to provide workers with the knowledge and skills to devise, implement and review strategies to promote awareness of sensory loss in the context of an individual's life

<b>Learning outcome</b>	<b>The learner will:</b>
	1. Understand how to raise awareness of sensory loss
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify methods for raising awareness of <b>sensory loss</b>	
1.2 Explain how different agencies can provide opportunities to raise awareness	

<b>Range</b>
<b>Sensory loss:</b>
<ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf blindness</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to raise awareness of sensory loss
<b>Assessment criteria</b>	
The learner can:	
2.1 Select and agree actions with the individual and/or <b>others</b> to promote awareness of <b>sensory loss</b>	
2.2 Support <b>others</b> to carry out the agreed actions	

<b>Range</b>
<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul> <p><b>Sensory loss:</b></p> <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf blindness</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Be able to review action to promote awareness of sensory loss
<b>Assessment criteria</b>	
The learner can:	
3.1	Review the outcomes of awareness raising in relation to <ul style="list-style-type: none"> <li>• Individuals with <b>sensory loss</b></li> <li>• Own work</li> <li>• Partnership work</li> </ul>
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

<b>Range</b>
<p><b>Sensory loss:</b></p> <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf blindness</li> </ul>

## Unit 557

## Support the use of assistive technology (SS 5.3)

<b>UAN:</b>	<b>H/601/5250</b>
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	31
<b>Relationship to NOS:</b>	This unit is linked to Sensory Services 4,6,7,9,11
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles
<b>Aim</b>	This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual

<b>Learning outcome</b>	<b>The learner will:</b>
	1. Understand the contribution that assistive technology can make to the lives of individuals
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to facilitate the use of assistive technology
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
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3. Be able to develop others to facilitate the use of assistive technology
<b>Assessment criteria</b>
The learner can: 3.1 Provide information to <b>others</b> about assistive technology 3.2 Provide guidance to <b>others</b> to facilitate the use of assistive technology

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to review the provision of assistive technology	
<b>Assessment criteria</b>	
The learner can: 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	

## **Unit 557                      Support the use of assistive technology (SS 5.3)**

Supporting information

### **Guidance**

#### **Definition**

#### **Learning Outcome 1 – 4**

**Assistive technology (AT)** is defined as ‘any product or service designed to enable independence for disabled and older people’ (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual’s daily living such as:

- Assistance dogs
- Human aids
- Electrical/electronic devices
- Low vision aids
- Environmental aids.

## Unit 558

## Explore models of disability (SS 5.4)

<b>UAN:</b>	<b>K/601/5251</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to Sensory Services 1,2,3,10,11
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	This unit provides the knowledge and skills needed to understand models of disability develop others' understanding and review how they impact on individuals and organisations.

<b>Learning outcome</b>	<b>The learner will:</b>
	1. Understand the complexities of models of disability
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to review how models of disability underpin organisational practice
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Develop others' awareness of models of disability	
<b>Assessment criteria</b>	
The learner can:	
3.1 Develop activities that increase <b>others'</b> understanding of <ul style="list-style-type: none"> <li>• Models of disability</li> <li>• How they are experienced by individuals</li> <li>• How they shape organisational structure and agreed ways of working</li> </ul>	
3.2 Implement planned activities	
3.3 Review the outcomes of planned activities	

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

<b>UAN:</b>	<b>M/601/5252</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	37
<b>Relationship to NOS:</b>	This unit is linked to Sensory Services 4,5,6,7,8,9,11
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	This unit provides the knowledge and skills needed to discriminate between language and communication and to support the use of a range of communication methods.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand language development	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand factors that affect the language and communication of an individual with sensory loss	
<b>Assessment criteria</b>	
The learner can:	
2.1 Compare and contrast the impact of congenital and acquired <b>sensory loss</b> on:	
<ul style="list-style-type: none"> <li>• Communication</li> <li>• Language</li> </ul>	
2.2 Explain the potential impacts of a deteriorating condition on an individual's communication	

<b>Range</b>
<b>Sensory loss:</b> <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf blindness</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the complexities of specialist communication systems	
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify when specialist communication systems may be used	
3.2 Evaluate the strengths and weakness of specialist communication systems	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to support the individual with communication	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b>	
4.3 Adapt communication methods according to need and context	

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to support others to make use of specialist communication	
<b>Assessment criteria</b>	
The learner can:	
5.1 Advise <b>others</b> about specialist communication	
5.2 Support <b>others</b> to make use of specialist communication with the individual	

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6. Review communication work	
<b>Assessment criteria</b>	
The learner can: 6.1 Review how communication support to individuals meets identified needs in relation to: <ul style="list-style-type: none"> <li>• Own work</li> <li>• Agreed ways of working</li> <li>• Work with <b>others</b></li> </ul>	

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

## Unit 560

## Support individuals with multiple conditions and/or disabilities (SS 5.6)

<b>UAN:</b>	<b>T/601/5253</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	34
<b>Relationship to NOS:</b>	This unit is linked to Sensory Services 4
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles
<b>Aim</b>	The purpose of this unit is to provide the knowledge and skills needed review and improve service provision for individuals with multiple conditions/disabilities

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the implications of multiple conditions and/or disabilities for the individual	
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain the correlation between conditions and: <ul style="list-style-type: none"> <li>• Disability</li> <li>• Gender</li> <li>• Age</li> <li>• Ethnicity</li> <li>• Socio-economic status</li> </ul>
1.2	Explain how <b>multiple conditions and/or disabilities</b> can impact on the individual
1.3	Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with <b>multiple conditions and/or disabilities</b>

<b>Range</b>
<b>Multiple conditions and/or disabilities:</b> <ul style="list-style-type: none"> <li>• Sensory loss</li> <li>• Physical health</li> <li>• Mental health</li> <li>• Physical disability</li> <li>• Learning difficulty/disability</li> <li>• Emotional health</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to support an individual with multiple conditions and/or disabilities
<b>Assessment criteria</b>	
The learner can:	
2.1	Work collaboratively with the individual and/or <b>others</b> to support the individual
2.2	Provide advice and expertise to support the assessment and/or referral of an individual with <b>multiple conditions and/or disabilities</b>
2.3	Use referral processes to secure services for the individual

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>
<b>Multiple conditions and/or disabilities:</b> <ul style="list-style-type: none"> <li>• Sensory loss</li> <li>• Physical health</li> <li>• Mental health</li> <li>• Physical disability</li> <li>• Learning difficulty/disability</li> <li>• Emotional health</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Be able to develop others to support the individual with multiple conditions and/or disabilities
<b>Assessment criteria</b>	
The learner can:	
3.1	Advise and inform <b>others</b> about the implications of multiple conditions
3.2	Devise strategies to improve the practice of others: <ul style="list-style-type: none"> <li>• At an individual level</li> <li>• At an organisational level</li> </ul>

<b>Range</b>
<b>Others:</b> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers/family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to review service provision in respect of individuals with multiple conditions and/or disabilities	
<b>Assessment criteria</b>	
The learner can:	
4.1 Reflect on own role in relation to providing a service for individuals with <b>multiple conditions and/or disabilities</b>	
4.2 Evaluate, with others, the extent to which provision meets the needs of individuals with <b>multiple conditions and/or disabilities</b>	
4.3 Implement actions agreed as a result of evaluation within own role	

<b>Range</b>
<b>Multiple conditions and/or disabilities:</b> <ul style="list-style-type: none"> <li>• Sensory loss</li> <li>• Physical health</li> <li>• Mental health</li> <li>• Physical disability</li> <li>• Learning difficulty/disability</li> <li>• Emotional health</li> </ul>

## Unit 561

## Support children's speech, language and communication (EYMP5)

<b>UAN:</b>	<b>T/600/9789</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	<p>This unit is linked to CCLD 301 Develop and promote positive relationships CCLD 312 Plan and implement positive environments for babies and children under 3 years Speech, language and communication framework This unit covers, or links to competences from the SLCF Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2 Enhanced: A4, B7, C1, C2, C3, C4, C15.</p>
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Learning Outcomes 3 and 4 must be assessed in a real work environment.</p>
<b>Aim</b>	<p>The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.</p>

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the importance of speech, language and communication for children's overall development	
<b>Assessment criteria</b>	
The learner can:	
1.1 Explain each of the terms: <ul style="list-style-type: none"> <li>• Speech</li> <li>• Language</li> <li>• Communication</li> <li>• Speech, language and communication needs</li> </ul>	
1.2 Explain how speech, language and communication skills support each of the following areas in children's development: <ul style="list-style-type: none"> <li>• Learning</li> <li>• Emotional</li> <li>• Behaviour</li> <li>• Social</li> </ul>	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	
<b>Assessment criteria</b>	
The learner can:	
2.1 Explain the <b>ways</b> 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 <b>positive effects</b> 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	

<b>Range</b>
<b>Ways:</b> <ul style="list-style-type: none"> <li>• The words and levels of language adults use with children (including the use of questions)</li> <li>• Adults' conversations / interactions with children</li> <li>• Information and activities used</li> <li>• Work with parents / carers</li> </ul>
<b>Positive effects:</b> <ul style="list-style-type: none"> <li>• Speech, language and communication skills</li> <li>• Social interaction</li> <li>• Behaviour</li> <li>• Emotional development / self confidence</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Be able to provide support for the speech, language and communication development of the children in own setting
<b>Assessment criteria</b>	
The learner can:	
3.1	Demonstrate <b>methods</b> of providing support taking into account the: <ul style="list-style-type: none"> <li>• Age</li> <li>• Specific needs</li> <li>• Abilities</li> <li>• Home language where this is different to that of setting</li> <li>• Interests of the children in own setting</li> </ul>
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 :- <ul style="list-style-type: none"> <li>• One to one basis</li> <li>• Groups</li> </ul>
3.4	Evaluate the effectiveness of speech, language and communication support for children in own setting

<b>Range</b>
<b>Methods:</b> <ul style="list-style-type: none"> <li>• Adapting own language</li> <li>• Scaffolding the child's language</li> <li>• Giving children the time and opportunity to communicate</li> <li>• Facilitating communication between children with each other</li> <li>• Learning through play</li> <li>• Working with carers</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Be able to contribute to maintaining a positive environment that supports speech, language and communication
<b>Assessment criteria</b>	
The learner can:	
4.1	Explain the importance of the environment in supporting speech, language and communication development
4.2	Review evidence about the <b>key factors</b> 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

<b>Range</b>
<b>Key Factors:</b> <ul style="list-style-type: none"><li>• The physical environment</li><li>• Staff roles and responsibilities</li><li>• Training needs and opportunities</li><li>• Views of the child</li><li>• Appropriate involvement of carers</li></ul>

## Unit 561      **Support children's speech, language and communication (EYMP5)**

### Supporting information

#### **Guidance**

Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process and the many factors which can affect it underpins effective communication in practice.

#### **Learning Outcome 1 Assessment Criterion 1.1**

The word **Explain** refers to a leaflet produced by the Communications Consortium 'Explaining Speech, Language and Communication Needs (SLCN)'

'Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.'

Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.'

## Unit 562

## Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)

<b>UAN:</b>	<b>F/600/9777</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to DCSF Narrowing the Gap Guidance 2008.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
<b>Aim</b>	To provide learners with an in depth understanding of the effects of poverty and disadvantage on children and young people.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the factors that may impact on the outcomes and life chances of children and young people
<b>Assessment criteria</b>	
The learner can:	
1.1	Identify the <b>factors</b> 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 and young people

<b>Range</b>
<b>Factors:</b> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Social and community pressures</li> <li>• Health status</li> <li>• Abuse and neglect</li> <li>• Violent and/or offending family or personal backgrounds</li> <li>• Race, gender, sexual orientation</li> <li>• Asylum seeking or victims of trafficking</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand how poverty and disadvantage affect children and young people's development	
<b>Assessment criteria</b>	
The learner can: 2.1 Analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> <li>• Physical development</li> <li>• Social and emotional development</li> <li>• Communication development</li> <li>• Intellectual development</li> <li>• Learning</li> </ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	
<b>Assessment criteria</b>	
The learner can: 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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	
<b>Assessment criteria</b>	
The learner can: 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	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 563

## Independent Mental Capacity Advocacy (ADV 305)

<b>UAN:</b>	<b>F/502/3295</b>
<b>Level:</b>	4
<b>Credit value:</b>	12
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	<p>This unit is linked to AHP 17 Assist and support individuals to use total communication systems</p> <p>GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness</p> <p>H16 Market and promote the service</p> <p>H136 Communicate effectively with individuals and others</p> <p>HSC 328 Contribute to care planning and review</p> <p>HSC 368 Present individuals' needs and preferences</p> <p>HSC 3199 Promote the values and principles underpinning best practice</p> <p>HSC 41 Use and develop methods and systems to communicate record and report</p> <p>HSC 45 Develop practices which promote choice, well-being and protection of all individuals</p> <p>HSC 418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs</p> <p>HSC 423 Assist individuals at formal hearings</p> <p>HSC 431 Support individuals where abuse has been disclosed</p> <p>HSC 434 Maintain and manage records and reports</p> <p>HSC 437 Promote your organisation and its services to stakeholders</p> <p>MH_1 Promote effective communication and relationships with people who are troubled or distressed</p>
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
<b>Aim</b>	<p>The unit aims to support learners to develop the practical skills and knowledge required to provide the Independent Mental Capacity Advocate (IMCA) support within the Mental Capacity Act 2005.</p>

<b>Learning outcome</b>	<b>The learner will:</b>
	1. Understand and use the Mental Capacity Act
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Provide Independent Mental Capacity Advocacy
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. Work with the decision maker
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Challenge decisions made by the decision maker	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Work with people who lack capacity	
<b>Assessment criteria</b>	
The learner can:	
5.1 Use a <b>range of methods</b> to communicate with people who lack capacity	
5.2 Use non-instructed Advocacy to identify the wishes and preferences of people receiving IMCA support	
5.3 Use strategies to work with people with dementia or learning disabilities	
5.4 Ascertain the wishes and preferences of people who lack capacity	

<b>Range</b>
<b>Range of methods:</b>
<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non verbal communication</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6. Work with accommodation and care review referrals	
<b>Assessment criteria</b>	
The learner can:	
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 <b>regulatory bodies</b>	

<b>Range</b>
<b>Regulatory bodies:</b>
<ul style="list-style-type: none"> <li>• CQC</li> <li>• CSSIW</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
7. Work with serious medical treatment referrals	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
8. Work with adult protection referrals	
<b>Assessment criteria</b>	
The learner can:	
8.1 Identify the different stages at which the IMCA may be instructed within adult protection procedures	
8.2 Identify a range of situations where the IMCA may represent the individual during adult protection meetings	
8.3 Analyse and use local and national adult protection procedures	
8.4 Use the guidelines for IMCA in adult protection proceedings referrals	
8.5 Research and gather information	
8.6 Attend meetings where necessary	
8.7 Identify a range of protection plans which may be formulated within adult protection strategy meetings	
8.8 Summarise the issues involved in communicating with families in adult protection cases	

<b>Learning outcome</b>	<b>The learner will:</b>
9. Construct an Independent Mental Capacity Advocacy written report that meets statutory requirements	
<b>Assessment criteria</b>	
The learner can:	
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	

# Unit 563 Independent Mental Capacity Advocacy (ADV 305)

## Supporting information

### Guidance

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a learner's competency across a range of learning outcomes.

### Definitions

#### Learning Outcome 1, Assessment Criterion 1.1

**Key principles:** including the five key principles and best interests framework.

#### Learning Outcome 1, Assessment Criterion 1.3

**Provisions:** new provisions within the Act including advance decisions to refuse treatment, Court of Protection, office of public guardian, lasting power of attorney and Court appointed deputies.

#### Learning Outcome 2, Assessment Criterion 2.5

#### Learning Outcome 3, Assessment Criterion 3.3

**Challenges:** including working with people who cannot instruct, working with professionals, challenging decisions, time constraint of role.

#### Learning Outcome 2, Assessment Criterion 2.7

#### Learning Outcome 6, Assessment Criterion 6.2

**Differences:** a range of differences between IMCA and general advocacy including differences in confidentiality boundaries, information sharing, seeking consent, taking instructions, accepting referrals and securing outcomes.

#### Learning Outcome 2, Assessment Criterion 2.6

#### Learning Outcome 3, Assessment Criterion 3.3

**Dilemmas** and challenges: dilemmas faced when taking referrals, challenging decisions and accessing information.

#### Learning Outcome 2, Assessment Criterion 2.7

#### Learning Outcome 3, Assessment Criterion 3.5

#### Learning Outcome 6, Assessment Criterion 6.2

**Evaluate:** identify requirements of the assessment of capacity and how IMCAs can raise concerns about the person's capacity to make the referral decision.

**Learning Outcome 3, Assessment Criterion 3.7**

**Learning Outcome 4, Assessment Criterion 4.1**

**Area:** including serious medical treatment, change of accommodation, protection of vulnerable adults and accommodation review.

**Learning Outcomes 6, 7, 8**

**Information:** taken from inspection reports.

**Learning Outcome 6, Assessment Criteria 6.2, 6.4**

**Types of accommodation:** including supported living, residential care, nursing homes, sheltered housing and receiving support in one's own home.

**Learning Outcomes 3, 4, 6, 7**

**Decision:** the impact a range of decisions could have on the individual including end of life decisions and Do not Attempt Resuscitation orders.

**Learning Outcome 8, Assessment Criterion 8.4**

**Guidelines:** ADASS guidance on the criteria for the use of IMCAs in safeguarding adult cases.

## Unit 564

## Independent Mental Health Advocacy (ADV 306)

<b>UAN:</b>	<b>J/502/3296</b>
<b>Level:</b>	4
<b>Credit value:</b>	7
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	<p>This unit is linked to HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals</p> <p>GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness</p> <p>H16 Market and promote the service</p> <p>HSC 23 Develop your knowledge and practice</p> <p>HSC 328 Contribute to care planning and review</p> <p>HSC 366 Support individuals to represent their own needs and wishes at decision making forums</p> <p>HSC 367 Help individuals identify and access independent representation and advocacy</p> <p>HSC 368 Present individuals' needs and preferences</p> <p>HSC 3199 Promote the values and principles underpinning best practice</p> <p>HSC 45 Develop practices which promote choice, well-being and protection of all individuals</p> <p>HSC 418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs</p> <p>HSC 419 Provide advice and information to those who enquire about mental health needs and related services</p> <p>HSC 423 Assist individuals at formal hearings</p> <p>HSC 431 Support individuals where abuse has been disclosed</p> <p>HSC 434 Maintain and manage records and reports</p> <p>HSC 437 Promote your organisation and its services to stakeholders</p> <p>MH_1 Promote effective communication and relationships with people who are troubled or distressed</p> <p>MH 43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs</p>
<b>Assessment requirements</b>	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>

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**specified by a sector  
or regulatory body**

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**Aim**

The unit will support learners to develop the skills and knowledge required to provide Independent Mental Health Advocacy (IMHA) as detailed within the Mental Health Act 2007.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Know how Mental Health legislation affects IMHA qualifying patients	
<b>Assessment criteria</b>	
The learner can:	
1.1 Explain key principles of <b>Mental Health legislation</b>	
1.2 Analyse powers within the Mental Health Act 1983 as amended by the Mental Health Act 2007	
1.3 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to explain the <b>process of compulsion</b>	
1.4 Research a range of <b>safeguards</b> enshrined within the Mental Health Act 1983 as amended by the Mental Health Act 2007	

**Range****Mental Health legislation:**

- Mental Health Act 1983,
- Mental Health Act 2007
- Codes of Practice in England

**Process of compulsion**

- individual patients who are detained or
- individual patients who are liable to be detained;
- individuals under guardianship or supervised community treatment (SCT)

**Safeguards**

- Tribunal
- Hospital Managers' hearing
- statutory advocacy

Learning outcome	The learner will:
2. Provide Independent Mental Health Advocacy	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>2.1 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to identify when an individual is entitled to receive IMHA support</p> <p>2.2 Analyse the <b>roles and responsibilities</b> of an IMHA</p> <p>2.3 Summarise <b>rights</b> afforded to an IMHA within the Mental Health Act</p> <p>2.4 Prioritise a range of case work</p> <p>2.5 Assess a range of <b>potential dilemmas</b> which IMHA's can face in practice</p> <p>2.6 Resolve practice dilemmas</p> <p>2.7 Summarise and respond to a range of <b>common advocacy issues</b> for qualifying patients</p> <p>2.8 Understand treatment options available to an individual who is subject to compulsion under the Mental Health Act</p> <p>2.9 Signpost qualifying patients to other services</p> <p>2.10 Identify a range of information that should and must be recorded</p> <p>2.11 Work within different environments</p> <p>2.12 Understand how physical environment can impact on individuals</p>	

<b>Range</b>
<p><b>Roles and responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Accessing information</li> <li>• Promoting rights</li> </ul> <p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>• Access to records</li> <li>• Patients</li> <li>• Staff</li> </ul> <p><b>Potential dilemmas:</b></p> <ul style="list-style-type: none"> <li>• Information sharing</li> <li>• Supporting people who may experience delusional beliefs</li> <li>• Supporting people affected by mental distress</li> </ul> <p><b>Common advocacy issues:</b></p> <ul style="list-style-type: none"> <li>• Appeals</li> <li>• Complaints</li> <li>• Accessing information</li> <li>• Changing medication</li> <li>• Applying for leave</li> <li>• Discharge supporting people who may experience delusional beliefs</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Respond to requests for Independent Mental Health Advocacy support	
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify a <b>range of people</b> 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 <b>range of advocacy services</b>	

<b>Range</b>
<b>Range of people:</b>
<ul style="list-style-type: none"> <li>• Individual</li> <li>• Nearest relative</li> <li>• Responsible clinician RC</li> <li>• Approved mental health professional AMHP</li> <li>• Therapist</li> <li>• Care manager</li> </ul>
<b>Range of advocacy services:</b>
<ul style="list-style-type: none"> <li>• Independent Mental Capacity Advocate IMCA,</li> <li>• Generic and specialist advocacy services (i.e. older people)</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Engage with professionals	
<b>Assessment criteria</b>	
The learner can:	
4.1 Research and identify a <b>range of people and services</b> the IMHA is likely to come into contact with	
4.2 Communicate the IMHA's role to a <b>range of people</b>	
4.3 Use strategies to negotiate with professionals	
4.4 Respond to dilemmas and challenges which may be faced	

<b>Range</b>
<b>Range of people and services:</b>
<ul style="list-style-type: none"> <li>• Responsible Clinician RC</li> <li>• Approved Mental Health Professional AMHP</li> <li>• Care manager</li> </ul>
<b>Range of people:</b>
<ul style="list-style-type: none"> <li>• Individual</li> <li>• Nearest relative</li> <li>• Responsible Clinician RC</li> <li>• Approved mental health professional AMHP</li> <li>• Therapist</li> <li>• Care manager</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5.	Respond to individuals who have diverse needs
<b>Assessment criteria</b>	
The learner can:	
5.1	Describe how having mental health needs can <b>impact on daily living</b>
5.2	Offer support to individuals who have mental health needs
5.3	Use a range of methods to communicate with people who have mental health needs
5.4	Respond to the cultural and spiritual <b>needs of an individual</b>
5.5	Identify dimensions of diversity
5.6	Signpost a range of <b>specialist support services</b> that a qualifying patient may wish to access
5.7	Evaluate how the <b>personal and cultural identity</b> of an IMHA can impact on the advocacy relationship

<b>Range</b>
<p><b>Impact on daily living:</b></p> <ul style="list-style-type: none"> <li>• Hearing voices</li> <li>• Having delusional beliefs</li> <li>• Paranoia</li> </ul> <p><b>Needs of an individual:</b></p> <ul style="list-style-type: none"> <li>• Individuals from BME groups</li> <li>• People who use languages other than English</li> </ul> <p><b>Specialist support services:</b></p> <ul style="list-style-type: none"> <li>• Specialist BME services</li> </ul> <p><b>Personal and cultural identity:</b></p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Ethnicity</li> <li>• Sexual orientation</li> <li>• Geographical location</li> <li>• Religious beliefs</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6.	Work safely
<b>Assessment criteria</b>	
The learner can:	
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

# Unit 564                      Independent Mental Health Advocacy (ADV 306)

## Supporting information

### Guidance

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a learner's competency across a range of learning outcomes.

### Definitions

#### Learning Outcomes 1, 2, 5

**How:** impact on the individual such as living on locked wards, accessing private spaces.

#### Learning Outcome 4, Assessment Criterion 4.2

**Communicate:** communicate the IMHA role to a range of people including AMHP, RC nearest relative, care manager

## Unit 565

## Providing Independent Advocacy Management (ADV 307)

<b>UAN:</b>	<b>L/502/3297</b>
<b>Level:</b>	4
<b>Credit value:</b>	11
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	<p>This unit is linked to HSC 41 Use and develop methods and systems to communicate record and report</p> <p>H16 Market and promote the service</p> <p>HSC48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice</p> <p>HSC 367 Help individuals identify and access independent representation and advocacy</p> <p>HSC 45 Develop practices which promote choice, well-being and protection of all individuals</p> <p>HSC 411 Manage a service which achieves the best possible outcomes for the individual</p> <p>HSC 431 Support individuals where abuse has been disclosed</p> <p>HSC 434 Maintain and manage records and reports</p> <p>HSC 435 Manage the development and direction of the provision</p> <p>HSC 437 Promote your organisation and its services to stakeholders</p> <p>HSC 440 Support effective governance</p> <p>HSC 441 Contribute to the selection, recruitment and retention of staff to develop a quality service</p> <p>HSC 445 Recruit and place volunteers</p> <p>HSC 449 Represent one's own agency at other agencies' meetings</p> <p>HSC 451 Lead teams to support a quality provision</p> <p>HSC 452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals</p> <p>LMCS AManage and develop workers through supervision and performance reviews</p> <p>LMCS AEnhance the quality and safety of your provision through workforce development</p> <p>LMCS APromote a positive image of your provision and its contribution to the lives of people</p>

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LMCS A3 Actively engage in the safe selection and recruitment of workers and their retention in care services

LMCS B1 Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people

LMCS B Lead and manage provision that complies with legislation, registration, regulation and inspection requirements

LMCS B Lead and manage provision that promotes rights and responsibilities

LMCS B Lead and manage provision that involves people in decisions about the outcomes they wish to achieve

LMCS B Lead and manage provision that protects people

LMCS E Manage effective communication

LMCS E Manage and maintain recording and reporting systems and procedures and use them effectively

LMCS E Develop and review operational plans for your provision

LMCS E Evaluate whether and to what extent resources meet current and future demands

LMCS E Develop a business plan for your provision

LMCS E Implement, monitor and review the business plan

LMCS E Evaluate policies, procedures and practices for business planning

LMCS E13 Market, cost and contract to ensure the viability of your provision

CPC 414 A Identify and evaluate opportunities for change and improvements in services, provisions and systems

CPC 415 A Analyse information and prepare the business case

CPC 503 A Evaluate internal and external trends and changes

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**Assessment requirements specified by a sector or regulatory body**

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

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**Aim**

The unit develops practical skills in how to manage an Independent Advocacy service or scheme.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Manage advocacy services	
<b>Assessment criteria</b>	
The learner can:	
1.1 Select and use a range of management strategies	
<ul style="list-style-type: none"> <li>• Explain the purpose and principles of <b>supervision</b></li> <li>• Provide supervision</li> <li>• Implement an appraisal system</li> <li>• Review a range of <b>policy and procedures</b></li> <li>• Implement advocacy policy and procedures</li> <li>• Maintain and review policy documents</li> <li>• Produce and share policy documents</li> <li>• Use standards in the running of the service</li> </ul>	

<b>Range</b>
<b>Supervision:</b>
<ul style="list-style-type: none"> <li>• Having peer support meetings</li> <li>• One to one supervision</li> <li>• Group supervision</li> </ul>
<b>Policy and procedures:</b>
<ul style="list-style-type: none"> <li>• Child/adult protection</li> <li>• Whistle blowing</li> <li>• Information sharing</li> <li>• Confidentiality</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Implement record keeping systems	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Recruit and induct Independent Advocates	
<b>Assessment criteria</b>	
The learner can:	
3.1 Create job descriptions and person specifications for the Independent Advocacy role	
3.2 Implement <b>good practice</b> 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	

<b>Range</b>
<b>Good practice:</b> <ul style="list-style-type: none"> <li>• A range of good practice checks including securing CRB checks and references</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Facilitate service user involvement in the running of the Independent Advocacy Service	
<b>Assessment criteria</b>	
The learner can:	
4.1 Use a range of opportunities to <b>involve service users</b>	
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	

<b>Range</b>
<b>Involve service users:</b> <ul style="list-style-type: none"> <li>• Board level</li> <li>• Evaluation and feedback of the service</li> <li>• Training and recruitment</li> <li>• Developing policy or business plans</li> <li>• Promoting the service</li> <li>• Creating marketing literature</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. Construct a business plan	
<b>Assessment criteria</b>	
The learner can:	
5.1 Identify <b>key features</b> of a business plan	
5.2 Construct a business plan	
5.3 <b>Present</b> the business plan to the organisation	
5.4 Review the business plan	

<b>Range</b>
<b>Key features:</b> <ul style="list-style-type: none"> <li>• Funding opportunities</li> <li>• Aims of the service</li> <li>• Threats</li> </ul> <b>Present:</b> <ul style="list-style-type: none"> <li>• Trustees</li> <li>• Management board</li> <li>• Staff</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6. Measure advocacy outcomes	
<b>Assessment criteria</b>	
The learner can: <ul style="list-style-type: none"> <li>6.1 Analyse different types of <b>outcomes</b></li> <li>6.2 Use available data to measure quantitative outcomes</li> <li>6.3 Implement strategies to measure qualitative outcomes</li> <li>6.4 Evaluate results in order to implement changes</li> </ul>	

<b>Range</b>
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Qualitative types</li> <li>• Quantitative types</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
7. Negotiate a Service Level Agreement	
<b>Assessment criteria</b>	
The learner can: <ul style="list-style-type: none"> <li>7.1 Explain the purpose and function of a Service Level Agreement</li> <li>7.2 Construct a Service Level Agreement</li> <li>7.3 Negotiate a Service Level Agreement which upholds <b>key advocacy principles</b> with funders or commissioners</li> </ul>	

<b>Range</b>
<b>Key advocacy principles:</b> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Client led</li> <li>• Confidentiality within the SLA</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
8. Establish relationships with commissioners of advocacy services	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
9. Promote Independent Advocacy and the service	
<b>Assessment criteria</b>	
The learner can:	
9.1 Use <b>opportunities</b> and a range of methods to promote advocacy	
9.2 Establish user- friendly referral processes	

<b>Range</b>
<b>Opportunities:</b>
<ul style="list-style-type: none"> <li>• attending conferences</li> <li>• delivering training</li> <li>• visiting places where people receive services</li> <li>• range of methods including producing leaflets</li> <li>• marketing products</li> <li>• word of mouth</li> </ul>

# **Unit 565            Independent Mental Health Advocacy (ADV 307)**

Supporting information

## **Guidance**

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a learner's competency across a range of learning outcomes.

## Unit 566

## Providing Independent Advocacy to adults (ADV 308)

<b>UAN:</b>	<b>R/502/3298</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	<p>This unit is linked to Details of the relationship between the unit and relevant national occupational standards</p> <p>HSC 330 Support individuals to access and use services and facilities</p> <p>HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals</p> <p>AHP 17 Assist and support individuals to use total communication systems</p> <p>HSC 31 Promote effective communication for and about individuals</p> <p>GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness</p> <p>H16 Market and promote the service</p> <p>H136 Communicate effectively with individuals and others</p> <p>HSC 328 Contribute to care planning and review</p> <p>HSC 335 Contribute to the protection of individuals from harm and abuse</p> <p>HSC 366 Support individuals to represent their own needs and wishes at decision making forums</p> <p>HSC 367 Help individuals identify and access independent representation and advocacy</p> <p>HSC 368 Present individuals' needs and preferences</p> <p>HSC 3199 Promote the values and principles underpinning best practice</p> <p>HSC 45 Develop practices which promote choice, well-being and protection of all individuals</p> <p>HSC 423 Assist individuals at formal hearings</p> <p>HSC 429 Work with groups to promote individual growth, development and independence</p> <p>HSC 431 Support individuals where abuse has been disclosed</p> <p>HSC 434 Maintain and manage records and reports</p> <p>HSC 437 Promote your organisation and its services to stakeholders.</p>

**Assessment requirements specified by a sector or regulatory body**

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

**Aim**

The unit aims to provide learners with a detailed understanding and the practical skills needed to provide Independent Advocacy to adults in a range of settings including: care homes, hospital wards, community settings, secure settings, supported housing, prisons, day centres and police stations.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Provide Independent Advocacy support to adults in a range of settings	
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify a range of <b>settings</b> 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 <b>settings</b>	
1.4 Identify and address a range of <b>dilemmas</b> advocates can face in practice	
1.5 Support adults to self-advocate	
1.6 Apply local or national standards	

<b>Range</b>
<b>Settings:</b>
<ul style="list-style-type: none"> <li>• Prisons</li> <li>• Day centres</li> <li>• Hospital and locked wards</li> </ul>
<b>Dilemmas:</b>
<ul style="list-style-type: none"> <li>• Maintaining confidentiality</li> <li>• Remaining person led</li> <li>• Information sharing</li> </ul>
<b>Local or national standards:</b>
<ul style="list-style-type: none"> <li>• UK Advocacy Network UKAN</li> <li>• Mind</li> <li>• Action 4 Advocacy</li> <li>• Advocacy Charter</li> <li>• Code of Practice</li> </ul>

Learning outcome	The learner will:
2.	Treat the individual receiving advocacy support as an individual
<b>Assessment criteria</b>	
The learner can:	
2.1	Identify personal values
2.2	Use <b>communication methods</b> appropriate to the individual
2.3	Resolve <b>barriers</b> that can prevent people being treated as an individual
2.4	Use underpinning advocacy principles of empowerment and person-centered 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 <b>different people</b>
2.7	End the advocacy relationship a positive manner

Range
<p><b>Communication methods:</b></p> <ul style="list-style-type: none"> <li>• Verbal methods of communication</li> <li>• Non verbal methods of communication</li> </ul> <p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>• Financial</li> <li>• Time</li> <li>• Personal</li> <li>• Organisational</li> </ul> <p><b>Different people:</b></p> <ul style="list-style-type: none"> <li>• Learning and physical disabilities</li> <li>• Sensory impairments</li> <li>• Mental health needs</li> <li>• Dementia</li> </ul>

Learning outcome	The learner will:
3.	Assist the individual receiving advocacy support to explore choices and potential consequences
<b>Assessment criteria</b>	
The learner can:	
3.1	Help individuals to access a range of <b>sources of information</b> on options available
3.2	Support an individual to explore options available and make choices
3.3	Use UK and European <b>legislation</b> to identify human, service and legal rights
3.4	Act on the choices and preferred options of an individual

<b>Range</b>
<p><b>Sources of information:</b></p> <ul style="list-style-type: none"> <li>• Reports</li> <li>• Records</li> <li>• Medical information</li> <li>• Rights</li> </ul> <p><b>Legislation:</b></p> <ul style="list-style-type: none"> <li>• Human Rights Act 1998</li> <li>• NHS + Community Care Act 1990</li> <li>• Mental Health Acts 1983 and 2007</li> <li>• Disability and Discrimination Act 2005</li> <li>• Care Standards Act 2000</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Support adults through a range of meetings	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>4.1 Explain the purpose and function of a range of <b>meetings</b></p> <p>4.2 Describe the roles and responsibilities of a <b>range of people</b> who attend meetings</p> <p>4.3 <b>Support</b> an individual to participate in a range of meetings</p> <p>4.4 Review and take further steps as appropriate</p>	

<b>Range</b>
<p><b>Meetings:</b></p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Assessment</li> <li>• Planning</li> <li>• Safeguarding</li> <li>• Complaints meetings</li> </ul> <p><b>Range of people:</b></p> <ul style="list-style-type: none"> <li>• Social workers</li> <li>• Care managers</li> <li>• Day centre staff</li> <li>• Therapists</li> <li>• GPs</li> <li>• Managers</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Attending a meeting</li> <li>• Empowering an individual</li> <li>• Representing an individual at the meeting</li> <li>• Working with an individual before the meeting</li> </ul> <p><b>Review and take further steps:</b></p>

- Review the outcome of the meeting
- Help the individual decide if any further action is required

<b>Learning outcome</b>	<b>The learner will:</b>
5. Work safely	
<b>Assessment criteria</b>	
<p>The learner can:</p> <ul style="list-style-type: none"> <li>5.1 Use supervision to identify good practice and areas for improvement</li> <li>5.2 Maintain accurate records</li> <li>5.3 Summarise local adult protection procedures</li> <li>5.4 Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality</li> <li>5.5 Respond to disclosures of abuse</li> </ul>	

## Unit 567

## Independent Advocacy with children and young people (ADV 309)

<b>UAN:</b>	<b>Y/502/3299</b>
<b>Level:</b>	4
<b>Credit value:</b>	7
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	<p>This unit is linked to H136 Communicate effectively with individuals and others</p> <p>HSC 330 Support individuals to access and use services and facilities</p> <p>HSC 366 Support individuals to represent their own needs and wishes at decision making forums</p> <p>HSC 367 Help individuals identify and access independent representation and advocacy</p> <p>HSC 368 Present individuals' needs and preferences</p> <p>HSC 3199 Promote the values and principles underpinning best practice</p> <p>HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals</p> <p>AHP 17 Assist and support individuals to use total communication systems</p> <p>HSC 44 Develop practices which promote choice, well-being and protection of children and young people</p> <p>HSC 45 Develop practices which promote choice, well-being and protection of all individuals</p> <p>HSC 46 Independently represent and advocate with, and on behalf of, children and young people</p> <p>HSC 49 Develop and maintain an environments which safeguards and protects children and young people</p> <p>HSC 431 Support individuals where abuse has been disclosed</p> <p>HSC 434 Maintain and manage records and reports</p> <p>HSC 437 Promote your organisation and its services to stakeholders</p> <p>GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness</p> <p>H16 Market and promote the service</p> <p>CCLD 301 Develop and promote positive relationships</p> <p>CCLD 305 Protect and promote children's rights</p> <p>CCLD 226 Safeguard children from harm</p>

	CCLD 338 Develop productive working relationships with colleagues CCLD 404 Reflect on, review and develop own practice
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
<b>Aim</b>	The unit will support learners to develop the skills and knowledge required to provide Independent Advocacy to children and young people, particularly: <ul style="list-style-type: none"> <li>• Children in need</li> <li>• Children who are looked after by the local authority</li> <li>• Children who are involved in family group or child protection conferences</li> <li>• Young people in the secure estate</li> <li>• Disabled children and young people</li> <li>• Children and young people in education</li> <li>• Children and young people receiving mental health support.</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
1. Provide Independent Advocacy support to children and young people	
<b>Assessment criteria</b>	
The learner can:	
1.1 Analyse which <b>groups</b> 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 <b>common advocacy</b> issues for children and young people	
1.4 Respond to a range of <b>common advocacy</b> 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 <b>variety</b> 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	

<b>Range</b>
<p><b>Groups:</b></p> <ul style="list-style-type: none"> <li>• Disabled children</li> <li>• Looked after children</li> <li>• Care leavers children in need</li> <li>• Children with mental health needs</li> <li>• Children in the secure estate</li> </ul> <p><b>Common advocacy issues:</b></p> <ul style="list-style-type: none"> <li>• Support with complaints</li> <li>• Attending meetings</li> <li>• Contact</li> <li>• Accessing services</li> </ul> <p><b>Variety:</b></p> <ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Non verbal communication</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Use UK, European and International legislation to promote children's rights	
<b>Assessment criteria</b>	
The learner can:	
2.1 Summarise <b>key principles</b> and powers in a range of legislation and guidance affecting children	
2.2 Use the Children Act 1989 and 2004 to identify a range of safeguards and rights	
2.3 Use opportunities to promote the rights of children and young people	
2.4 Explain to young people the rights they are entitled to claim	
2.5 Empower young people with strategies to claim rights	

<b>Range</b>
<p><b>Key principles:</b></p> <ul style="list-style-type: none"> <li>• Children Act 1989 and 2004</li> <li>• United Nations Convention on the Rights of the Child</li> <li>• Working Together</li> <li>• Human Rights Act 1998</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Respond to requests for advocacy support	
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify a range of <b>people</b> who can refer to children's advocates	
3.2 Implement child-friendly referral processes	
3.3 Refer to a range of support services.	

<b>Range</b>
<b>People:</b>
<ul style="list-style-type: none"> <li>• Child</li> <li>• Parent</li> <li>• Carer</li> <li>• Social worker</li> <li>• Independent Reviewing Officer (IRO)</li> </ul>
<b>Range of support services:</b>
<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Social services</li> <li>• Connexions</li> <li>• Youth Offending Teams (YOT)</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Assist the child or young person to explore choices and potential consequence	
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Support children and young people through a range of meetings and decision making processes	
<b>Assessment criteria</b>	
The learner can:	
5.1 Explain the purpose and function of a range of <b>meetings</b>	
5.2 Summarise the role of an Independent Advocate within a range of meetings	
5.3 Attend a range of meetings	
5.4 Support a child or young person to attend a range of meetings	
5.5 Represent a child or young person at meetings	
5.6 Support a young person to have his/her voice heard at a range of meetings	
5.7 Support a young person to evaluate the outcomes of a range of meetings.	

<b>Range</b>
<b>Meetings:</b>
<ul style="list-style-type: none"> <li>• Statutory review</li> <li>• Child protection conferences</li> <li>• Family group conferences</li> <li>• Appeals</li> <li>• Complaint meetings</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6. Engage with professionals	
<b>Assessment criteria</b>	
The learner can:	
6.1 Explain the role of a children's advocate to a <b>range of people</b>	
6.2 Summarise a range of <b>services and systems</b> 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 <b>range of people</b> who support children and young people	
6.5 Explain jargon and terminology to children and young people.	

<p><b>Range</b></p> <p><b>Range of people:</b></p> <ul style="list-style-type: none"> <li>• Social workers</li> <li>• Judges</li> <li>• Guardian</li> <li>• Child and Adolescent Mental Health Services (CAMHS) workers</li> <li>• Independent Reviewing Officer (IRO)</li> <li>• Personal advisor</li> <li>• Children and young people</li> <li>• Social workers</li> <li>• Foster carers</li> <li>• Elected members</li> <li>• Residential staff</li> </ul> <p><b>Services and systems:</b></p> <ul style="list-style-type: none"> <li>• Social services</li> <li>• Health</li> <li>• Education</li> <li>• Youth justice</li> </ul>
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<b>Learning outcome</b>	<b>The learner will:</b>
7. Use child protection systems to keep children and young people safe	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>7.1 Explain the role of Safeguarding Boards</p> <p>7.2 Summarise local child protection procedures</p> <p>7.3 Use child protection procedures to identify when it is appropriate to disclose information and breach confidentiality</p> <p>7.4 Respond to disclosures or concerns of abuse.</p>	

# Unit 567                      Independent Advocacy with Children and Young People (ADV 309)

## Supporting information

### Guidance

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a learner's competency across a range of learning outcomes.

### Learning Outcome 1, Assessment Criterion 1.10

**Standards:** select and apply National Minimum Standards for the Provision of Children's Advocacy Services.

### Learning Outcome 4, Assessment Criterion 4.4

**Complaints:** stages of Local Authority Complaints Procedure (under Children Act 1989) and a range of options from negotiation to judicial review.

## Unit 568

# Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (ADV 310)

<b>UAN:</b>	<b>F/502/3300</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	<p>This unit is linked to AHP 17 Assist and support individuals to use total communication systems</p> <p>HSC 41 Use and develop methods and systems to communicate record and report</p> <p>HSC 45 Develop practices which promote choice, well-being and protection of all individuals</p> <p>H136 Communicate effectively with individuals and others</p> <p>HSC 328 Contribute to care planning and review</p> <p>HSC 335 Contribute to the protection of individuals from harm and abuse</p> <p>HSC 368 Present individuals' needs and preferences</p> <p>HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals</p> <p>HSC 3199 Promote the values and principles underpinning best practice</p> <p>MH_1 Promote effective communication and relationships with people who are troubled or distressed</p> <p>MH 43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs</p>
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
<b>Aim</b>	The unit aims to provide learners with the practical skills and knowledge required to provide Independent Mental Capacity Advocate (IMCA) Deprivation of Liberty Safeguards (DOLS).

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand legislation which affects people who may be subject to Deprivation of Liberty Safeguards (DOLS)	
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify when a IMCA DOLS must be <b>instructed</b>	
1.2 Identify a range of factors which may determine whether a person is or is not being deprived of their liberty	
1.3 Identify the managing authority and supervisory body in situations where someone may be deprived of their liberty	
1.4 Analyse key principles and powers of the Mental Capacity Act 2005	
1.5 Summarise the interplay between the Mental Capacity Act 2005 and Mental Health Act 2007	
1.6 Use the Code of Practice	

<b>Range</b>
<b>Instructed:</b>
<ul style="list-style-type: none"> <li>representing people who are being assessed for standard authorisation or being assessed for a potential unlawful deprivation of liberty (39A)</li> <li>standing in as a person's representative (39C) for people who are subject to an authorisation when no other representative is available</li> <li>supporting the person who is subject to an authorisation or his/her representative where the persons' representative is unpaid (39D).</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Provide the statutory Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards service	
<b>Assessment criteria</b>	
The learner can:	
2.1 Distinguish between standard and urgent authorisations	
2.2 Identify the requirements of each of the six assessments for authorisations and who should undertake them	
2.3 Summarise the roles and responsibilities for the three IMCA DOLS' roles	
2.4 Identify factors which may or may not make a deprivation of liberty in a person's best interest.	
2.5 Evaluate the different ways the IMCA can make representations in the assessment process	
2.6 Use a range of <b>methods</b> 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 <b>information</b> 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	

<b>Range</b>
<b>Methods:</b> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non- verbal</li> </ul> <b>Information:</b> <ul style="list-style-type: none"> <li>• Rights</li> <li>• The assessment process review of a standard authorisation</li> <li>• Access to the court of protection</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Construct an IMCA DOLS written report that meets statutory requirements	
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify a range of issues that should be addressed within an IMCA DOLS report	
3.2 Write an IMCA DOLS <b>report</b>	
3.3 Identify good practice in recording case work	
3.4 Explain the impact of data protection legislation on the recording of work	

<b>Range</b>
<b>Report:</b> <ul style="list-style-type: none"> <li>• Reports to assessors as part of the assessment process</li> <li>• IMCA reports provided to the supervisory body for 39A, 39C and 39D roles</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Challenge decisions	
<b>Assessment criteria</b>	
The learner can:	
4.1 Map out the <b>potential routes</b> for formal challenges	
4.2 Know how to raise informal and formal concerns and provide feedback	
4.3 Use opportunities to highlight concerns.	

<b>Range</b>
<b>Potential routes:</b> <ul style="list-style-type: none"> <li>• Complaints procedures</li> <li>• The review process for standard authorisation</li> <li>• Access to the court of protection</li> <li>• Alert of potential unlawful deprivation of liberty to a supervisory body</li> </ul>

## **Unit 568**                      **Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (ADV 310)**

Supporting information

### **Guidance**

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a learner's competency across a range of learning outcomes.

## Unit 569

## Recognise indications of substance misuse and refer individuals to specialists (ASM1)

<b>UAN:</b>	<b>M/601/0648</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	<p>This unit is directly related to the Skills for Health/DANOS national occupational standards:</p> <p>AA1 Recognise indications of substance misuse and refer individuals to appropriate services and</p> <p>AF1 Carry out screening and referral assessment</p> <p>These also appear in Health and Social Care Standards as HSC362 and HSC338 respectively.</p>
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
<b>Aim</b>	This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Recognise indications of substance misuse	
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)	
1.2 Identify possible indications of substance misuse (e.g. physical, behavioural, social, emotional)	
1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse	
1.4 Show how to obtain specialist assistance where required	
1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Assess and Monitor risk	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Handle information and maintain records	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Refer individuals to appropriate services	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 570

## Identify and act upon immediate risk of danger to substance misusers (ASM4)

<b>UAN:</b>	<b>D/501/0585</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	<p>This unit is directly related to the Skills for Health/DANOS national occupational standard:</p> <p>AB5 Identify and act upon immediate risk of danger to substance users.</p> <p>This also appears in Health and Social Care Standards as HSC342.</p>
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
<b>Aim</b>	This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Identify immediate risk of danger to substance misusers	
<b>Assessment criteria</b>	
The learner can:	
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: <ul style="list-style-type: none"> <li>• Overdose</li> <li>• Individuals causing injury or harm to themselves or others (e.g. family members)</li> </ul>
1.3	Explain the relevant policies and procedures for dealing with risk of danger to individuals and others

<b>Learning outcome</b>	<b>The learner will:</b>
2. Act upon immediate risk of danger to substance misusers	
<b>Assessment criteria</b>	
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 Describe how to make the individual aware that they are available and willing to help</li> <li>2.2 Obtain information on the substance used from the individual or any person near the individual</li> <li>2.3 Obtain personal details from the individual or any person near the individual</li> <li>2.4 Encourage the individual to describe any pain or discomfort they may be experiencing</li> <li>2.5 Take actions which are appropriate to the substance used and the effect it has had on the individual e.g. <ul style="list-style-type: none"> <li>• Calming the individual, if the individual is in an agitated state, if safe to do so</li> <li>• Reviving the individual, if the individual seems to be in a withdrawn state</li> </ul> </li> <li>2.6 Show how to interact with the individual in a manner which recognises their needs and rights</li> <li>2.7 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety</li> <li>2.8 Demonstrate when and how to request any first aid treatment/support</li> <li>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)</li> <li>2.10 Record all information and report to appropriate person in the required format</li> </ol>	

## Unit 636

## Professional practice in health and social care for adults or children and young people (LM 501)

<b>UAN:</b>	<b>T/504/2197</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	43
<b>Relationship to NOS:</b>	This unit is linked to: SCD HSC 0043 – Take responsibility for the continuing professional development of yourself and others.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop the professional practice of leaders and managers within health and social care services.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand theories that underpin practice within health and social care.	
<b>Assessment criteria</b>	
The learner can:	
1.1 Analyse theories that underpin practice within health and social care, including:	
	<ul style="list-style-type: none"><li>• Human development and growth</li><li>• Identity and self esteem</li><li>• Loss and change</li><li>• Psychological and sociological perspectives of social issues</li><li>• Discrimination in contemporary society</li></ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to lead the implementation of values, principles and statutory frameworks that underpin service provision in own area of work.	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b> to implement values and principles that underpin service provision.	

<b>Range</b>
<b>Others</b> could include:
<ul style="list-style-type: none"> <li>• Team members and colleagues</li> <li>• Other professionals</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to use evidence based practice in the provision of health and social care services.	
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to engage others in reflective practice.	
<b>Assessment criteria</b>	
The learner can:	
4.1 Analyse the use of models of reflective practice in own setting.	
4.2 Model the use of:	
<ul style="list-style-type: none"> <li>• Reflection on practice</li> <li>• Reflection in practice.</li> </ul>	
4.3 Encourage a culture that supports reflective practice.	
4.4 Support others to engage in reflective practice.	

## Unit 637

## Develop, maintain and use records and reports (LM 502)

<b>UAN:</b>	<b>A/504/2198</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to: CDHSC 0041 – Maintain effective communication systems and practice SCDHSC 0434 – Lead practice for managing disseminating records and report
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand the legal and organisational requirements for recording information and providing reports.
<b>Assessment criteria</b>	
The learner can:	
1.1	Specify own responsibilities and those of <b>others</b> when recording information and producing reports.
1.2	Explain the legal requirements and <b>agreed ways of working</b> for the security and confidentiality of information.

<b>Range</b>
<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Team members and colleagues</li> <li>• Other professionals</li> </ul> <p><b>Agreed ways of working</b> – policies and procedures where they exist</p>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working.	
<b>Assessment criteria</b>	
The learner can:	
2.1 Support <b>individuals</b> 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.	

<b>Range</b>
An <b>individual</b> is someone requiring care or support

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to use records and reports to inform judgments and decisions.	
<b>Assessment criteria</b>	
The learner can:	
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 judgments and decisions.	

## Unit 640

## Support individuals to stay safe from harm or abuse (HSC 3067)

<b>UAN:</b>	<b>T/504/2202</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	27
<b>Relationship to NOS:</b>	<p>This unit is linked to:</p> <p>SCDHSC0024 – Support the safeguarding of individuals</p> <p>SCDHSC0034 – Promote the safeguarding of children and young people</p> <p>SCDHSC0035 – Promote the safeguarding of individuals</p> <p>CDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse</p> <p>SCDHSC0335 – Contribute to the support of individuals who have experienced harm or abuse</p> <p>SCDHSC0044 – Lead practice that promotes the safeguarding of children and young people</p>
<b>Assessment requirements specified by a sector or regulatory body</b>	Units need to be assessed in line with Skills for care and development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals to stay safe from harm or abuse.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand how legislative frameworks support the safeguarding of individuals.	
<b>Assessment criteria</b>	
The learner can:	
1.1	Outline legislation and national policies that relate to the <b>safeguarding of individuals</b> .
1.2	Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks.

**Range**

**Safeguarding** is working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns about the welfare of individuals, appropriate action is taken to address those concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies

**Individuals** refers to an adult, child or young person who is accessing a social care service

Learning outcome	The learner will:
2.	Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to <b>harm or abuse</b> .
Assessment criteria	
<p>The learner can:</p> <p>2.1 Identify the <b>factors</b> that make an individual vulnerable to harm or abuse.</p> <p>2.2 Work with an individual and <b>key people</b> to identify actions, behaviours and situations that may lead to harm or abuse to the individual.</p> <p>2.3 Describe the common features of perpetrator behaviour.</p> <p>2.4 Support an individual to gain understanding of when the behaviour of others may be unacceptable.</p> <p>2.5 Support an individual to gain understanding of the risks associated with the use of <b>electronic communications</b>.</p>	

**Range**

**Harm or abuse** may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm

**Factors** would include factors that make someone more vulnerable, these may relate to the individual, to their personal circumstances, to the work setting or to their environment

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

**Electronic communications** may include the use of mobile phones and the internet, including social networking sites.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Be able to support individuals to gain understanding about how to stay safe.
<b>Assessment criteria</b>	
The learner can:	
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.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Be able to work in ways that support individuals to stay safe.
<b>Assessment criteria</b>	
The learner can:	
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.

## Unit 641

# Provide support to children or young people who have experienced harm or abuse (HSC 3068)

<b>UAN:</b>	<b>F/504/2204</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to: SCDHSC0034 – Promote the safeguarding of children and young people SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse SCDHSC0431 – Support individuals who have experienced harm or abuse
<b>Assessment requirements specified by a sector or regulatory body</b>	Units need to be assessed in line with Skills for care and development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support children or young people who have experienced harm or abuse.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the role of self and <b>others</b> when supporting children or young people who have experienced <b>harm or abuse</b> .	
<b>Assessment criteria</b>	
The learner can:	
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.

<b>Range</b>
<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Other professionals</li> <li>• Advocates</li> </ul> <p><b>Harm or abuse</b> may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm</p>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to support children or young people who disclose harm or abuse.	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>2.1 Support a child or young person to gain understanding about:</p> <ul style="list-style-type: none"> <li>• who information of harm or abuse will be shared with</li> <li>• the reasons for sharing information of harm or abuse.</li> </ul> <p>2.2 Support a child or young person to disclose, at their own pace, harm or abuse they have experienced.</p> <p>2.3 Explain why it is important to respond calmly to disclosures of harm or abuse.</p> <p>2.4 Communicate with a child or young person according to their level of development and understanding when they are disclosing harm or abuse.</p> <p>2.5 Explain how to avoid <b>actions</b> or statements that could adversely affect the use of evidence in future investigations or in court.</p> <p>2.6 Keep records about disclosures of harm or abuse that are detailed, accurate, timed, dated and signed.</p> <p>2.7 Access support in situations that are outside your expertise, experience, role and responsibility.</p>	

<b>Range</b>
<b>Actions</b> could include avoiding leading questions or putting pressure on the child or young person to disclose information

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to support children or young people who have experienced harm or abuse.	
<b>Assessment criteria</b>	
The learner can:	
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 <b>key people</b> 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.	

<b>Range</b>
<b>Key people</b> are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

<b>Learning outcome</b>	<b>The learner will:</b>
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.	
<b>Assessment criteria</b>	
The learner can:	
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.	

## Unit 642

## Provide support to adults who have experienced harm or abuse (HSC 3069)

<b>UAN:</b>	<b>J/504/2205</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to: CDHSC0035 – Promote the safeguarding of individuals SCDHSC0335 – Contribute to the support of individuals who have experienced harm or abuse
<b>Assessment requirements specified by a sector or regulatory body</b>	Units need to be assessed in line with Skills for care and development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals who have experienced harm or abuse.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the role of self and <b>others</b> when supporting <b>individuals</b> who have experienced <b>harm or abuse</b> .	
<b>Assessment criteria</b>	
The learner can:	
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.

<b>Range</b>
<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Other professionals</li> <li>• Advocates</li> </ul> <p><b>Individuals</b> would include a person who is accessing a social care service</p> <p><b>Harm or abuse</b> may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm</p>

Learning outcome	The learner will:
2. Be able to support individuals to disclose harm or abuse.	
Assessment criteria	
The learner can:	
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 <b>sufficient information</b> 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.	

Range
<b>Only sufficient information</b> – this would involve avoiding leading questions or putting pressure on the individual to divulge information

Learning outcome	The learner will:
3. Be able to support individuals who have experienced harm or abuse.	
Assessment criteria	
The learner can:	
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 <b>key people</b> 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 experienced.	
3.8 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse.	

**Range**

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

## Unit 645

## Lead and manage infection prevention and control within the work setting (IC 501)

<b>UAN:</b>	<b>Y/504/2208</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	38
<b>Relationship to NOS:</b>	This unit is linked to: IPC 13 - Provide guidance, resources and support to enable staff to minimise the risk of spreading infection SCD HSC 00423 – Lead practice for health and safety in the work setting
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development’s Assessment Principles.
<b>Aim</b>	The purpose of this unit is to assess the knowledge, understanding and skills of learners when leading and managing infection prevention and control within their own area of responsibility.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand current infection prevention and control policies, procedures and practices.	
<b>Assessment criteria</b>	
The learner can:	
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.

Learning outcome	The learner will:
2.	Be able to lead the implementation of policies and procedures for infection prevention and control.
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>2.1 Analyse the differences between applying infection prevention policies and procedures in an <b>individual's</b> own home to that of a residential care setting.</p> <p>2.2 Explain how to ensure a <b>proportionate approach</b> to the implementation of policies and procedures in a <b>range of settings</b>.</p> <p>2.3 Communicate policies and procedures for infection prevention and control to <b>others</b> within the work setting.</p> <p>2.4 Allocate roles and responsibilities to meet infection prevention and control procedures within own work setting.</p> <p>2.5 Manage compliance with procedures for infection prevention and control.</p> <p>2.6 Explain actions to take when infection prevention and control procedures and practices are not being complied with.</p>	

<b>Range</b>
<p>The <b>individual</b> is the person requiring care or support</p> <p><b>Proportionate approach</b> encourages the learner to consider how infection prevention and control practices may be applied in proportion to the setting and the staffing within that setting. The Department of Health <i>'Code of Practice for health and social care on the prevention and control of infections and related guidance'</i> (England only) contains a useful appendix which gives examples of how a proportionate approach would apply.</p> <p><b>Range of settings</b> may include</p> <ul style="list-style-type: none"> <li>• Individual's own home</li> <li>• community environments</li> <li>• residential care homes</li> <li>• nursing home</li> <li>• hospitals</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• People who use services</li> <li>• Care or support staff</li> <li>• Colleague</li> <li>• Manager</li> <li>• Non direct care or support staff</li> <li>• Carers</li> <li>• Families</li> <li>• Visitors</li> <li>• Contractors</li> <li>• Volunteers</li> <li>• Other professionals</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to manage the exchange of information about infections.	
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to lead the practice of infection prevention and control.	
<b>Assessment criteria</b>	
The learner can:	
4.1 Explain why infection prevention and control practice should be included in <ul style="list-style-type: none"> <li>• job descriptions</li> <li>• performance management.</li> </ul>	
4.2 Support staff to recognise their role in minimising the risk of spreading infection through: <ul style="list-style-type: none"> <li>• supervision</li> <li>• appraisal</li> </ul>	
4.3 Provide access to <b>resources</b> 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: <ul style="list-style-type: none"> <li>• During induction</li> <li>• <b>Continuing professional development</b></li> </ul>	

<b>Range</b>
<b>Appraisal</b> may include: <ul style="list-style-type: none"> <li>• key performance indicators</li> <li>• NHS Knowledge and Skills Framework (KSF)</li> <li>• Performance management</li> </ul>
<b>Resources</b> may include: <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Information</li> <li>• Changing rooms</li> </ul>
<b>Continuing professional development</b> may include: <ul style="list-style-type: none"> <li>• Refresher training</li> <li>• Updates</li> <li>• Team meetings</li> <li>• Reading</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to manage risk management in infection prevention and control.	
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to review the effectiveness of policies, procedures and practices for infection prevention and control.	
<b>Assessment criteria</b>	
The learner can:	
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.	

## Unit 646

## Lead and manage practice in dementia care (DEM 501)

<b>UAN:</b>	<b>D/504/2212</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	41
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop the learner's knowledge, understanding and skills in leading and managing dementia care services.

<b>Learning outcome</b>	<b>The learner will:</b>
	1. Understand current policy and practice guidance for dementia care.
<b>Assessment criteria</b>	
The learner can:	
1.1 Analyse how current policy and practice guidance underpin service provision in dementia care.	
1.2 Explain why a person centered approach is the benchmark for practice in dementia care.	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to support others to develop an understanding of current research of the impact of dementia on <b>individuals</b> and their families.
<b>Assessment criteria</b>	
The learner can:	
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:	
<ul style="list-style-type: none"> <li>• diagnosis</li> <li>• treatment of dementia.</li> </ul>	

<b>Range</b>
The <b>individual</b> is the person requiring care or support

Learning outcome	The learner will:
3. Be able to lead practice that promotes the well-being of individuals with dementia.	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>3.1 Manage a service that demonstrates a person centered approach.</p> <p>3.2 Lead practice that supports staff to explore the stories and histories of individuals.</p> <p>3.3 Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia.</p> <p>3.4 Lead practice that supports staff to <b>influence</b> changes to the physical environment that meet the needs of individuals with dementia.</p> <p>3.5 Lead practice that supports staff to influence changes to the social environment that meet the needs of individuals with dementia.</p> <p>3.6 Lead practice that supports staff to interact with individuals with dementia.</p> <p>3.7 Manage the ongoing assessment of the needs of individuals with dementia using a <b>range of methods</b>.</p> <p>3.8 Support staff to contribute to care plans that reflect a person centered approach.</p>	

<b>Range</b>
<p><b>Influence</b> may include:</p> <ul style="list-style-type: none"> <li>• Raising awareness in families</li> <li>• Suggested changes to care environment</li> <li>• Team meetings</li> <li>• Partnership working</li> </ul> <p><b>Range of methods</b> should include:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Friends</li> <li>• Other unpaid carers</li> </ul>

Learning outcome	The learner will:
4. Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia.	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>4.1 Lead practice that supports staff to evaluate the impact on carers of supporting an individual with dementia.</p> <p>4.2 Lead practice that supports staff to work in partnership with carers.</p> <p>4.3 Lead practice that supports staff to involve carers in assessment and care planning.</p> <p>4.4 Explain how to support staff to resolve conflicts with carers.</p>	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to support staff to deliver dementia care	
<b>Assessment criteria</b>	
The learner can:	
5.1 Evaluate the potential impact on staff when supporting an individual with dementia.	
5.2 Implement <b>strategies</b> 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.	

<b>Range</b>
<b>Strategies</b> may include:
<ul style="list-style-type: none"> <li>• Supervision</li> <li>• Counselling</li> <li>• Peer mentoring</li> <li>• Team meetings</li> <li>• Care reviews</li> <li>• Learning and development opportunities</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to develop own practice in leading the delivery of dementia care.	
<b>Assessment criteria</b>	
The learner can:	
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.	

## Unit 647

## Lead practice which supports individuals to take positive risks (LM 503)

<b>UAN:</b>	<b>H/504/2213</b>
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to: SCD HSC 0450 – Develop risk management plans to promote independence in daily living
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development’s Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop learner’s knowledge, understanding and skills to lead practice which supports individuals to take positive risks.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the relationship between person-centered assessment, care planning and positive risk taking for <b>individuals</b> .	
<b>Assessment criteria</b>	
The learner can:	
1.1	Analyse the tension between positive risk-taking and person-centered planning.
1.2	Explain why positive risk taking should be considered within the context of a person-centered 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 <b>personal growth</b> for the individual.

<b>Range</b>
The <b>individual</b> is the person requiring care or support
<b>Personal growth</b> – growth in confidence, ability, self worth, ability to overcome obstacles, reach new levels etc

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to promote understanding of the legal and policy frameworks which underpin an individual's right to make decisions and take risks.	
<b>Assessment criteria</b>	
The learner can:	
2.1 Support <b>staff</b> 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.	

<b>Range</b>
<b>Staff</b> – this can include staff for whom you have supervisory or management responsibility as well as peers and staff from other agencies

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to develop practice which includes the individual and others in positive risk assessment and planning.	
<b>Assessment criteria</b>	
The learner can:	
3.1 Manage practice which supports person-centered assessments rather than <b>service-led assessments</b> .	
3.2 Develop assessment practice with staff which engages the individual and <b>others</b> in identifying activities to support the individual achieve their <b>hopes and ambitions</b> .	
3.3 Support staff to engage in <b>inclusive assessment practice</b> 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 <b>health, safety and wellbeing</b> .	
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.	

<b>Range</b>
<b>Service-led assessments</b> – these are assessments where needs are met on the basis of resources available, rather than enabling the individual to achieve to their fullest potential using support from other sources apart from funded resources
<b>Others</b> – this may include family, friends, legal guardians, staff from other agencies, line manager etc
<b>Hopes and ambitions</b> –this includes working towards independent living, independent travel, employment, shopping, managing own money, sports etc
<b>Inclusive assessment practice</b> – this means fully including the individual, family and friends, those whom the individual wishes to be included and

those who are legally appointed as guardian. It also includes staff from within and outside the setting

**Health, safety and wellbeing** – this includes staying safe from physical harm through putting oneself in danger without exercising caution, it also includes being put in situation of abuse; it also included not being over-protected from achieving goals

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to support others to understand individuals' ambitions and the support they will need to achieve them.	
<b>Assessment criteria</b>	
The learner can:	
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 <b>support</b> for individuals to take positive risks.	
4.5 Support staff to record how decisions about positive risk taking are reached.	

<b>Range</b>
<b>Support</b> – this can include giving consent, words of encouragement, not blaming when things take several attempts, actively engaging in making opportunities possible disability, old age prevents individuals from taking risks

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to develop systems for positive risk taking.	
<b>Assessment criteria</b>	
The learner can:	
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:	
<ul style="list-style-type: none"> <li>• risk taking is compliant with risk assessment</li> <li>• supports are in place to enable the individual to undertake identified risks</li> <li>• consent is gained from individuals to include others</li> <li>• outcomes for individuals are reviewed.</li> </ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to evaluate the practice of positive risk-taking	
<b>Assessment criteria</b>	
The learner can:	
6.1 Evaluate with staff and others: <ul style="list-style-type: none"> <li>• risk assessment methods</li> <li>• risk management model used</li> <li>• the benefits to the individual from risk taking</li> </ul>	
6.2 Support staff to evaluate their practice in working through the process of positive risk taking with individuals	

## Unit 648

## Assess the needs of carers and families (HSC 3070)

<b>UAN:</b>	<b>T/504/2216</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to: SCD HSC 0427 – Assess the needs of families and carers
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development’s Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop the learner’s understanding, knowledge and skills when assessing the needs of families and carers.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the contribution that families and carers make in caring for <b>individuals</b> .	
<b>Assessment criteria</b>	
The learner can:	
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 <b>society</b> of family and unpaid carers providing care.	
1.4 Describe the benefits and challenges faced by family and unpaid carers in providing care.	

<b>Range</b>
The <b>individual</b> is the person requiring care or support
<b>Society</b> may include:
<ul style="list-style-type: none"> <li>• Local Authority provision</li> <li>• NHS</li> <li>• Individuals and others</li> <li>• Communities</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to engage with families and carers who are providing care.	
<b>Assessment criteria</b>	
The learner can:	
2.1 Support families and carers to speak about their experiences of providing care to individuals.	
2.2 Use <b>active listening skills</b> 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 <b>others</b> about their circumstances.	

<b>Range</b>
<b>Active listening</b> may include: <ul style="list-style-type: none"> <li>• Observation</li> <li>• Clarification</li> <li>• Questioning techniques</li> <li>• Non verbal messages</li> </ul>
<b>Others</b> may include: <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Agencies</li> <li>• Line manager</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to assess the needs of families and carers.	
<b>Assessment criteria</b>	
The learner can:	
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 <b>agreed</b> others.	
3.5 Share the record of assessment with families and carers.	

<b>Range</b>
<b>Agreed</b> - others whom the family and carers have agreed can be consulted to either obtain or share information

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to identify a plan to support families and carers.	
<b>Assessment criteria</b>	
The learner can:	
4.1 Support families, carers and others to identify <b>resources</b> to address <b>needs and wishes</b> .	
4.2 Support families, carers and others to develop a <b>plan of action</b> to access resources.	
4.3 Support families, carers and others to implement the plan of action.	

<b>Range</b>
<p><b>Resources</b> may include:</p> <ul style="list-style-type: none"> <li>• Family or neighbours</li> <li>• Community resources</li> <li>• Voluntary organisations</li> <li>• Statutory support in terms of additional domiciliary care</li> <li>• Respite for carers to have time for themselves</li> </ul> <p><b>Needs and wishes</b> may include:</p> <ul style="list-style-type: none"> <li>• Additional support to alleviate the physical input by the carer</li> <li>• Time to have a holiday</li> <li>• Go to the hairdressers</li> <li>• Time with their peers to do fun things</li> </ul> <p><b>Plan of action</b> may include:</p> <ul style="list-style-type: none"> <li>• Care plans</li> <li>• Person centred plans</li> </ul> <p>It may not require formal statutory responses, but may be a plan whereby a carer decides to designate time for themselves, identifies a recreational activity</p>

## Unit 649

## Lead practice in assessing and planning for the needs of families and carers (LM 504)

<b>UAN:</b>	<b>A/504/2217</b>
<b>Level:</b>	5
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop learner's knowledge and skills in supporting staff in health and social care or children and young people's setting to assess the needs of families and unpaid carers.

<b>Learning outcome</b>	<b>The learner will:</b>
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.
<b>Assessment criteria</b>	
The learner can:	
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 <b>society</b> of family and unpaid carers providing care.
1.4	Support others to recognise the contribution that carers make to the well-being of <b>individuals</b> .
1.5	Support others to understand the rights of families and carers providing care.

<b>Range</b>
<p><b>Society</b> may include:</p> <ul style="list-style-type: none"> <li>• Local Authority provision</li> <li>• NHS</li> <li>• Individuals and others</li> <li>• Communities</li> </ul> <p>The <b>individual</b> is the person requiring care or support</p>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to develop the practice of staff in assessing the needs of families and carers.	
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to implement a care planning process to support families and carers.	
<b>Assessment criteria</b>	
The learner can:	
3.1 Establish systems which ensure that all care plans include:	
<ul style="list-style-type: none"> <li>• participation by carers and families</li> <li>• agreement on <b>resources</b> required to address <b>needs and wishes</b></li> <li>• agreed roles and responsibilities in achieving the plan.</li> </ul>	
3.2 Monitor the implementation of care plans which support families and carers.	

<b>Range</b>
<p><b>Resources</b> – resources can include support from family or neighbours, community resources, voluntary organisations, statutory support in terms of additional domiciliary care, respite for carers to have time for themselves etc.</p> <p><b>Needs and wishes</b> – this can be additional support to alleviate the physical input by the carer, it can be giving the carer time for themselves, time to have a holiday, go to the hairdressers, have time with their peers to do fun things</p>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to evaluate quality of assessment and care planning to meet the needs of families and carers.	
<b>Assessment criteria</b>	
The learner can:	
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.	

## Unit 650

# Understand professional management and leadership in health and social care or children and young people's settings (LM 507)

<b>UAN:</b>	<b>F/504/2218</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	50
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles
<b>Aim</b>	The purpose of this unit is to develop the learner's knowledge and understanding in management and leadership in health and social care or children and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand theories of management and leadership and their application to health and social care or children and young people settings.
<b>Assessment criteria</b>	
The learner can:	
1.1	Research theories of management and leadership.
1.2	Analyse how theoretical models of management and leadership can be applied to a <b>range of situations</b> in a <b>work setting</b> .
1.3	Analyse how the <b>values and cultural context</b> of an <b>organisation</b> influence the application of management and leadership models.

<b>Range</b>
<p><b>Range of situations</b> includes areas such as:</p> <ul style="list-style-type: none"> <li>• managing performance of team members</li> <li>• disciplinary of a team member</li> <li>• forming new teams</li> <li>• motivating teams</li> <li>• partnership working</li> <li>• managing or leading an established team</li> </ul>

- managing or leading through change and transitions

**Work setting** includes

- community teams
- residential settings
- day services
- multi-disciplinary teams
- specialist teams

**Values and cultural context:** refers to the agreed ways of working, policies, procedures and approaches adopted by both the organisation and the individual team. These will be influenced by national and local requirements.

**Organisation** may be

- statutory
- private
- third sector

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the relationship between professional management and leadership.	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>2.1 Evaluate the <b>interdependencies</b> between leadership and management.</p> <p>2.2 Analyse the conflicts between the application of <b>management and leadership models</b>.</p> <p>2.3 Describe how conflicts between <b>management and leadership models</b> can be addressed.</p>	

<b>Range</b>
<p><b>Interdependencies</b> refers to the similarities and differences between the concept of leadership and that of management and how they are interlinked.</p> <p><b>Management and leadership models</b> refers to the difference between models of management and models of leadership</p>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the skills of professional management and leadership in health and social care or children and young people's settings	
<b>Assessment criteria</b>	
The learner can:	
3.1 Analyse the skills required to be an <ul style="list-style-type: none"> <li>• Effective manager</li> <li>• Effective leader.</li> </ul>	
3.2 Explain why managers in health and social care or children and young peoples settings need both management and leadership skills.	
3.3 Analyse how leadership skills can influence the <b>values</b> of an organisation.	
3.4 Explain why leadership styles may need to be adapted to manage <b>different situations</b> .	

<b>Range</b>
<b>Values</b> refers to the way in which an organisation chooses to perform its role and function
<b>Different situations</b> includes aspects such as: <ul style="list-style-type: none"> <li>• tension within the team</li> <li>• tension between the team and others</li> <li>• practice issues of individual team members</li> <li>• managing or leading through change</li> <li>• managing or leading an established and functioning team</li> <li>• managing or leading when the team is under stress</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services.	
<b>Assessment criteria</b>	
The learner can:	
4.1 Identify factors that influence <b>policy drivers</b> .	
4.2 Analyse <b>emerging themes and trends</b> that impact on management and leadership of health and social care and children or young people's services.	

<b>Range</b>
<b>Policy drivers</b> refers to the national and local priorities which affect the strategic direction of health, adult social care and children's social care
<b>Emerging themes and trends</b> refers to the latest ideas or theories relating to effective practice in health, adult social care and children's social care

## Unit 651

## Appraise staff performance (LM 508)

<b>UAN:</b>	<b>J/504/2219</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to: SCD HSC0043 – Take responsibility for the continuing professional development of yourself and others LMC A1 – Manage and develop yourself and your workforce within care services
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to develop the learner's knowledge, understanding and skills to appraise staff performance.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand policies, theories and models which underpin appraisal of performance.	
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain <b>policies and agreed ways of working</b> 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: <ul style="list-style-type: none"> <li>• Achievement of objectives</li> <li>• Overall performance</li> <li>• Future objectives.</li> </ul>
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.

<b>Range</b>
<b>Policies and agreed ways of working</b> – this will include organisational and national policies. These may be attached to standards or frameworks

<b>Learning outcome</b>	<b>The learner will:</b>
	2. Be able to support others to understand the purpose of appraisal.
<b>Assessment criteria</b>	
The learner can:	
2.1 Support <b>others</b> to develop an understanding of the purpose of appraisals to include:	
<ul style="list-style-type: none"> <li>• <b>mutual responsibilities</b></li> <li>• the achievement of objectives</li> <li>• reflection on overall performance</li> <li>• professional development</li> <li>• how outcomes of the appraisal will be used</li> <li>• future objectives</li> </ul>	

<b>Range</b>
<b>Others</b> will include those staff for whom you have responsibility
<b>Mutual responsibilities</b> –the underpinning principle of appraisal is that both parties engage in a conversation rather than it being a “top-down” process. Therefore there is an element of joint responsibility and both parties should familiarise themselves of the competences against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed

<b>Learning outcome</b>	<b>The learner will:</b>
	3. Be able to facilitate preparation for appraisals.
<b>Assessment criteria</b>	
The learner can:	
3.1 Confirm with appraisee the objectives against which performance will be appraise.	
3.2 Identify with the appraisee the actions they need to take to prepare for their appraisal.	
3.3 Evaluate evidence gathered from a <b>range of sources</b> towards achievement of objectives.	
3.4 Prepare paperwork for appraisal in line with work setting requirements.	

<b>Range</b>
<p><b>Range of sources</b> may include:</p> <ul style="list-style-type: none"> <li>• Feedback from individuals, carers and families</li> <li>• Feedback from other colleagues, other professionals</li> <li>• Own observations</li> <li>• Work products</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to support appraisee to participate in appraisal meetings.	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>4.1 Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee.</p> <p>4.2 Demonstrate how to prepare the environment for the appraisal meeting.</p> <p>4.3 Support the appraisee to engage in an evaluation of their performance over the past year to include:</p> <ul style="list-style-type: none"> <li>• areas of practice which have met or exceeded standards</li> <li>• areas for development.</li> </ul> <p>4.4 Provide feedback to appraisee on their performance over the past year to include:</p> <ul style="list-style-type: none"> <li>• areas of practice which have met or exceeded standards</li> <li>• areas for development.</li> </ul> <p>4.5 Identify with appraisee work objectives for forthcoming year.</p> <p>4.6 Identify with appraisee professional development plan for forthcoming year.</p> <p>4.7 Record the appraisal in line with work setting requirements.</p>	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to evaluate own practice during the appraisal process.	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>5.1 Evaluate with appraisee their experience of how the appraisal was conducted.</p> <p>5.2 Reflect on own practice in managing the appraisal process.</p>	

## Unit 652

## Support people who are providing homes to individuals (LM 509)

<b>UAN:</b>	<b>R/504/2224</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to: SCDHSC0425 Support people who are providing homes for adults, children or young people
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support to people who are providing support to individuals.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Be able to carry out assessments for the approval of adult placement / shared lives carers.
<b>Assessment criteria</b>	
The learner can:	
1.1	Provide information to <b>carer(s)</b> on the criteria against which they will be assessed.
1.2	Work with carer(s) to clarify their role and responsibilities.
1.3	Carry out the initial assessment of carer(s) against agreed criteria.
1.4	Complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks.
1.5	Agree the content of the assessment report with carer(s).
1.6	Present the assessment for approval of carer(s) in line with work setting requirements.

<b>Range</b>
<b>Carer(s)</b> in the context of this unit carers are 'adult placement or shared lives' carers who provide accommodation and / or support in their home. This includes the mutual sharing of everyday life experience between the approved carer and the individual who chooses to use this type of service.

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to support adult placement / shared lives carers to prepare for providing a home to an individual.	
<b>Assessment criteria</b>	
The learner can:	
2.1 Provide advice and guidance to carer(s) about preparing to share their home and their lives with an <b>individual</b> .	
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.	

<b>Range</b>
<b>Individuals</b> refers to people accessing care or support

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to carry out the matching process between adult placement / shared lives carers and individuals.	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b> 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.	

<b>Range</b>
<b>Others</b> may include: <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Families, friends, advocates or others who are important to individuals</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to monitor and review placements of individuals.	
<b>Assessment criteria</b>	
The learner can:	
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.	

## Unit 654

# Manage disciplinary processes in health and social care or children and young people's settings (LM 510)

<b>UAN:</b>	<b>M/504/2232</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to: LMC E10 Ensure policies, procedures and practice for the conduct of workers within care series are adhered to.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to be able to manage disciplinary processes in health and social care or children and young people's settings.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings.
<b>Assessment criteria</b>	
The learner can:	
1.1	Explain how legislation, organisational policies and procedures relate to disciplinary processes.
1.2	Analyse the relationship between disciplinary and <b>regulatory processes</b> .
1.3	Identify own role and role of <b>others</b> in relation to disciplinary processes.
1.4	Define practice which would be considered as: <ul style="list-style-type: none"> <li>• performance issues that may lead to disciplinary proceedings</li> <li>• gross misconduct.</li> </ul>
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.

<b>Range</b>
<b>Regulatory processes</b> relates to when behaviours and conduct are referred to a professional body for investigation
<b>Others</b> may include: <ul style="list-style-type: none"> <li>• Human resource personnel</li> <li>• Other managers</li> <li>• Legal representatives</li> <li>• Trade union representatives</li> <li>• Labour relations organisations eg ACAS</li> <li>• People who use services, carers or family members</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to manage staff practice which falls below professional and/or organisational standards.
<b>Assessment criteria</b>	
The learner can:	
2.1	Consult with others to establish <b>management options</b> 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: <ul style="list-style-type: none"> <li>• reflection on their practice and conduct</li> <li>• evidence of their practice and conduct which fall below standards</li> <li>• exploration of <b>underlying issues</b></li> <li>• setting of objectives to improve practice</li> <li>• explanation of actions which will be taken if improvement is not achieved.</li> </ul>
2.3	Review with staff member objectives which have been set, to assess if improvements have been achieved.
2.4	<b>Initiate disciplinary process</b> where objectives have not been met.
2.5	Provide staff member with information about the disciplinary process including their rights.

<b>Range</b>
<b>Management options</b> are when there a range of management actions which can be taken before engaging in disciplinary processes e.g. training, setting objectives, coaching/mentoring. They also include disciplinary options depending on seriousness of complaint
<b>Underlying issues</b> may include: <ul style="list-style-type: none"> <li>• Family issues</li> <li>• Ill health</li> <li>• Bullying in the workplace</li> <li>• Financial</li> <li>• Alcohol/substance misuse</li> </ul>
<b>Initiate disciplinary process</b> could include: <ul style="list-style-type: none"> <li>• Liaison with other managers</li> <li>• Consultation with human resources departments</li> <li>• Advice from legal representatives or labour relations organisations</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to compile and present evidence for a disciplinary proceeding.	
<b>Assessment criteria</b>	
The learner can:	
3.1 Complete reports in line with work setting requirements to include: <ul style="list-style-type: none"> <li>• <b>evidence</b> of the complaint against the member of staff</li> <li>• evidence of the process undertaken with the member of staff</li> <li>• analysis of risks to others as a result of staff member's conduct.</li> </ul>	
3.2 Present evidence in a disciplinary proceeding.	

<b>Range</b>
<b>Evidence</b> may include: <ul style="list-style-type: none"> <li>• Own observations</li> <li>• Observations of others</li> <li>• Records</li> <li>• Complaints</li> <li>• Feedback from people who use services, carers or family members</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to manage the outcomes of a disciplinary process.	
<b>Assessment criteria</b>	
<b>The learner can:</b>	
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.	

## Unit 655

# Manage business redesign in health and social care or children or young people's services (LM 505)

<b>UAN:</b>	<b>J/504/2236</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to: LMC E13 Market, cost and contract to ensure the viability of the provision of care services
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding and skills in managing business redesign of health and social care or children or young people's services.

<b>Learning outcome</b>	<b>The learner will:</b>
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.
<b>Assessment criteria</b>	
The learner can:	
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.

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to work with <b>others</b> to support <b>business</b> redesign.
<b>Assessment criteria</b>	
The learner can:	
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.

<b>Range</b>
<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Investors</li> <li>• Local Authority</li> <li>• Regulatory bodies</li> <li>• Individuals</li> <li>• Children and young people</li> <li>• Staff</li> <li>• Carers</li> <li>• Family and friends</li> <li>• Other professionals</li> <li>• Community</li> </ul> <p><b>Business</b> refers to service delivery</p>

<b>Learning outcome</b>	<b>The learner will:</b>
	3. Be able to develop a plan for business redesign.
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>3.1 Identify legislative requirements that may influence redesign of the business.</p> <p>3.2 Evaluate ways of improving own market share.</p> <p>3.3 Use a risk management process to manage business redesign.</p> <p>3.4 Work with others to analyse changes needed to redesign the business to include:</p> <ul style="list-style-type: none"> <li>• service provision</li> <li>• human resources</li> <li>• finances</li> <li>• environment</li> </ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. Be able to implement a plan for business redesign.
<b>Assessment criteria</b>	
<p><b>The learner can:</b></p> <p>4.1 Communicate details of business redesign to <b>stakeholders</b>.</p> <p>4.2 Work with others to implement the plan for business redesign.</p> <p>4.3 Manage the impact of business redesign on others.</p> <p>4.4 Develop systems to monitor the impact of the business redesign.</p>	

<b>Range</b>
<b>Stakeholders</b> could include: <ul style="list-style-type: none"><li>• Individuals</li><li>• Carers</li><li>• Families</li><li>• Workforce</li><li>• Commissioners</li><li>• Regulators</li><li>• Investors</li></ul>

## Unit 656

## Understand the factors affecting older people (HSC 3072)

<b>UAN:</b>	<b>D/504/2243</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
<b>Aim</b>	This unit covers an understanding of older people, the impact of ageing, the range of factors that impact on older people and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with older people.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the impact of the ageing process on <b>older people</b> .	
<b>Assessment criteria</b>	
The learner can:	
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	
<ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Cognitive</li> <li>• Environmental</li> <li>• Financial /Economic.</li> </ul>	
1.4 Describe how a positive approach to ageing can contribute to the health & wellbeing of an <b>individual</b> .	

<b>Range</b>
<b>Older people</b> are defined as those who are over 50 The <b>individual</b> is the person requiring care or support

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand attitudes of society to older people.	
<b>Assessment criteria</b>	
The learner can:	
2.1 Describe the contributions to society made by older people.	
2.2 Explain what is meant by <b>age discrimination</b> .	
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.	

<b>Range</b>
<b>Age discrimination</b> may include any legal definition where one exists

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the importance of using <b>person centered approaches</b> with older people.	
<b>Assessment criteria</b>	
The learner can:	
3.1 Describe how the effects of ageing can affect the <b>day to day life</b> of older people.	
3.2 Describe ways of using a person centered 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 centered approach to enable older people to make positive contributions to their <b>community</b> .	

<b>Range</b>
<b>Person centred approach</b> is one that fully recognises the uniqueness of the individual and establish this as the basis for planning and delivery of care and support. The approach promotes dignity for older people
<b>Day to day life may include</b>
<ul style="list-style-type: none"> <li>• relationships</li> <li>• family role</li> <li>• social status</li> <li>• access to community facilities</li> <li>• personal care</li> <li>• independence</li> <li>• lack of social support</li> <li>• lack of material well being</li> <li>• education opportunities</li> <li>• housing</li> <li>• employment</li> <li>• access to social and leisure activities</li> <li>• health care</li> <li>• sensory loss</li> </ul>

**Community** may include:

- neighbourhood
- family group
- religious communities
- ethnic communities
- environment
- clubs and societies
- political and professional groups

<b>Learning outcome</b>	<b>The learner will:</b>
4. Understand the importance of independence for older people.	
<b>Assessment criteria</b>	
<b>The learner can:</b>	
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.	

## Unit 660

## Understand Advanced Care Planning (EOL 303)

<b>UAN:</b>	<b>A/503/8135</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of advance care planning.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the principles of <b>advance care planning</b>	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Range</b>
<b>Advance Care Planning</b> is a process of discussion between an individual and people who provide care. It specifically allows the individual to make advance decisions about their future care and may include preferred place of death, funeral arrangements, specific requests for their care as they are dying and following death. It is not the same as the more general care planning process.

<b>Learning outcome</b>	<b>The learner will:</b>
2. Understand the process of advance care planning	
<b>Assessment criteria</b>	
The learner can:	
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 <b>individual</b> 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	

<b>Range</b>
<b>Individual</b> is the person receiving support or care in the work setting

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the person centered approach to advance care planning	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b> 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	

<b>Range</b>
<b>Others</b> may include.
<ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> </ul>

- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Clinical nurse specialists

## Unit 661

## Support the spiritual wellbeing of individuals (EOL 304)

<b>UAN:</b>	<b>M/503/8133</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to: HSC 350 Support the spiritual well-being of individuals
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting the spiritual wellbeing of individuals.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the importance of <b>spirituality</b> for individuals	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Range</b>
<b>Spirituality</b> can be defined in many ways and can include: <ul style="list-style-type: none"> <li>• Life force</li> <li>• Personal values and beliefs</li> <li>• Uniqueness</li> <li>• Life pilgrimage</li> <li>• How desires are channelled</li> <li>• Creativity</li> <li>• Search for hope, harmony and wholeness</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to assess the spiritual needs of an individual	
<b>Assessment criteria</b>	
The learner can:	
2.1 Support the <b>individual</b> 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	

<b>Range</b>
<b>Individual</b> is the person receiving support or care in the work setting

<b>Learning outcome</b>	<b>The learner will:</b>
3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing	
<b>Assessment criteria</b>	
The learner can:	
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 <b>others</b> may impact on the individual	
3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others	

<b>Range</b>
<b>Others</b> may include.
<ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Independent Mental Capacity Advocate</li> <li>• Community Psychiatric Nurse</li> <li>• Clinical nurse specialists</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to support individuals' spiritual wellbeing	
<b>Assessment criteria</b>	
The learner can:	
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 <b>activities</b> 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	

<b>Range</b>
<b>Activities</b> may include formal or informal ceremonies, traditions and practices in addition to any other activity which might enable the individual to explore or express their own spirituality

## Unit 663

## Support individuals during the last days of life (EOL 306)

<b>UAN:</b>	<b>F/503/8685</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The purpose of this unit is to assess the learner's understanding, knowledge and skills when supporting individuals during the last days of life.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the impact of the last days of life on the <b>individual</b> and <b>others</b>	
<b>Assessment criteria</b>	
The learner can:	
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

<b>Range</b>
<p><b>Individual</b> is the person receiving support or care in the work setting</p> <p><b>Others</b> may include.</p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> </ul>

- Nurse
- Psychologist
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Clinical nurse specialist

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand how to respond to common symptoms in the last days of life
<b>Assessment criteria</b>	
The learner can:	
2.1	Describe the common signs of approaching death
2.2	Explain how to minimise the <b>distress</b> 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

<b>Range</b>
<b>Distress</b> may include:
<ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Financial</li> <li>• Social</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Be able to support individuals and others during the last days of life
<b>Assessment criteria</b>	
The learner can:	
3.1	Demonstrate a <b>range of ways</b> 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 <b>range of tools for end of life care</b> according to agreed ways of working
3.4	Support others to understand the process following death according to <b>agreed ways of working</b>

<b>Range</b>
<b>Range of ways</b> may include:
<ul style="list-style-type: none"> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative therapies</li> </ul>
<b>Tools for end of life care may include, for example:</b>
<ul style="list-style-type: none"> <li>• Liverpool Care Pathway</li> <li>• Gold Standard Framework or equivalent</li> </ul>

- Preferred priorities of care
- Advance care planning
- Welsh Integrated Care Pathway

**Agreed ways of working** refers to policies and procedures where they exist

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Be able to respond to changing needs of an individual during the last days of life
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
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
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
6.	Be able to manage own feelings in relation to an individual's dying or death
<b>Assessment criteria</b>	
The learner can:	
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

## Unit 664

## Understand how to support individuals during the last days of life (EOL 307)

<b>UAN:</b>	<b>J/503/8137</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	28
<b>Assessment requirements specified by a sector or regulatory body</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>This is a barred combination with EOL 306 within the Level 3 Certificate in Working in End of Life Care.</p>
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of how to support individuals during the last days of life.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand common features of support during the last days of life
<b>Assessment criteria</b>	
The learner can:	
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

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand the impact of the last days of life on the individual and others
<b>Assessment criteria</b>	
The learner can:	
2.1	Describe the possible psychological aspects of the dying phase for the <b>individual</b> and <b>others</b>
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

<b>Range</b>
<b>Individual</b> is the person receiving support or care in the work setting
<b>Others</b> may include <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Independent Mental Capacity Advocate</li> <li>• Community Psychiatric Nurse</li> <li>• Clinical nurse specialist</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3. Know how to support individuals and others during the last days of life	
<b>Assessment criteria</b>	
The learner can:	
3.1 Describe a <b>range of ways</b> 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 <b>agreed ways of working</b>	

<b>Range</b>
<b>Range of ways</b> may include <ul style="list-style-type: none"> <li>• appropriate comfort measures in the final hours of life</li> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative therapies</li> </ul>
<b>Agreed ways of working</b> refers to policies and procedures where they exist

<b>Learning outcome</b>	<b>The learner will:</b>
4. Understand the actions to be taken following an individual's death	
<b>Assessment criteria</b>	
The learner can:	
4.1 Explain national guidelines, local policies and procedures relating to care after death	
4.2 Explain the importance of being knowledgeable about an individual's wishes for their after-death care	
4.3 Explain the importance of acting in ways that respect the individual's wishes immediately after death	
4.4 Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person	
4.5 Describe ways to support others immediately following the death of a close relative or friend	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Know how to manage own feelings in relation to an individual's dying or death	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 665

## End of life and dementia care (EOL 308)

<b>UAN:</b>	<b>F/503/8704</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of how end of life care can be different with individuals with dementia.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Understand considerations for individuals with dementia at end of life
<b>Assessment criteria</b>	
The learner can:	
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 <b>individual</b> without dementia
1.3	Explain why it is important that end of life care for an individual with dementia must be person-centered
1.4	Explain why individuals with dementia need to be supported to make advance care plans as early as possible

<b>Range</b>
<b>Individual</b> is the person receiving support or care in the work setting

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Understand how to support individuals with dementia affected by pain and distress at end of life
<b>Assessment criteria</b>	
The learner can:	
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 <ul style="list-style-type: none"> <li>• Medication</li> <li>• Non medication techniques</li> </ul>

Learning outcome	The learner will:
3. Understand how to support carers of individuals with dementia at end of life	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>3.1 Explain why <b>carers</b> may experience guilt and stress at the end of life of an individual with dementia</p> <p>3.2 Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia</p> <p>3.3 Describe how <b>others</b> caring for individuals with dementia may experience loss and grief</p> <p>3.4 Describe ways of supporting carers when <b>difficult decisions</b> need to be made for individuals with dementia at end of life</p> <p>3.5 Give examples of how to support carers and others to support an individual with dementia in the final stages of their life</p>	

<b>Range</b>
<p><b>Carer</b> is the unpaid carer, often a relative or friend</p> <p><b>Others</b> may include.</p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Other professionals</li> </ul> <p><b>Difficult decisions</b> may include the carers, families, friends and others making some decision on behalf of the individual with dementia. It may mean that where an advanced decision to refuse treatment does not exist or there is no one appointed to make such decisions then a collective decision must be made using the best interests framework of the Mental Capacity Act.</p>

## Unit 666

## Lead and manage end of life care services (EOL 501)

<b>UAN:</b>	<b>T/503/8134</b>
<b>Level:</b>	5
<b>Credit value:</b>	7
<b>GLH:</b>	45
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading and managing end of life care services.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	Be able to apply current legislation and policy in end of life care in order to develop end of life services
<b>Assessment criteria</b>	
The learner can:	
1.1	Summarise current legislation relating to the provision of best practice <b>end of life care services</b>
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

<b>Range</b>
<b>End of life care services</b> may include those services provided at diagnosis, during treatment or palliative care, including the dying phase, or following death

2. Understand current theory and practice underpinning end of life care

**Assessment criteria**

The learner can:

- 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

**Range**

**Individual** is the person receiving support or care in the work setting

**Others** may include:

- Care or support staff
- Colleague
- Manager
- Non direct care or support staff
- Carers
- Families
- Visitors
- Volunteers
- Health professionals
- Other organisations
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Macmillan Nurse
- Independent Mental Capacity Advocate
- Clinical nurse specialists

**Tools for end of life care may** include eg

- Liverpool Care Pathway
- Gold Standards Framework or equivalent
- Preferred priorities of care
- Advance care plan approaches
- Welsh integrated care pathway

3. Be able to lead and manage effective end of life care services
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 Explain the qualities of an effective leader in end of life care</p> <p>3.2 Manage own feelings and emotions in relation to end of life care, using a <b>range of resources</b> as appropriate</p> <p>3.3 Use effective communication to support individuals at end of life and others</p> <p>3.4 Use effective mediation and negotiation skills on behalf of the individual who is dying</p> <p>3.5 Ensure there are sufficient and appropriate resources to support the delivery of end of life care services</p> <p>3.6 Describe the possible role(s) of advocates in end of life care</p> <p>3.7 Manage palliative care emergencies according to the wishes and preferences of the individual</p> <p>3.8 Use a range of tools for end of life care to measure standards through audit and after death</p>

<b>Range</b>
<p><b>Range of resources</b> may include:</p> <ul style="list-style-type: none"> <li>• De-briefing</li> <li>• Mentoring</li> <li>• Supervision</li> <li>• Counselling services</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to establish and maintain key relationships to lead and manage end of life care	
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>4.1 Identify key relationships essential to effective end of life care</p> <p>4.2 Analyse the features of effective partnership working within your work setting</p> <p>4.3 Implement shared decision making strategies in working with individuals at end of life and others</p> <p>4.4 Analyse how partnership working delivers positive outcomes for individuals and others</p> <p>4.5 Initiate and contribute to multi-disciplinary assessments</p> <p>4.6 Explain how to overcome barriers to partnership working</p> <p>4.7 Access specialist multi-disciplinary advice to manage complex situations</p>	

<b>Learning outcome</b>	<b>The learner will:</b>
5. Be able to support staff and others in the delivery of excellence in the end of life care service	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
6. Be able to continuously improve the quality of the end of life care service	
<b>Assessment criteria</b>	
The learner can:	
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	

## Unit 667

## Lead a service that supports individuals through significant life events (EOL 502)

<b>UAN:</b>	<b>L/503/8138</b>
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>GLH:</b>	31
<b>Relationship to NOS:</b>	This unit is linked to: HSC 412
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's `assessment principles.
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading a service that supports individuals through significant life events.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Be able to implement organisational systems and procedures necessary to support individuals experiencing <b>significant life events</b>	
<b>Assessment criteria</b>	
The learner can:	
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 <b>person centered approaches</b>	
1.3 Implement organisational systems and procedures that ensure quality of service when supporting <b>individuals</b> 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 <b>active participation</b> 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

**Range**

**Significant life events** may include sensory loss, loss of life, loss of limbs, loss of loved ones, onset of dementia, loss of capacity due to illness or other, e.g. stroke, brain injuries, family upheaval

**Person centred approaches** are those that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care and support

**Individual** is the person receiving support or care in the work setting

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

2. Be able to ensure sufficient and appropriate resources to support individuals experiencing significant life events

**Assessment criteria**

The learner can:

- 2.1 Ensure appropriate staffing and skills levels that would be necessary to respond to individuals 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

**Range**

**Others** may include.

- Partner
- Family
- Friends
- Neighbours
- Care worker
- Colleague
- Manager
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse

- Psychologist
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Clinical nurse specialists

3. Be able to ensure staff can respond to individuals experiencing significant life events

**Assessment criteria**

The learner can:

- 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

## Unit 681

# Provide information about health and social care or children and young people's services (HSC 3073)

<b>UAN:</b>	<b>Y/504/2239</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's `assessment principles
<b>Aim</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills in providing information about health and social care and children and young people's services.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Be able to develop a plan to provide information about own organisation and its services.	
<b>Assessment criteria</b>	
The learner can:	
1.1 Work with <b>others</b> to establish the information to be provided to include:	
<ul style="list-style-type: none"><li>• purpose</li><li>• target audience</li><li>• accessibility</li><li>• dissemination</li></ul>	
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.	

<b>Range</b>
<b>Others</b> may include:
<ul style="list-style-type: none"><li>• staff</li><li>• carers</li><li>• families</li><li>• friends</li><li>• local community</li></ul>

- other professional
- public bodies

<b>Learning outcome</b>	<b>The learner will:</b>
2.	Be able to provide information about own organisation and its services.
<b>Assessment criteria</b>	
The learner can:	
2.1	Provide information about own organisation and its services for different audiences.
2.2	Provide information about own organisation and its services in <b>accessible formats</b> .
2.3	Provide opportunities for stakeholders to seek clarification about the information.

<b>Range</b>
<b>Accessible format</b> may include:
<ul style="list-style-type: none"> <li>• Language preference</li> <li>• Braille / moon</li> <li>• Technological aids</li> <li>• Range of multi media</li> <li>• Sign language</li> <li>• Story boards</li> <li>• Large print</li> <li>• Pictures</li> <li>• Objects of reference</li> </ul>

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Be able to evaluate information provided to stakeholders.
<b>Assessment criteria</b>	
The learner can:	
3.1	Clarify with stakeholders whether information: <ul style="list-style-type: none"> <li>• has been received</li> <li>• has been understood</li> <li>• meets their information needs.</li> </ul>
3.2	Support stakeholders to identify improvements that can be made to information.
3.3	Use feedback to make recommendations for changes to information.

## Unit 728\*\*      Develop and evaluate operational plans for own area of responsibility (B1)

This unit has replaced unit 528. Learners registered before 1st July 2017 should use unit 528. Learners registered after 1st July 2017 should use this unit.

<b>UAN:</b>	Y/615/8549
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Aim</b>	This unit aids learners in the development, implementation, monitoring and reviewing of operational plans for own area of responsibility.

<b>Learning outcome</b>	The learner will:
1. Align objectives of own area of responsibility with those of own organisation	
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify operational objectives within own area of responsibility	
1.2 Analyse own objectives in relation to those of own organisation	

<b>Learning outcome</b>	The learner will:
2. Be able to implement operational plans in own area of responsibility.	
<b>Assessment criteria</b>	
The learner can:	
2.1 Assess risks associated with operational plans and include contingency arrangements	
2.2 Identify relevant stakeholders who will support with the implementation of the operational plan	
2.3 Implement operational plan within own area of responsibility	

<b>Learning outcome</b>	The learner will:
3. Be able to monitor and evaluate operational plans in own area of responsibility.	
<b>Assessment criteria</b>	
The learner can:	
3.1 Monitor procedures within the operational plan	
3.2 Evaluate operational plans and implement any necessary actions	

## Unit 729\*\* Manage physical resources (E8)

This unit has replaced unit 529. Learners registered before 1<sup>st</sup> July 2017 should use unit 529. Learners registered after 1<sup>st</sup> July 2017 should use this unit.

<b>UAN:</b>	<b>T/615/8560</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to MSC E8 Manage physical resources.
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
<b>Aim</b>	This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

<b>Learning outcome</b>	<b>The learner will:</b>
1. Understand the importance of sustainability when using physical resources.	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
2. Be able to identify resource requirements for own area of responsibility.	
<b>Assessment criteria</b>	
The learner can:	
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	

<b>Learning outcome</b>	<b>The learner will:</b>
3. Be able to obtain required resources for own area of responsibility.	
<b>Assessment criteria</b>	

<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 Submit a business case to procure required resources</li> <li>3.2 Review and agree required resources with relevant individuals</li> <li>3.3 Explain an organisation's processes for procuring agreed resources</li> </ul>
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<b>Learning outcome</b>	<b>The learner will:</b>
4. Be able to monitor and review the quality and usage of resources in own area of responsibility.	
<b>Assessment criteria</b>	
<p>The learner can:</p> <ul style="list-style-type: none"> <li>4.1 Monitor the quality of resources against required specifications</li> <li>4.2 Identify differences between actual and planned use of resources and take corrective action</li> <li>4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility</li> <li>4.4 Make recommendations to improve the effectiveness and efficiency of resource use</li> </ul>	

## Relationships to other qualifications



### Links to other qualifications

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

These qualifications have connections to the:

- Level 4 NVQ in Leadership and Management for Care Services (3078)
- Level 4 NVQ in Health and Social Care (3172)

### Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw).



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

***Centre Guide – Delivering International Qualifications*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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**If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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