



Handbook

ACD5 – VTCT (Skillsfirst) Level 5 Diploma in Leadership
and Management for Adult Care (RQF)

610/0210/0

Version 8.0

About VTCT (Skillsfirst)

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.


For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Adult Care (RQF)
Qualification number	610/0210/0
Product code	ACD5
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment
Credits	90
Total Qualification Time (TQT)	900
Guided Learning (GL) hours	443
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"> • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	Learners would be expected to have met the standards of the Care Certificate as part of their induction programme.
Support materials	Support materials can be found on the website (if applicable)
Qualification partnership	

2 Qualification information

2.1 Qualification aim and design

This qualification sets out the minimum requirements for those who manage care and support services for adults in England. It also confirms the required competence for those undertaking the Leader in Adult Care Apprenticeship Standard.

The VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Adult Care (RQF) recognises the knowledge, skills and behaviours needed to manage governance and regulatory processes, person-centred practice for positive outcomes, resources, safeguarding, protection and risk. It also recognises communication skills, relationships and partnership working, professional development, supervision and performance management, self-management, decision-making and entrepreneurial skills and innovation.

This qualification is suitable for those learners already within a management role in adult care who manages teams and/or projects, and achieve operational or departmental goals and objectives, as part of the delivery of the organisation's strategy. It could also be suitable for those having the ability and the opportunity to demonstrate recognisable management and leadership skills who are accountable to a senior manager or business owner.

It could also be used as CPD for experienced and specialist supervisory staff in adult care seeking a qualification to recognise their competence.

2.2 Progression opportunities

Learners achieving this qualification could progress into higher level employment within the sector or undertake degree courses in their specialist area. It could also be used as CPD for experienced and specialist managers in adult care seeking a qualification to recognise their competence.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Adult Care learners must achieve all mandatory units. All **90** credits must be achieved, of which a minimum of **14** credits must be from optional units.

The minimum TQT required to achieve this qualification is **900**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 76 credits				
ACS15	Leadership and management in adult care services	5	4	F/650/0684
ACS16	Governance and regulatory processes in adult care services	5	5	H/650/0685
ACS17	Decision-making in adult care services	5	3	J/650/0686
ACS18	Business and resource management in adult care services	5	3	K/650/0687
ACS19	Team leadership in adult care services	5	3	L/650/0688
ACS20	Team learning and development in adult care services	5	3	M/650/0689
ACS21	Supervising others in adult care services	5	3	Y/650/0690
ACS22	Safeguarding in adult care services	5	4	A/650/0691
ACS23	Mental capacity in adult care services	5	3	D/650/0692
ACS24	Partnership working in adult care services	5	5	F/650/0693
ACS25	Managing comments and complaints in adult care services	5	5	H/650/0694
ACS26	Leading the vision in adult care services	5	3	J/650/0695
ACS27	Promoting continuous improvement in adult care services	5	3	K/650/0696
ACS28	Effective communication in adult care services	5	4	L/650/0697
ACS29	Handling information in adult care services	5	3	M/650/0698
ACS30	Leading person-centred practice in adult care services	5	5	R/650/0699
ACS31	Promoting health and well-being in adult care services	5	3	F/650/0700
ACS32	Promoting equality, diversity, inclusion and human rights in adult care services	5	4	H/650/0701
ACS33	Promoting health and safety in adult care services	5	4	J/650/0702
ACS34	Managing own continuous development in adult care services	5	3	K/650/0703

ACS35	Promoting personal well-being in adult care services	5	4	L/650/0704
Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group O): 14 credits				
AG19	Undertake research for the service and its clients	4	5	K/602/5200
CA26	Understand personalisation in care and support services	5	4	L/616/7877
CH33	Undertake treatments and dressings of lesions and wounds	3	4	J/602/3101
CH34	Carry out wound drainage care	3	4	K/602/3169
CH35	Remove wound closure materials	2	3	Y/602/3538
CH64	Contribute to effective multidisciplinary team working	3	3	T/602/0968
DSC1	Use devices and handle information in social care settings	3	4	D/650/0476
DSC2	Be safe and responsible online in social care settings	3	3	F/650/0477
DSC3	Access and use online learning and development resources	3	3	H/650/0478
EOL303	Understand advance care planning	3	3	A/503/8135
HSC3007	Support the development of community partnerships	4	5	M/601/9494
HSC3055	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	5	A/601/9174
HSC3071	Support the spiritual wellbeing of individuals	3	3	M/503/8133
HSC3073	Lead and manage end of life care services	5	7	T/503/8134
HSC3085	Lead practice in assessing and planning for the needs of families and carers	5	3	A/504/2217
HSC4006	Assessment, implementation and review of assistive technology in social care	4	4	T/615/4492
LHS25	Lead the management of transitions	5	4	F/602/2853
LHS26	Lead positive behavioural support	7	10	K/602/2572
LHS38	Support individuals with multiple conditions and/or disabilities	5	5	T/601/5253
LHS39	Independent mental capacity advocacy	4	12	J/502/3295
LHS41	Providing independent advocacy management	4	11	L/502/3297
LHS51	Lead and manage group living for adults	5	5	T/602/3174
ML31	Discipline and grievance management	4	3	A/506/1981
ML37	Conduct quality audits	4	3	T/506/1994
ML38	Manage a budget	4	6	A/506/1995

ML43	Work with other professionals and agencies to support individuals with physical disability	3	3	R/506/2909
PDOP32	Work with other professionals and agencies to support individuals with physical disability	3	3	K/601/6190

3.1 Optional unit content mapping

Mapping of the optional units within this qualification to the additional requirements specified by Skills for Care can be found in the Appendix.

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Assessors and those responsible for internal quality assurance are appointed by the recognised centre and approved by Skillsfirst through the external verifier

4.3 Occupational competence

To be occupationally competent, an assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at the unit level which might mean different assessors across a whole qualification. Being occupationally competent means that the assessor is also occupationally knowledgeable. The occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This could also be demonstrated through registration with a health and social care regulator, such as the Health & Care Professions Council or other similar regulators. A further demonstration of occupational competence could be to obtain registration with the Care Quality Commission.

4.4 Occupational knowledge

To be occupationally knowledgeable, each assessor should possess knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor.

Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.5 Qualification requirements of those involved in assessment and internal quality assurance

Assessors must hold, or be working towards, the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an assessor is occupationally competent, but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

Those responsible for internal quality assurance must hold, or be working towards, the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify, however, they must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight

and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

Skillsfirst would like to remind centres that it is their responsibility to familiarise themselves with Skills for Care's assessment principles. For further information go to: www.skillsforcare.org.uk

4.6 Expert witnesses

4.6.1 Overview

Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Skillsfirst's requirements for the assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

4.6.2 Requirements for expert witnesses

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony.
- be occupationally competent in the area for which they are providing expert testimony.
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.7 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and those responsible for internal quality assurance plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IQAs 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. Centres may have generic criteria and personnel specifications in addition to these requirements.

4.8 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit, which may be supplied via:

- Observation of workplace activities
- Expert witness testimony
- Professional discussion and questions
- Learner reports/reflective accounts and inspection of products using evidence appropriate to the learner's job role

Centres must refer to individual optional units for specific assessment methods as these may vary.

It is expected that learners will practice core values and attitudes, such as: dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality.

As this is a generic qualification, assessments should be contextualised to reflect the learner's competence to lead and manage in different adult social care service models e.g.

- community services
- domiciliary services
- extra care services
- individual employers
- integrated services
- residential services
- shared Lives services
- supported accommodation
- telecare and remote services

5.2 Assessment principles

Learners must be registered with Skillsfirst before formal assessment commences.

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

Skills-based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals and their families and carers. Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

Assessment decisions for skills-based learning outcomes must be made by an assessor qualified to make assessment decisions. Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Assessment of knowledge-based learning outcomes

- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions

- must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally, assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

5.3 Simulation and witness testimony

Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording will require consent by the individual (and their families or carers) and should not be used where this compromises the privacy, dignity or confidentiality of any individual.

Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills. Witness testimony from others, including individuals and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

5.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;

- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

ACS15 – Leadership and management in adult care services

Unit reference number: F/650/0684

Level: 5

Credit value: 4

Guided Learning (GL) hours: 28

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of the application of the theories and styles of leadership and management in adult care services.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand leadership and management theories and styles

LO2 Understand leadership and management in adult care services

Unit content

Assessment guidance

Internal and external drivers may include, but are not limited to:

- internal or external policy or strategy changes
- changes to the market
- organisational cultural changes or challenges

Different situations may include:

- the formality of situations
- working under different pressures
- own role within a particular situation

Different teams may include, but are not limited to the:

- size of the team
- location of the team
- culture of the team
- experiences of the team
- resources required to manage different teams

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand leadership and management theories and styles	1.1 Compare the differences between leadership and management
	1.2 Accurately interpret the key theories of leadership and management
	1.3 Analyse how theoretical models can be used in their own leadership
	1.4 Compare the range of different leadership styles
	1.5 Explain how coaching and mentoring can be used to compliment leadership style

Learning Outcome	Assessment Criteria
LO2 Understand leadership and management in adult care services	2.1 Explain the impact of internal and external drivers on leadership and management in adult care services
	2.2 Explain the role of leadership and management skills in adult care services
	2.3 Explain how to adapt their own leadership and management style for: <ul style="list-style-type: none"> • different situations • different teams
	2.4 Explain the interaction between the values and culture of an adult social care organisation and their own leadership behaviours

ACS15 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS16 – Governance and regulatory processes in adult care services

Unit reference number: H/650/0685

Level: 5

Credit value: 5

Guided Learning (GL) hours: 32

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of the legislation and statutory guidance that underpins adult care provisions, the internal governance arrangements within their own organisation and the systems and requirements for the regulation of adult care services. It also provides an understanding of the inspection process in adult social care and in their own service.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand legislation and statutory guidance that underpins adult care provision

LO2 Understand internal governance arrangements within own organisation

LO3 Understand systems and requirements for the regulation of adult care services

LO4 Understand the inspection process in adult social care

LO5 Understand the inspection process in own service

Unit content

Assessment guidance

All aspects of service provision: These relate to all aspects of responsibilities held within their own organisation. If the learner is not currently providing regulated activity, then they should explore the formal role of a registered manager.

Types of Inspection: These relate to the different inspections carried out by the regulator within Adult Social Care services.

Key themes: These relate to the areas looked at during the inspection process.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand legislation and statutory guidance that underpins adult care provision	1.1 Accurately interpret the current legislation and statutory guidance that applies to all aspects of service provision
	1.2 Explain their own role, accountability, and responsibility in applying legislation and statutory guidance within service provision
	1.3 Describe the key roles, remits and responsibilities of: <ul style="list-style-type: none"> • the registered manager • the nominated individual • the 'fit and proper person' in registered services

Learning Outcome	Assessment Criteria
LO2 Understand internal governance arrangements within own organisation	2.1 Accurately interpret the internal governance procedures used within their own organisation
	2.2 Explain their own role in applying, leading and evaluating own service's governance procedures and agreed ways of working

Learning Outcome	Assessment Criteria
LO3 Understand systems and requirements for the regulation of adult care services	3.1 Accurately interpret specific legislation and regulations underpinning the inspection system in England
	3.2 Identify the range of legislation and statutory guidance that support and relate to the inspection process in England
	3.3 Describe the types of service provision, which are subjected to registration and inspection

Learning Outcome	Assessment Criteria
LO4 Understand the inspection process in adult social care	4.1 Explain how services are inspected and the role of the regulator
	4.2 Explain the purpose of the inspection system
	4.3 Compare the different types of inspection and key themes of the inspection process
	4.4 Explain how the ratings system is used
	4.5 Explain when and how enforcement action can be used
	4.6 Describe the ways in which information is collected about the service and used to inform inspection activities

Learning Outcome	Assessment Criteria
LO5 Understand the inspection process in own service	5.1 Explain how the requirements of the regulations are met within their own service
	5.2 Explain who needs to be aware of, and involved in, the inspection process
	5.3 Compare the range and types of evidence which can be used to demonstrate the service's meeting requirements
	5.4 Describe the ways to address the outcome and impact of an inspection in their own service
	5.5 Explain how outcomes of inspection can be used to drive service improvements

ACS16 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS17 – Decision-making in adult care services

Unit reference number: J/650/0686

Level: 5

Credit value: 3

Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of effective decision-making and provides the learner with the skills and knowledge to demonstrate effective decision-making.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand effective decision-making

LO2 Demonstrate effective decision-making

Unit content

Assessment guidance

Types of decisions: These may include, but are not limited to:

- strategic
- tactical
- operational
- short term
- long term

Others: These may include:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services, including delivery partners and senior leaders
- visitors to the work setting
- members of the community
- volunteers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand effective decision-making	1.1 Identify the different types of decisions required in their own role
	1.2 Compare the role of data, information and intelligence in making evidence-based decisions to improve quality
	1.3 Explain how their own values and priorities and those of others influence decision making processes
	1.4 Explain how to enable others to contribute to the decision-making
	1.5 Explain the importance of reviewing and evaluating decisions to improve quality

Learning Outcome	Assessment Criteria
LO2 Demonstrate effective decision-making	2.1 Explain when decisions need to be made
	2.2 Gather data, information and intelligence to inform decision-making
	2.3 Develop a range of potential solutions
	2.4 Compare potential solutions and draw conclusions
	2.5 Involve individuals and others in the decision-making process and the implementation of the outcome
	2.6 Critically reflect on the decision and the decision-making process used

ACS17 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS18 – Business and resource management in adult care services

Unit reference number: K/650/0687

Level: 5

Credit value: 3

Guided Learning (GL) hours: 21

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of the principles for effective resource management, the principles of effective human resource management, the market provision in adult social care and integrated approaches in health and social care.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand principles for effective resource management

LO2 Understand principles of effective human resource management

LO3 Understand market provision in adult social care

LO4 Understand integrated approaches in health and social care

Unit content

Assessment guidance

Legislation, policies and practices: These may include, but are not limited to:

- Equality Act 2010
- Working Time Regulations 1998
- CQC regulations
- disclosure and Barring Service checks
- confirming identify and seeking references

Approaches: These may include, but are not limited to:

- recruiting people with the right values and behaviours
- understanding the local area to inform business planning
- innovative strategies to attract candidates in the local community e.g. referral programmes
- offering a supportive induction, quality training, career progression routes, good working conditions, rewards, recognition, flexibility and competitive pay rates

Factors: These may include, but are not limited to:

- changing care and support needs of individuals
- increases/decreases in demand for support services
- holiday/festive periods
- sickness
- weather conditions

Performance management procedures: These relate to the policies and procedures used within the service to plan, monitor, develop and improve employees' performance.

Drivers: These may include, but are not limited to national policy or local initiatives, which may impact planned and expected outcomes or activities.

Integrated health and social care system: This might include, but not be limited to:

- creating better outcomes for people through a seamless experience.
- systems working together in a coordinated way.
- building support around the individual.

Rationale: This might include, but not be limited to:

- providing person-centred, compassionate care and support in a way that makes sense to the individual accessing services to reflect their lives, needs and wishes.
- the changing patterns of population needs e.g. aging population, complex care and health needs, financial pressures, widening health inequalities, stalling improvements in life expectancy.
- prevention and early intervention.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand principles for effective resource management	1.1 Describe the impact of national and local strategies and priorities on resource planning and management in relation to: <ul style="list-style-type: none"> • financial resources • physical resources • human resources
	1.2 Explain the importance of accurate forecasting for resource requirements
	1.3 Compare the value of using assets and resources outside traditional services and in the community
	1.4 Explain the place of technology as a resource in service delivery and service management
	1.5 Explain the meaning of sustainability in terms of resource management in adult care
	1.6 Interpret the roles, responsibilities, and accountabilities for resource management within the organisation
	1.7 Explain the importance of business continuity planning and the processes available

Learning Outcome	Assessment Criteria
LO2 Understand principles of effective human resource management	2.1 Interpret legislation, policy and practices underpinning safe and fair recruitment
	2.2 Describe the approaches known to improve recruitment and retention of adult care staff
	2.3 Describe the recruitment, selection and induction processes in the organisation and their own role in them
	2.4 Explain the importance of ensuring employment practices are free from discrimination and harassment
	2.5 Explain how to identify the numbers and patterns of staffing required to provide a person-centred, outcomes-based service
	2.6 Compare the factors that could influence staffing requirements and patterns
	2.7 Explain how to manage staffing patterns and adjust them to meet changing circumstances
	2.8 Explain the succession and contingency planning in relation to workforce
	2.9 Describe the organisation's performance management procedures , and their own role in these
	2.10 Describe the organisation's conduct, discipline and grievance procedures, and their own role in these

Learning Outcome	Assessment Criteria
LO3 Understand market provision in adult social care	3.1 Explain how services are commissioned, procured, and funded
	3.2 Describe the current drivers shaping adult care, funding mechanisms and related services gaps in current market provision
	3.3 Explain how their own service relates to the wider market and needs of the local population now and in the future
	3.4 Explain how their own service will need to evolve to meet the demand for social care services now and in the future

Learning Outcome	Assessment Criteria
LO4 Understand integrated approaches in health and social care	4.1 Explain what is meant by an integrated health and social care system
	4.2 Explain the rationale and legislative context for integrated approaches to service provision
	4.3 Compare local and national initiatives to better integrate health and social care systems and services
	4.4 Describe the impact of more integrated systems and processes on working practices and relationships

ACS18 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS19 – Team leadership in adult care services

Unit reference number: L/650/0688

Level: 5

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with the skills and knowledge to demonstrate how to provide leadership for a team and manage the team's work.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Provide leadership for a team

LO2 Manage team work

Unit content

Assessment guidance

Stages and cycles: These may include, but not be limited to:

- the different stages of team development, for instance 'forming, storming, norming and performing'.
- the different cycles teams encounter in their work in Adult Social Care, such as new team members and changes to working practices.

Values-based: Workplace values are the guiding principles that are most important in the service. They help to define the right and wrong ways of working and help to inform decisions and choices.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Provide leadership for a team	1.1 Adapt leadership styles to reflect different stages and cycles in the team's development
	1.2 Establish trust and accountability within the team
	1.3 Build and maintain team's commitment to the service and its values
	1.4 Develop, implement and review strategies to support a positive values-based culture in the team
	1.5 Demonstrate values and behaviours which recognise and champion: <ul style="list-style-type: none"> • diversity • equality • inclusion within the team

Learning Outcome	Assessment Criteria
LO2 Manage team work	2.1 Promote the participation of team members in agreeing team objectives
	2.2 Encourage creativity and innovation in planning how to meet team objectives and agree a team plan
	2.3 Agree roles and responsibilities, taking account of the team's strengths and development needs
	2.4 Support the team to work towards team objectives
	2.5 Review team objectives and facilitate opportunity for the team to reflect on their progress
	2.6 Provide feedback and recognise progress on team performance

ACS19 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS20 – Team learning and development in adult care services

Unit reference number: M/650/0689

Level: 5

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of the principles of learning and professional development in adult care, as well as providing the skills and knowledge to demonstrate how to lead learning and professional development practices.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand principles of learning and professional development in adult care

LO2 Lead learning and professional development practices

Unit content

Assessment guidance

Learning requirements: These may include but are not limited to:

- induction
- statutory
- mandatory
- service specific specialist learning

Workforce planning and development: This is an essential part of ensuring that you have the right people with the right attitudes, skills, values and experience providing the care and support your business offers.

Factors: These should include potential barriers and constraints.

Available mechanisms and resources: These will include traditional methods used for learning and development and should include advanced approaches with technology within learning and development, such as remote learning, platforms, e-learning, electronic portfolios, etc.

Learning culture: This is leading practice which embraces, provides opportunity, and recognises the benefits of learning and professional development.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand principles of learning and professional development in adult care	1.1 Describe the range of required and recommended learning and development in adult care
	1.2 Compare the differences between learning requirements and continuous professional development
	1.3 Explain the purpose and benefits of workforce planning and development
	1.4 Explain the importance of literacy, numeracy and digital skills in adult care and how to develop these skills of the workforce
	1.5 Explain the benefits of continually improving their own and team's knowledge and practice and ways to achieve this
	1.6 Describe the factors to consider when identifying, planning, selecting and commissioning activities for learning and professional development
	1.7 Explain the importance of reflective practice in improving own and team's performance and compare the different models that support this

Learning Outcome	Assessment Criteria
LO2 Lead learning and professional development practices	2.1 Describe the available mechanisms and resources that can support learning and professional development in adult care
	2.2 Promote a learning culture within their own team
	2.3 Support team members to plan for, achieve, and review, their professional development goals
	2.4 Facilitate the development of others to enable effective delegation

ACS20 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS21 – Supervising others in adult care services

Unit reference number: Y/650/0690

Level: 5

Credit value: 3

Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of the purpose and practice of professional supervision in adult care settings, as well as providing the skills and knowledge to demonstrate how to provide regular professional supervision.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the purpose and practice of professional supervision in adult care settings

LO2 Provide regular professional supervision

Unit content

Assessment guidance

Legislation: This should include regulations, where appropriate.

Function: This should include the principles, scope and purpose of professional supervision.

Supervision activities and processes: These will include formal and informal ways supervision can be planned and provided in the environment, such as

- group supervision
- individual supervision
- team supervision
- observations of competencies
- validating knowledge
- shadowing activities
- induction
- learning processes

Well-being: This is a broad concept referring to a person's quality of life taking in to account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being.

External and internal factors: These may include, but are not limited to:

- external factors - updated national policy or local procedures, emerging best practice, societal movements and campaigns, etc
- internal factors - lessons learnt/learning reviews, concerns or complaints, skills development/training, emerging needs of individuals accessing services, etc

Professional development processes: These may include, but are not limited to:

- personal development plans
- learning logs
- development requests

Strategies: These may include those which are personal to the worker. Strategies should include those that enable the worker to maintain their well-being as well as strategies to implement if indicators of deterioration are recognised.

Support offers: These should include offers available inside and outside the workplace, such as:

- internal - supervision, employee assistance scheme, mentor or buddying systems
- external - self-help tools, apps and websites, local groups and networks

Different situations: These may include challenges the supervisee or team face in their work.

Objectives of the work setting: These should include the range of skills required to meet people's needs.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the purpose and practice of professional supervision in adult care settings	1.1 Explain how the requirements of: <ul style="list-style-type: none"> • legislation • codes of practice • agreed ways of working influence and structure professional supervision requirements in adult care
	1.2 Explain the function of professional supervision in adult care
	1.3 Compare different supervision activities and processes which can be used in adult care
	1.4 Explain how effective supervision should be used to support and protect: <ul style="list-style-type: none"> • the supervisee • individuals, carers and families
	1.5 Explain how effective supervision can protect the: <ul style="list-style-type: none"> • supervisor • organisation
	1.6 Explain why the well-being of the supervisee should be included within effective supervision and supportive practices, and analyse ways to enable and promote this
	1.7 Explain how external and internal factors influence practice and can be used within professional supervision objectives
	1.8 Explain how supervision can be used alongside appraisal and professional development processes to enhance performance and aspirations of the supervisee
	1.9 Explain the factors which can result in a power imbalance in professional supervision and how to address them
	1.10 Compare ways to address challenges arising during professional supervision

Learning Outcome	Assessment Criteria
LO2 Provide regular professional supervision	2.1 Establish understanding and agreement with supervisee on key areas such as: <ul style="list-style-type: none"> • the purpose, frequency and location of supervision activities. • actions which can support preparation for supervision. • sources of data and evidence that can be used to inform supervision. • confidentiality, boundaries, roles and accountability.
	2.2 Use information from a range of sources to build an understanding of the supervisee's performance
	2.3 Support the supervisee to review their own well-being and the range of strategies and support offers available to them
	2.4 Support the supervisee to reflect on and explore methods of addressing different situations in their work
	2.5 Provide constructive feedback to the supervisee that can be used to improve and develop performance
	2.6 Support the supervisee to identify, plan and achieve their own learning and professional development needs
	2.7 Agree, review and revise targets to meet objectives of the work setting and individual objectives of the supervisee
	2.8 Record and store outcomes of supervision activities in line with agreed ways of working

ACS21 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS22 – Safeguarding in adult care services

Unit reference number: A/650/0691

Level: 5

Credit value: 4

Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of the requirements for safeguarding in adult care, as well as providing the skills and knowledge to demonstrate how to lead the implementation of practices, policies and procedures to support safeguarding in adult care.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand requirements for safeguarding in adult care

LO2 Lead the implementation of practices, policies and procedures to support safeguarding in adult care

Unit content

Assessment guidance

Leading a response: This would include, but is not limited to:

- the safety and well-being of the individual and others where applicable
- their own actions
- their own role in implementing, following, and engaging others in policies and procedures
- their own role in ensuring the individuals (and others where applicable) is kept informed and involved

Others: In this context, this refers to those people who may need to be involved in a response, such as:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- managers and supervisors
- professionals from other services

Review: This may take into account:

- outcomes from Safeguarding reviews and investigations
 - current guidance arising from serious case reviews and its relevance to own organisation
- and might include reviewing:
- person-centred practices, policies and procedures
 - when a response is required for external influences which impact internal practices, e.g. a pandemic or current reports published by CQC
 - communication and support systems for staff and others within own organisation
 - how own team/service liaises with others and/or external organisations

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand requirements for safeguarding in adult care	1.1 Accurately interpret the current legislative framework and national guidance that underpins the safeguarding of adults
	1.2 Describe local systems, procedures and agencies relating to adult safeguarding and their own role within these
	1.3 Compare how national and local guidelines, policies and procedures for safeguarding affect: <ul style="list-style-type: none"> • day to day work with individuals, • their own responsibilities towards individuals, their families and carers as well as team members
	1.4 Explain how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on national policy
	1.5 Accurately interpret the legal provisions in relation to whistle-blowing and information sharing
	1.6 Explain their own role in leading a response to suspected or disclosed abuse or neglect
	1.7 Explain how and when to engage others in relation to responding to safeguarding concerns
	1.8 Describe the issues relating to consent to share information and their own responsibilities to share information about suspicions or disclosures of abuse or neglect
	1.9 Accurately interpret the local systems, procedures and agencies relating to children's safeguarding and their own role within these

Learning Outcome	Assessment Criteria
LO2 Lead the implementation of practices, policies and procedures to support safeguarding in adult care	2.1 Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements and local and national guidance
	2.2 Embed safeguarding principles throughout all practices, policies and procedures
	2.3 Support team members to develop the knowledge and skills they need to safeguard adults at risk
	2.4 Ensure team members understand their role in responding to concerns about the safeguarding of a child or young person
	2.5 Plan and implement the review and revision of person-centred practices, policies and procedures to ensure continuous improvement in safeguarding of adults at risk of abuse or neglect
	2.6 Embed practices that encourage and empower adults at risk, and those who are important to them, to share concerns
	2.7 Follow agreed protocols to participate in inter-agency, joint or integrated working in order to achieve the best outcomes for adults at risk

ACS22 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS23 – Mental capacity in adult care services

Unit reference number: D/650/0692

Level: 5

Credit value: 3

Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of mental capacity and consent and the use and impact of restrictive practices.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understanding mental capacity and consent

LO2 Understand the use and impact of restrictive practices

Unit content

Assessment guidance

Legislation, codes of practice and policy: These may include, but are not limited to:

- Mental Capacity Act 2005
- Human Rights Act 1998
- Safeguarding Adults
- Dignity in Care
- Deprivation of Liberty Safeguards 2009
- Care Act 2014
- Making Safeguarding Personal

Individual: This is a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Development needs: These may include, but are not limited to:

- best Interest decisions
- decision-maker responsibilities
- maximising capacity
- their own role in assessment

Restrictive practices: These may include any practice or intervention that limits the rights or freedoms of an individual.

Restraint: This may include, but is not limited to, covert medication (sometimes referred to as 'hidden restraint').

Legal and ethical: These may include, but are not limited to:

- statutory principles of the Mental Capacity Act 2005
- duty of care
- deprivation of liberty safeguards
- individuals' wishes
- advanced decisions
- decision-making authorities, e.g. Lasting Power of Attorney, Court of Protection request
- best Interest decisions

Own responsibilities: These may include how to apply for an authorisation.

Impacts: These may include, but are not limited to impacts on:

- safety
- dignity
- relationships
- well-being of individuals

Consideration should also be given to the impact on team members responsible for implementing restrictions.

Others: in this context, others refer to adult care workers who are required to restrict an individual's rights or freedoms.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understanding mental capacity and consent	1.1 Describe the key provisions of legislation, codes of practice and policy regarding mental capacity and how these relate to the service
	1.2 Accurately interpret their own role in applying and upholding key principles of mental capacity legislation and code of practice
	1.3 Compare the support available when mental capacity needs to be assessed and explain how to access this support
	1.4 Accurately interpret their own role in the assessment of risk in situations where an individual's capacity is a concern
	1.5 Describe the practices which support individuals' ability to provide valid consent
	1.6 Describe their own and team members' development needs relating to mental capacity and their practice

Learning Outcome	Assessment Criteria
LO2 Understand the use and impact of restrictive practices	2.1 Accurately interpret what is meant by: <ul style="list-style-type: none"> • restrictive practices • restraint • deprivation of liberty and explain how they apply to practices within their own work setting
	2.2 Compare the legal and ethical considerations of restricting an individual's rights and freedoms
	2.3 Accurately interpret their own responsibilities in relation to restrictive practices and deprivations of liberty
	2.4 Describe appropriate and proportionate responses to restrictions on an individual's rights and freedoms
	2.5 Compare the potential impacts of restrictive practices' on individuals and others
	2.6 Explain how person-centred, outcomes-based practices can mitigate the use of restrictive practices
	2.7 Describe their own and team members' development needs relating to the use of restrictive practices

ACS23 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS24 – Partnership working in adult care services

Unit reference number: F/650/0693

Level: 5

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of the context of relationships and partnership working. It also provides the learner with the skills and knowledge to demonstrate how to lead effective relationships with individuals, carers and families, manage working relationships with colleagues in their own setting to achieve positive outcomes for individuals and work in partnerships with professionals and other agencies.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the context of relationships and partnership working

LO2 Lead effective relationships with individuals, carers and families

LO3 Manage working relationships with colleagues in own setting to achieve positive outcomes for individuals

LO4 Work in partnerships with professionals and other agencies

Unit content

Assessment guidance

Legislation: Learners should consider how different legislations relate to and influence working with others. This may include but is not limited to:

- Care Act 2014
- Mental Capacity Act 2005
- Health and Social Care Act 2012
- general data protection regulations
- data security and protection
- subject access requests
- data control
- sharing information
- safeguarding

Regulation: This refers to the regulations underpinning the adult social care inspection system in England.

Others: In this context, others may include agencies and other organisations.

Individuals: These are those accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Carers: This refers to a person who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help. This is distinct from a care worker, who is paid to care for people.

Positive outcomes: These refer to individuals' aims or objectives, i.e. the things individuals want to achieve or need to happen. For example, a positive outcome might be to continue to living at home or being able to go out and about.

Working collaboratively/collaborative: This involves working with other partners, understanding and prioritising their needs and establishing mutually beneficial and respectful relationships, whilst remaining focused on their own desired outcomes, needs and agenda.

Systems leadership: This seeks to affect change for good across interconnecting systems e.g. health and social care, through leadership and collaboration that extends the usual limits of resources and responsibility.

Different communication methods: Learners must consider a range of communication methods including digital communications.

Features: These should include, but are not limited to:

- building transparency and sharing information openly and honestly (in line with regulations)
- a diversity of skills and perspectives
- creating psychological safety within partnerships and teams which includes a willingness to cooperate and an ability to openly disagree
- an ability to understand and prioritise the needs of other partners, without compromising on your own desired outcomes

Co-production: This refers to an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together. Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the context of relationships and partnership working	1.1 Explain how legislation and regulation influence working relationships with others
	1.2 Explain how relationships with individuals and carers underpin person centred practice and affect the achievement of positive outcomes for individuals and their families
	1.3 Explain how networking and working collaboratively with other agencies and community groups brings benefits both for those using the service and for the sustainability and reach of the organisation
	1.4 Explain how integrated working with other agencies delivers better outcomes for individuals and the place of systems leadership in this
	1.5 Compare the methods, protocols and limitations of using different communication methods used to forge relationships and partnerships with other professionals and agencies
	1.6 Describe the features of effective, collaborative partnership working across agencies and ways to overcome barriers
	1.7 Accurately interpret their own role and responsibilities in establishing positive relationships within and beyond the organisation

Learning Outcome	Assessment Criteria
LO2 Lead effective relationships with individuals, carers and families	2.1 Model open, respectful and supportive relationships with individuals, carers and their families
	2.2 Embed co-production within day-to-day practices of team

Learning Outcome	Assessment Criteria
sLO3 Manage working relationships with colleagues in own setting to achieve positive outcomes for individuals	3.1 Develop systems and procedures to facilitate effective working relationships with colleagues in the organisation
	3.2 Develop and agree common objectives when working with colleagues
	3.3 Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise
	3.4 Deal constructively with conflicts or dilemmas that arise
	3.5 Critically reflect upon their own working relationships with colleagues

Learning Outcome	Assessment Criteria
LO4 Work in partnerships with professionals and other agencies	4.1 Negotiate with professionals in other agencies to agree objectives, roles and responsibilities, procedures and ways of working for a specific task or area of work
	4.2 Use agreed ways of working to carry out their own role and support others to carry out their responsibilities
	4.3 Deal constructively with any challenges in ways that promote change, any poor practice or failure to work in agreed ways
	4.4 Implement and use communication and recording systems that comply with current legislation for information sharing between agencies
	4.5 Critically reflect upon the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements

ACS24 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS25 – Managing comments and complaints in adult care services

Unit reference number: H/650/0694

Level: 5

Credit value: 4

Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of the management of comments and complaints. It also provides the learner with the skills and knowledge to demonstrate how to lead practice in listening and responding to comments and complaints.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the management of comments and complaints

LO2 Lead practice in listening and responding to comments and complaints

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of comments and complaints	1.1 Explain the relationship between the management of comments and complaints, risk management and safeguarding
	1.2 Accurately interpret regulatory requirements, codes of practice and guidance for managing comments and complaints
	1.3 Explain why those using services and others may be reluctant to raise comments or make complaints
	1.4 Describe attitudes and approaches that ensure comments and complaints can prompt continuous improvement of the service

Learning Outcome	Assessment Criteria
LO2 Lead practice in listening and responding to comments and complaints	2.1 Support team members to understand systems and procedures that ensure individuals' comments and complaints are listened and responded to
	2.2 Ensure accessible information and support is in place to enable, empower and encourage individuals and others to raise and follow-up on comments and complaints
	2.3 Implement open and transparent systems and procedures that compassionately address and respond to comments and complaints within agreed time frames
	2.4 Learn from comments and complaints to drive improvements to the service

ACS25 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS26 – Leading the vision in adult care services

Unit reference number: J/650/0695

Level: 5

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of how to develop a vision for the service. It also provides the learner with the skills and knowledge to demonstrate how to lead commitment and implementation of the vision and future direction of the service.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to develop a vision for the service

LO2 Lead commitment and implementation of the vision and future direction of the service

Unit content

Assessment guidance

Adult care system: These are the local and national systems which support and also integrate the provision of adult social care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to develop a vision for the service	1.1 Accurately interpret their own role in developing a vision for the service
	1.2 Explain how the vision, and future of the service, may be affected by a range of factors
	1.3 Explain how to ensure the vision and future direction of the service remains compatible with internal aspirations of the service and the external adult care system

Learning Outcome	Assessment Criteria
LO2 Lead commitment and implementation of the vision and future direction of the service	2.1 Build support for the vision and future direction of the service and ensure it is shared and owned by those who will be implementing and communicating it
	2.2 Support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them
	2.3 Create a plan to implement the vision and future direction of the service
	2.4 Review and monitor stages of the plan adapting approaches where needed

ACS26 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS27 – Promoting continuous improvement in adult care services

Unit reference number: K/650/0696

Level: 5

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of continuous quality improvement in adult social care and how to implement effective change. It also provides the learner with the skills and knowledge to demonstrate how to lead continuous improvement in practice and lead a culture that supports innovation and change to improve outcomes for individuals.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand continuous quality improvement in adult social care

LO2 Lead continuous improvement in practice

LO3 Lead a culture that supports innovation and change to improve outcomes for individuals

LO4 Understand how to implement effective change

Unit content

Assessment guidance

Individuals: Those accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: In this context, others may include, but are not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Processes: These include:

- governance
- audit processes
- compliance activity

Success factors: These relate to how outcomes are measured as a result of change.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand continuous quality improvement in adult social care	1.1 Explain how to use continuous quality improvement tools and techniques to meet regulatory and best practice guidance requirements
	1.2 Accurately interpret the potential signs or indicators of poor practices
	1.3 Explain how quality assurance practices inform quality improvement activities
	1.4 Explain how: <ul style="list-style-type: none"> • governance • audit processes • compliance activity can support person-centred, outcome-based practices

Learning Outcome	Assessment Criteria
LO2 Lead continuous improvement in practice	2.1 Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person-centred practice
	2.2 Create opportunities for individuals and others to provide feedback on their experiences of the service
	2.3 Listen, respond to, and use the views of individuals and others
	2.4 Use evidence-based research to identify best practice in outcomes based and person-centred practice
	2.5 Identify areas where digital technology could improve or enhance outcomes based person-centred practice
	2.6 Identify and implement lessons learned from incidents and events
	2.7 Review the extent to which systems, processes and practice facilitate positive outcomes for individuals
	2.8 Plan for and lead the implementation of improvements to systems, processes and practice

Learning Outcome	Assessment Criteria
LO3 Lead a culture that supports innovation and change to improve outcomes for individuals	3.1 Critically reflect on the achievement of person-centred outcomes to identify where improvements could be made
	3.2 Work with others to identify opportunities for service improvement through transformation and innovation
	3.3 Recognise and utilise the expertise of others when driving innovation, improvement and change

Learning Outcome	Assessment Criteria
LO4 Understand how to implement effective change	4.1 Compare the processes and models of best practice in 'change management'
	4.2 Describe the tools available and skills needed to inspire change, development and innovation across the service
	4.3 Compare the range of external drivers for change and how these impact on service
	4.4 Describe success factors and barriers to implementing effective change

ACS27 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS28 – Effective communication in adult care services

Unit reference number: L/650/0697

Level: 5

Credit value: 4

Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of how to use communication skills to achieve positive interactions and how to manage and resolve conflict. It also provides the learner with the skills and knowledge to demonstrate how to communicate effectively with others and to develop communication practices that promote positive outcomes.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know how to use communication skills to achieve positive interactions

LO2 Know how to manage and resolve conflict

LO3 Be able to communicate effectively with others

LO4 Develop communication practices that promote positive outcomes

Unit content

Assessment guidance

Individuals: Those accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: In this context, others may include, but are not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Relationships and Partnerships: These may include those involved in care service provisions, such as:

- networks
- communities
- other professionals and organisations.

Communication styles, methods and skills: Learners should consider:

- verbal, such as words, voice, tone, pitch, spoken and written
- non-verbal, such as body language, proximity, eye contact, touch, gestures, behaviour
- additional methods to support communication, such as signs, symbols and pictures, objects of reference
- face to face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations
- active listening skills, such as paraphrasing, reflection, summarising, reframing, providing encouragement
- interpretation of non-verbal communication
- ability to use silence to provide space and support

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to use communication skills to achieve positive interactions	1.1 Compare different communication skills, methods and models, and the circumstances they may be most appropriately used in
	1.2 Explain how to achieve maximum impact by using a range of appropriate communication skills and methods
	1.3 Explain how communication skills underpin: <ul style="list-style-type: none"> • achievement of positive outcomes for individuals and others • the leadership and management of teams • sustainable relationships and partnerships

Learning Outcome	Assessment Criteria
LO2 Know how to manage and resolve conflict	2.1 Accurately interpret the models of conflict management and conflict resolution
	2.2 Describe the factors that can cause friction and conflict within the workplace
	2.3 Describe the skills that underpin conflict management and conflict resolution techniques

Learning Outcome	Assessment Criteria
LO3 Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication styles, methods and skills
	3.2 Apply communication skills appropriately in relation to message and audience for maximum impact
	3.3 Adapt communication style in response to the emotional context and communication style of others
	3.4 Identify and overcome barriers to communication with a range of people

Learning Outcome	Assessment Criteria
LO4 Develop communication practices that promote positive outcomes	4.1 Monitor and evaluate the effectiveness of the communication systems and practices used in workplace
	4.2 Monitor and evaluate the effectiveness of communication practices to support positive outcome for individuals
	4.3 Propose improvements to communication systems and practices and lead their implementation

ACS28 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS29 – Handling information in adult care services

Unit reference number: M/650/0698

Level: 5

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of effective information management and also provides the learner with the skills and knowledge to demonstrate how to implement systems for effective information management.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand effective information management

LO2 Implement systems for effective information management

Unit content

Assessment guidance

Effective information management: This will include consideration of:

- privacy notices
- transparency information
- data and cyber security
- how devices are secured
- confidentiality, availability and integrity of records/information
- reducing the risk of data breaches

Legal and/or ethical: These may include, but are not limited to:

- general data protection regulation
- data security and protection
- subject access requests
- CQC Regulations
- data control
- sharing information safeguarding

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand effective information management	1.1 Accurately interpret their own role and responsibilities in effective information management , and in supporting others to effectively handle information
	1.2 Explain how to respond to a data breach, including reporting procedures
	1.3 Explain how to initiate the service’s business continuity plan and describe its relevance to data and cyber security

Learning Outcome	Assessment Criteria
LO2 Implement systems for effective information management	2.1 Lead the implementation of policies and systems for effective information management to meet legal and ethical requirements
	2.2 Lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information
	2.3 Identify the team’s training needs in relation to handling information and implement a plan to address these needs

ACS29 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS30 – Leading person-centred practice in adult care services

Unit reference number: R/650/0699

Level: 5

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of person-centred, outcomes-based practice, the value of person-centred practice in partnership working to enabling individuals to achieve their desired outcomes, the role of relationships in promoting health and well-being and positive risk-taking in the context of supporting individuals. It also provides the learner with the skills and knowledge to demonstrate how to lead practice to facilitate positive outcomes for individuals through person-centred practice, lead practice in recognising individuals' relationships and lead the implementation of practices, policies, procedures to manage risk and positive risk-taking.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand person-centred, outcomes-based practice

LO2 Understand the value of person-centred practice in partnership working to enabling individuals to achieve their desired outcomes

LO3 Lead practice to facilitate positive outcomes for individuals through person-centred practice

LO4 Understand the role of relationships in promoting health and well-being

LO5 Lead practice in recognising individuals' relationships

LO6 Understand positive risk-taking in context of supporting individuals

LO7 Lead the implementation of practices, policies, procedures to manage risk and positive risk-taking.

Version 1.0

Unit content

Assessment guidance

Strength-based approaches: These are also referred to as 'asset-based approaches'. This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence.

Person-centred practice: This is an approach that sees the individual accessing social care services as an equal partner in their care and support who is at the centre of all decisions relevant to them.

Active participation: This 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.

Outcome-based practice: In this context, an 'outcome' refers to individuals' aims or objectives – the things individuals want to achieve or need to happen. Outcomes-based practice focuses on supporting individuals to achieve the outcomes most important to them and offers innovative approaches to enable this.

Partnerships: These may include, but are not limited to:

- working with the individual
- networks
- communities
- other professionals and organisations

Collaboration: This relates to working with other partners, understanding and prioritising their needs and establishing mutually beneficial and respectful relationships, whilst remaining focused on their own desired outcomes, needs and agenda.

Co-production: This involves an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together. Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care.

Individuals: Those accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: In this context, others may include, but are not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Relationships: Learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin and may include, but not be limited to:

- partners/spouses
- extended family
- friends
- pets
- neighbours
- people in the community
- other professionals

Learners should also consider intimacy, sexuality and sexual relationships.

Community: This may include but not limited to how the individual is supported to engage with and access their local community, such as:

- social and recreational activities
- transport
- leisure services
- spiritual and cultural services and support
- hobbies
- education
- housing provision
- voluntary activities

For some individuals, their community will be very close to home, for others it will be much wider.

Integrated service provision: This relates to joined up, coordinated care and support that is planned and organised around the desires, needs and preferences of the individual. It may involve:

- health
- social care
- housing
- education
- other services

Considerations: These may include, but are not limited to:

- mental capacity
- safeguarding
- individuals' rights
- duty of care

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand person-centred, outcomes-based practice	1.1 Compare the features, principles, drivers, and values of: <ul style="list-style-type: none"> • strength-based approaches • person-centred practice • active participation • outcomes-based practice
	1.2 Explain the relationship between strength-based approaches and person-centred practice on outcomes-based practices and the individual's <ul style="list-style-type: none"> • health and well-being • independence • choice • control

Learning Outcome	Assessment Criteria
LO2 Understand the value of person-centred practice in partnership working to enabling individuals to achieve their desired outcomes	2.1 Explain the role of partnerships, collaboration and co-production with individuals and others in enabling individuals to achieve their desired outcomes
	2.2 Accurately interpret their own service's role in enabling individuals to build and maintain relationships and connections to their community
	2.3 Explain how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals

Learning Outcome	Assessment Criteria
LO3 Lead practice to facilitate positive outcomes for individuals through person-centred practice	3.1 Develop and implement a plan to ensure team members have the training and development they need to support individuals in person-centred ways to achieve individuals' desired outcomes
	3.2 Support and develop team members to work in partnership with individuals and others and to recognise and respond to individuals' changing strengths, needs and preferences
	3.3 Support and develop others to apply person-centred approaches in complex situations to ensure positive outcomes for individuals and those important to them
	3.4 Facilitate the development and review of individuals' care and support ensuring individuals and others are actively involved and that plans and activities reflect individuals' preferences, wishes, strengths and needs
	3.5 Manage resources in ways that: <ul style="list-style-type: none"> • supports individuals to make choices about their health and well-being, and achieve positive outcomes • provide reasonable adjustments to enable individuals to access care and support
	3.6 Implement systems and processes for recording: <ul style="list-style-type: none"> • identification, progress towards and achievement of individuals desired outcomes • the implementation of person-centred practice

Learning Outcome	Assessment Criteria
LO4 Understand the role of relationships in promoting health and well-being	4.1 Explain the importance of proactive approaches in supporting individuals to build and maintain relationships
	4.2 Explain how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce or minimise risks
	4.3 Describe the range and types of support an individual may need to maintain and build relationships, and explain when external services may be required

Learning Outcome	Assessment Criteria
LO5 Lead practice in recognising individuals' relationships	5.1 Develop approaches which recognise individuals' sexuality and relationship needs
	5.2 Promote an open, proactive culture where individuals and others feel confident to discuss sexuality, relationships and protection
	5.3 Ensure individuals and others have access to support, information and advice about relationships and sexuality

Learning Outcome	Assessment Criteria
LO6 Understand positive risk-taking in context of supporting individuals	6.1 Explain how positive risk-taking can contribute to the achievement of positive outcomes for individuals
	6.2 Explain the impact of a risk-averse culture on person centred practice and the well-being of individuals
	6.3 Compare the considerations which need to be applied in the management of positive risk-taking
	6.4 Explain how supporting others to balance risks and rights promotes person centred practices

Learning Outcome	Assessment Criteria
LO7 Lead the implementation of practices, policies, procedures to manage risk and positive risk-taking	7.1 Lead a culture which recognises the benefits of positive risk taking in person centred practice and the well-being of individuals
	7.2 Facilitate a person-centred approach in the management of risks
	7.3 Critically reflect on their own and others' practice in leading a balanced approach to risk taking

ACS30 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS31 – Promoting health and well-being in adult care services

Unit reference number: F/650/0700

Level: 5

Credit value: 3

Guided Learning (GL) hours: 15

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of the importance of promoting individuals' health and well-being. It also provides the learner with the skills and knowledge to demonstrate how to lead a culture that promotes individuals' well-being and independence in all aspects of day to day practice and to lead practice in promoting individuals' health and well-being.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Lead a culture that promotes individuals' well-being and independence in all aspects of day to day practice

LO2 Understand the importance of promoting individuals' health and well-being

LO3 Lead practice in promoting individuals' health and well-being

Unit content

Assessment guidance

Individuals: Those accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Those important to them: These may include, but are not limited to those the individual chooses to be involved in their life, such as

- families
- carers
- advocates

Communities: These may include but not limited to how the individual is supported to engage with and access their local community, such as:

- social and recreational activities
- transport
- leisure services
- spiritual and cultural services and support
- hobbies
- education
- housing provision
- voluntary activities

For some individuals, their community will be very close to home, for others it will be much wider.

Factors: These relate to the factors affecting health and well-being, which will be different for different people. Learners should show consideration for environmental, physical, social and psychological factors.

Others: In this context, others may include, but are not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Lead a culture that promotes individuals' well-being and independence in all aspects of day to day practice	1.1 Facilitate a culture: <ul style="list-style-type: none"> • where individuals' histories, preferences, wishes, needs and strengths are prioritised, recognised, respected and responded to. • which enables individuals to lead full and meaningful lives connected to those important to them and to their communities. • which enables individuals and those important to them to influence and co-design how care and support services are provided.
	1.2 Which enables individuals to lead full and meaningful lives connected to those important to them and to their communities
	1.3 Which enables individuals and those important to them to influence and co-design how care and support services are provided

Learning Outcome	Assessment Criteria
LO2 Understand the importance of promoting individuals' health and well-being	2.1 Describe the range of factors that may influence an individuals' health and well-being
	2.2 Accurately interpret their own role, and role of others , in monitoring, assessing and promoting individuals' well-being
	2.3 Accurately interpret their own role in providing sufficient training, support and supervision to enable others to monitor the individuals' health and well-being
	2.4 Explain how to ensure lines of accountability and responsibility are understood for delegated healthcare tasks

Learning Outcome	Assessment Criteria
LO3 Lead practice in promoting individuals' health and well-being	3.1 Demonstrate how to support others to: <ul style="list-style-type: none"> • meet identified health and well-being needs • monitor, and assess changes to, individuals' health and well-being using appropriate tools • understand the importance of early identification of deterioration in individuals' health and well-being • record and respond to assessments and observations of individuals' health and well-being
	3.2 Implement protocols for involving others in response to changes in individuals' health and well-being
	3.3 Work in partnership with individuals, healthcare professionals and others to agree roles and responsibilities in achieving individuals' healthcare and well-being outcomes

ACS31 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS32 – Promoting equality, diversity, inclusion and human rights in adult care services

Unit reference number: H/650/0701

Level: 5

Credit value: 4

Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of equality, diversity, inclusion, and human rights. Also, it provides the learner with the skills and knowledge to demonstrate how to lead a culture that promotes, values and celebrates equality, diversity, inclusion, and human rights.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand equality, diversity, inclusion, and human rights

LO2 Lead a culture that promotes, values and celebrates equality, diversity, inclusion, and human rights

Unit content

Assessment guidance

Closed cultures: a closed culture is a poor culture in a health or care service that increases the risk of harm. This includes abuse and human rights breaches. The development of closed cultures can be deliberate or unintentional – either way it can cause unacceptable harm to a person and their loved ones.

Individuals: Those accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: In this context, others may include, but are not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Culture: when considering the culture, learners should consider how they lead this for individuals accessing services and for the workforce.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand equality, diversity, inclusion and human rights	1.1 Accurately interpret the legislation underpinning equality, diversity, inclusion and human rights
	1.2 Compare the societal, and historical influences underpinning equality, diversity, inclusion and human rights
	1.3 Explain the impact of legal, societal and historical influences on their own role in promoting a culture that values equality, diversity, inclusion and human rights
	1.4 Explain the impact of discriminatory or closed cultures on individuals and others
	1.5 Explain how their own and others' values, beliefs and experience can impact practices and behaviours relating to equality, diversity, inclusion, and human rights

Learning Outcome	Assessment Criteria
LO2 Lead a culture that promotes, values and celebrates equality, diversity, inclusion, and human rights	2.1 Critically reflect on their own and others ability to positively respond to people's differences to achieve better outcomes
	2.2 Explain how the service promotes, values and celebrates equality, diversity, inclusion, and human rights
	2.3 Implement changes to practices, policy or procedures to improve how the service promotes, values, and celebrates equality, diversity, inclusion, and human rights
	2.4 Monitor and review changes and improvements being made to lead to better outcomes for individuals and others
	2.5 Challenge, and support others to challenge, discrimination, harassment and exclusion in ways that are likely to achieve change and promote positive outcomes

ACS32 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS33 – Promoting health and safety in adult care services

Unit reference number: J/650/0702

Level: 5

Credit value: 4

Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of health and safety requirements in adult social care and effective risk management. It also provides the learner with the skills and knowledge to demonstrate how to lead the implementation of health and safety requirements in adult social care, as well as the implementation of policies, procedures and practices to effectively manage risk.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand health and safety requirements in adult social care

LO2 Lead the implementation of health and safety requirements in adult social care

LO3 Understand effective risk management

LO4 Lead the implementation of policies, procedures and practices to effectively manage risk

Unit content

Assessment guidance

Legislative framework: This should include the range of Health and Safety legislation and specific regulations applicable to the environment and care service being provided.

Key sources of information and guidance: These should include the role of government agencies and advisory bodies, such as:

- Health and Safety Executive
- Public Health England
- other internal and external support mechanisms

Legislation and guidance: This may include local guidance, changing and updated guidance and specific information available to support legislation and regulations e.g. The Code of Practice on the prevention and control of infections and related guidance.

Others: In this context, others may include, but are not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand health and safety requirements in adult social care	1.1 Accurately interpret the legislative framework for health and safety in adult care settings
	1.2 Compare key sources of information and guidance for health and safety in the workplace

Learning Outcome	Assessment Criteria
LO2 Lead the implementation of health and safety requirements in adult social care	2.1 Accurately interpret legislation and guidance and apply to organisational health and safety policies and working practices
	2.2 Support others to comply with relevant organisational health and safety practices, policies, procedures to help keep them safe
	2.3 Monitor compliance with safe working, practices and provide appropriate intervention where procedures are not adhered to
	2.4 Critically reflect on working practices and make improvements to health and safety practices, policies and procedures
	2.5 Complete records and reports on health and safety and issues according to legislative and organisational requirements

Learning Outcome	Assessment Criteria
LO3 Understand effective risk management	3.1 Describe the range of risk management requirements in adult care
	3.2 Accurately interpret their own responsibilities to identify, assess and manage risk
	3.3 Compare the range of mechanisms and tools available to inform and carry out risk management activities

Learning Outcome	Assessment Criteria
LO4 Lead the implementation of policies, procedures and practices to effectively manage risk	4.1 Contribute to the development of policies, procedures and practices to identify, assess and manage risk
	4.2 Work with others to identify, assess and manage risks and issues
	4.3 Support team members to understand risk management and adhere to guidance which promotes safe practices

ACS33 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS34 – Managing own continuous development in adult care services

Unit reference number: K/650/0703

Level: 5

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with the skills and knowledge to demonstrate commitment to their own development and self-awareness and to manage their own workload effectively.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Demonstrate commitment to own development

LO2 Demonstrate commitment to self-awareness

LO3 Manage own workload effectively

Unit content

Assessment guidance

Standards: These may include, but are not limited to:

- Codes of Practice
- Regulations
- minimum standards
- national occupational standards

Others: In this context, others may include, but are not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

Range of opportunities: These may include, but are not limited to:

- formal or informal support
- supervision
- appraisal
- mentoring
- peer support
- opportunities within and outside the organisation
- different types of learning and ways to achieve
- self-led and directed learning opportunities

Adverse events: These relate to an incident or disruption with associated risks which could lead to unexpected, unintended, and preventable harm to others.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Demonstrate commitment to own development	1.1 Critically reflect on their own knowledge and performance using standards and benchmarks
	1.2 Identify and prioritise their own professional development needs and aspirations and implement plans to meet these
	1.3 Create and engage with opportunities for others to provide feedback on their own performance across all aspects of role
	1.4 Identify a range of opportunities to support their own professional development that reflect their own learning style and needs
	1.5 Explain how their own practice has been improved through: <ul style="list-style-type: none"> • the implementation of the professional development plan • reflection on feedback from others • learning from achievements and adverse events

Learning Outcome	Assessment Criteria
LO2 Demonstrate commitment to self-awareness	2.1 Use feedback and reflective practice to increase own self-awareness
	2.2 Explain how their own values, belief systems and experiences impact own practices
	2.3 Explain how their own emotions affect behaviour and the impact this has on others

Learning Outcome	Assessment Criteria
LO3 Manage own workload effectively	3.1 Use strategies and tools to plan and identify priorities for work and revise plans when priorities change
	3.2 Use digital technology to enhance their own and others' efficiency
	3.3 Facilitate the development of others to enable effective delegation
	3.4 Consider the impact on their own well-being when planning and responding to organisation priorities
	3.5 Plan strategies and support mechanisms to access when workload is difficult to manage

ACS34 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

ACS35 – Promoting personal well-being in adult care services

Unit reference number: L/650/0704

Level: 5

Credit value: 4

Guided Learning (GL) hours: 18

Unit aim

This unit is aimed at those working in a wide range of social care service models. It provides learners with an understanding of their own well-being and the importance of maintaining and improving their own well-being. It provides learners with the skills and knowledge to know how to maintain and improve their own well-being and to manage their own stress and anxiety.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand own well-being

LO2 Understand the importance of maintaining and improving own well-being

LO3 Know how to maintain and improve own well-being

LO4 Know how to manage their own stress and anxiety

Version 1.0

Unit content

Assessment guidance

Factors: These should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace.

Own well-being: In this context, well-being refers to that of the learner. Well-being is a broad concept referring to a person's quality of life; taking into account health, happiness and comfort. It may include, but is not limited to aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being.

Indicators: these should be specific to the learner.

Others: These may include, but are not limited to:

- team members
- other colleagues
- individuals accessing care and support services
- families
- carers
- other professionals

Learners may also wish to consider their personal relationships.

Strategies: These should be personal to the learner. Strategies should include those that enable the learner to maintain their well-being as well as strategies to implement if indicators of deterioration are recognised.

Support offers: These should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to. These are:

- internal offers: supervision, employee assistance scheme, mentor or buddying systems
- external offers: self-help tools, apps and websites, local groups and networks

Stress: This can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own well-being	1.1 Accurately interpret what is meant by: <ul style="list-style-type: none"> • personal well-being • self-care • resilience
	1.2 Compare the factors that positively and negatively influence own well-being
	1.3 Accurately interpret the indicators of own well-being and well-being deterioration

Learning Outcome	Assessment Criteria
LO2 Understand the importance of maintaining and improving own well-being	2.1 Explain how their own well-being impacts: <ul style="list-style-type: none"> • role and behaviour • others

Learning Outcome	Assessment Criteria
LO3 Know how to maintain and improve own well-being	3.1 Justify strategies to maintain and improve their own well-being
	3.2 Identify a range of well-being support offers available and how to access them
	3.3 Explain how to access professional help if needed

Learning Outcome	Assessment Criteria
LO4 Know how to manage own stress and anxiety	4.1 Accurately interpret what is meant by ' stress ' and ' anxiety '
	4.2 Identify indicators of stress and anxiety in oneself
	4.3 Identify factors that can trigger stress and anxiety in oneself
	4.4 Explain how stress and anxiety may affect their own reactions and behaviours towards others
	4.5 Compare strategies for managing their own stress and anxiety
	4.6 Explain how to access a range of support offers

ACS35 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

AG19 – Undertake research for the service and its clients

Unit reference number: K/602/5200

Level: 4

Credit value: 5

Guided Learning (GL) hours: 40

Unit aim

The aim of this unit is to provide the learner with an ability to undertake research for an organisation and having a clear understanding of available research methods. It also provides the learner with an ability to apply those practices and processes involved in accessing, testing validity and recording the information gathered appropriately.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to identify sources and availability of information

LO2 Be able to collect data to meet research objectives

LO3 Be able to analyse and report on the data collected

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to identify sources and availability of information	1.1 Identify the types of information required
	1.2 Evaluate potential sources of information
	1.3 Access information following the appropriate procedures
	1.4 Address any related risks or problems with the collection of information

Learning Outcome	Assessment Criteria
LO2 Be able to collect data to meet research objectives	2.1 Apply organisational collection principles correctly and consistently
	2.2 Address any problems which occur when collecting information
	2.3 Record the collected information using appropriate systems

Learning Outcome	Assessment Criteria
LO3 Be able to analyse and report on the data collected	3.1 Identify the appropriate methods of analysis
	3.2 Use the appropriate methods of analysis
	3.3 Present a rationale for any unexpected results
	3.4 Access systems for recording analysis results using agreed procedures
	3.5 Present research results in a suitable format, using acknowledgements appropriately

AG19 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CA26 – Understand personalisation in care and support services

Unit reference number: L/616/7877

Level: 5

Credit value: 4

Guided Learning (GL) hours: 33

Unit aim

This unit provides those whose work involves commissioning, providing or contributing to services for care and support with the opportunity to develop their understanding of the theory, practice and legislation that underpins the personalisation agenda for care and support services.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the meaning of personalisation in social care and support services

LO2 Understand the systems and processes that support personalisation

LO3 Understand where responsibilities lie within self-directed support

LO4 Understand how to promote personalisation

LO5 Understand how to develop systems and structures for personalisation

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Assessment

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the meaning of personalisation in social care and support services	1.1 Analyse the 'professional gift', 'empowerment' and 'rights' models of service provision
	1.2 Define the terms: <ul style="list-style-type: none"> • personalised service • self-commissioned service • self-directed support • micro-employer
	1.3 Analyse the features of personalisation within social care and support services
	1.4 Summarise legislative and policy drivers for personalised services
	1.5 Summarise legislative and policy drivers for personalised services

Learning Outcome	Assessment Criteria
LO2 Understand the systems and processes that support personalisation	2.1 Analyse the impact that personalisation has on the commissioning, funding and delivery of services
	2.2 Analyse the roles of direct payments and individual budgets in supporting personalisation
	2.3 Explain the role of brokerage in commissioning and delivering personalised services
	2.4 Summarise types of support that individuals or their families might need in order to access personalised services

Learning Outcome	Assessment Criteria
LO3 Understand where responsibilities lie within self-directed support	3.1 Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support
	3.2 Analyse what responsibilities are held for the delivery and quality of self-directed support by: <ul style="list-style-type: none"> • direct payments recipients • commissioners • social care workers / care managers

Learning Outcome	Assessment Criteria
LO4 Understand how to promote personalisation	4.1 Analyse the attitudes, approaches and skills needed in their own role to implement personalisation
	4.2 Evaluate the impact of personalisation on their own role
	4.3 Propose ways to enhance own contribution to promoting personalisation

Learning Outcome	Assessment Criteria
LO5 Understand how to develop systems and structures for personalisation	5.1 Evaluate how far systems and structures in their own organisation have adapted to personalisation
	5.2 Explain ways to improve systems and structures to enhance personalisation

CA26 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CH33 – Undertake treatments and dressings of lesions and wounds

Unit reference number: J/602/3101

Level: 3

Credit value: 4

Guided Learning (GL) hours: 25

Unit aim

This unit develops the learner's knowledge and skills in carrying out treatments and dressings of lesions and wounds. A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/lesions. An insight into the process of wound healing is also required.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand safety measures specific to undertaking treatments and dressings of lesions and wounds

LO2 Understand wound infection and healing

LO3 Understand the rationale for carrying out procedures when treating wounds/lesions

LO4 Be able to prepare to treat and dress lesions and wounds

LO5 Be able to carry out treatments and dressings to lesions/wounds

LO6 Be able to record and report outcomes of the activities

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand safety measures specific to undertaking treatments and dressings of lesions and wounds	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds
	1.2 Explain the importance of maintaining compliance with health and safety guidance at all times
	1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures
	1.4 Explain the importance of wearing personal protective equipment

Learning Outcome	Assessment Criteria
LO2 Understand wound infection and healing	2.1 Define and explain asepsis, antisepsis and cross infection
	2.2 Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings
	2.3 Explain the process of wound healing and identify factors which promote and delay the process
	2.4 Outline potential sources and consequences of wound contamination and appropriate measures to avoid and deal with these

Learning Outcome	Assessment Criteria
LO3 Understand the rationale for carrying out procedures when treating wounds/lesions	3.1 Identify the types and functions of equipment, materials and dressings used in own work area
	3.2 Explain the importance of following procedures outlined in the Care Plan and the potential consequences of poor practice

Learning Outcome	Assessment Criteria
LO4 Be able to prepare to treat and dress lesions and wounds	4.1 Identify their own responsibilities and accountability with regards to legislation, policies and procedures while caring for
	4.2 Confirm the individual's identity and gain valid consent to carry out the procedure
	4.3 Provide information, support and reassurance to address the individual's needs and concerns
	4.4 Confirm all equipment and materials to be used are fit for purpose as outlined in the care plan
	4.5 Maintain the sterility of dressings prior to and during application

CH33 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CH34 – Carry out wound drainage care

Unit reference number: K/602/3169

Level: 3

Credit value: 4

Guided Learning (GL) hours: 32

Unit aim

This unit develops the learner's ability in undertaking wound drainage care and monitoring. It focuses on an understanding of the principles of wound drainage, the use of related equipment and the application of infection prevention and control procedures.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand safety measures specific to undertaking wound drainage care

LO2 Understand the principles of wound drainage and use of related equipment

LO3 Understand procedures and techniques involved in wound drainage

LO4 Be able to prepare for wound drainage care

LO5 Be able to carry out wound drainage care

LO6 Be able to record and report outcomes from procedure

Unit content

Assessment guidance

There is no assessment guidance for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand safety measures specific to undertaking wound drainage care	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking wound drainage care
	1.2 Explain the importance of maintaining compliance with health and safety guidance at all times
	1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures

Learning Outcome	Assessment Criteria
LO2 Understand the principles of wound drainage and use of related equipment	2.1 Explain the principles of wound drainage
	2.2 Describe the types, purposes and function of wound drainage measurement materials and equipment
	2.3 Describe the aspects of the anatomy and physiology of the skin and underlying structures which affect the positioning of wound drains and care
	2.4 Describe methods and techniques for preparing and applying drains and dressings and the potential consequences of their contamination

Learning Outcome	Assessment Criteria
LO3 Understand procedures and techniques involved in wound drainage	3.1 Explain the importance of following the Care Plan and the potential effects of poor practice
	3.2 Explain the purpose of measuring wound drainage and how to avoid potential hazards
	3.3 Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss
	3.4 Describe the process of disposal of hazardous waste and equipment

Learning Outcome	Assessment Criteria
LO4 Be able to prepare for wound drainage care	4.1 Confirm the individual's identity and gain valid consent to carry out the activity
	4.2 Communicate information in a way that is reassuring and sensitive to the personal beliefs and preferences of the individual
	4.3 Implement health and safety measures relevant to the procedure and the environment
	4.4 Apply standard precautions for infection control
	4.5 Confirm all equipment and materials are fit for purpose
	4.6 Apply standard precautions for infection control and prevention
	4.7 Support and reassure the individual prior to wound drainage

Learning Outcome	Assessment Criteria
LO5 Be able to carry out wound drainage care	5.1 Use techniques and equipment to observe and measure wound drainage in line with the Care Plan
	5.2 Explain the importance of referring any changes or adverse reactions which are outside their own competence to the practitioner
	5.3 Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity
	5.4 Check drains and seals are secure, intact and functioning
	5.5 Dispose of hazardous waste and equipment in line with local policies and procedure

Learning Outcome	Assessment Criteria
LO6 Be able to record and report outcomes from procedure	6.1 Record and report measurement and outcomes of the activity in line with national/local policy

CH34 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CH35 – Remove wound closure materials

Unit reference number: Y/602/3538

Level: 2

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit develops the learner's ability to remove wound closure materials from individuals when directed by a health practitioner, following local guidelines and procedures. Emphasis is placed on knowledge of general infection control and the specific application to the removal of wound closures. An insight into the anatomy and physiology of the skin and the process of wound healing is also required.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Know the anatomy and physiology of the skin and underlying tissues

LO2 Understand wound healing and contamination

LO3 Understand the rationale for following approved procedures and techniques to remove wound closures

LO4 Be able to prepare to remove wound closure materials

LO5 Be able to remove wound closure materials

LO6 Be able to record and report outcomes of procedures

Version 1.0

Unit content

Assessment guidance

There is no assessment guidance for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the anatomy and physiology of the skin and underlying tissues	1.1 Describe the aspects of the anatomy and physiology of the skin and underlying tissues which inform wound closures and their removal

Learning Outcome	Assessment Criteria
LO2 Understand wound healing and contamination	2.1 Define and explain asepsis, antisepsis and cross infection
	2.2 Explain the process of wound healing and identify factors which promote and delay the process
	2.3 Describe potential sources of wound contamination and the required measures to avoid and deal with them
	2.4 Describe the consequences of wound contamination

Learning Outcome	Assessment Criteria
LO3 Understand the rationale for following approved procedures and techniques to remove wound closures	3.1 Summarise the legislation, policies and protocols which inform their own role when removing wound closures
	3.2 Explain the importance of following procedures specified in the care plan and the consequences of poor practice
	3.3 Explain the procedure for dealing with any problems encountered while removing wound closures
	3.4 Explain the procedure and rationale for the disposal of waste from the removal of wound closures in line with local policy

Learning Outcome	Assessment Criteria
LO4 Be able to prepare to remove wound closure materials	4.1 Implement health and safety measures relevant to the procedure and environment
	4.2 Confirm the individual's identity and gain valid consent to carry out the activity
	4.3 Provide information, support and reassurance to the individual to address any needs and concerns
	4.4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
	4.5 Select all required equipment and materials and confirm that they are fit for purpose for the activity
	4.6 Check for any contraindications to removing wound closures and deal with these within own scope of practice

Learning Outcome	Assessment Criteria
LO5 Be able to remove wound closure materials	5.1 Apply standard precautions for infection control
	5.2 Observe and support the individual while removing wound closures according to the Care Plan
	5.3 Describe potential adverse reactions to the removal of wound closures and how to deal with them
	5.4 Dispose of waste before leaving the care area in accordance with local policy and protocol

Learning Outcome	Assessment Criteria
LO6 Be able to record and report outcomes of procedures	6.1 Record the outcomes and findings of the activity according to national/local policy
	6.2 Report outcomes and findings to members of the care team

CH35 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CH64 – Contribute to effective multidisciplinary team working

Unit reference number: T/602/0968

Level: 3

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit is about developing and sustaining the smooth and consistent working of the multidisciplinary team in order to achieve the goal of best care for patients. This is achieved through fostering a climate in which there is open exchange of information and views between members.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the workings of the multidisciplinary team

LO2 Be able to participate in multidisciplinary team working

LO3 Be able to communicate effectively when working in a multidisciplinary team

Unit content

Assessment guidance

There is no assessment guidance for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understanding the workings of the multidisciplinary team	1.1 Describe roles and responsibilities within the multidisciplinary team
	1.2 Explain the contribution that different professions can make to the evaluation and planning of patient care
	1.3 Summarise the communication structures in own organisation

Learning Outcome	Assessment Criteria
LO2 Be able to participate in multidisciplinary team working	2.1 Identify examples of good and poor practice and make suggestions for improvements to team practice
	2.2 Clarify any team issues and the views of colleagues
	2.3 Provide examples of ways to address issues within the group positively and constructively
	2.4 Record any issues in the team that cannot be resolved, passing this information on to someone who has the authority and capability to reach a solution
	2.5 Identify development needs against the demands of the work role and requirements of the team

Learning Outcome	Assessment Criteria
LO3 Be able to communicate effectively when working in a multidisciplinary team	3.1 Provide information on work in progress to enable the team to effectively carry out their work
	3.2 Provide colleagues with help and advice when requested and when this is consistent with other responsibilities
	3.3 Explain how to adapt communication styles in ways which are appropriate to different people
	3.4 Maintain confidentiality of information relating to other members of the team

CH64 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

DSC1 – Use devices and handle information in social care settings

Unit reference number: F/650/0476

Level: 3

Credit value: 4

Guided Learning (GL) hours: 28

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides the learner with the skills and knowledge to locate, install and update applications and software on devices, use devices to carry out social care operations as well as manage and handle information and share data with colleagues in social care settings.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Locate, install and update applications and software on devices

LO2 Use devices to carry out social care operations

LO3 Manage and handle information in social care settings

LO4 Share data with colleagues in social care settings

Unit content

Assessment guidance

Applications could include:

- business
- banking
- social

System settings include:

- wi-fi
- bluetooth
- storage space

A **device** might include:

- tablet
- smart phone
- laptop
- personal computer (PC)

Navigation tools include:

- hyperlinks
- menus

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Locate, install and update applications and software on devices	1.1 Search for applications using online sources
	1.2 Install applications from online sources
	1.3 Apply and update system settings
	1.4 Take action to resolve technical problems

Learning Outcome	Assessment Criteria
LO2 Use devices to carry out social care operations	2.1 Use a device to gain access to a remote monitoring system
	2.2 Develop and update a digital care plan
	2.3 Create and update digital handover records

Learning Outcome	Assessment Criteria
LO3 Manage and handle information in social care settings	3.1 Search online sources for information and content using navigation tools
	3.2 Find and select current, relevant and reliable information from different online sources to complete complex work-related tasks
	3.3 Develop secure information storage systems
	3.4 Work with files, folders and other media to access, organise, store, label and retrieve information

Learning Outcome	Assessment Criteria
LO4 Share data with colleagues in social care settings	4.1 Explain how to share appropriate data with colleagues in a safe manner
	4.2 Share data with colleagues in other organisations/professions
	4.3 Explain how to safely use password protection
	4.4 Complete digital records accurately
	4.5 Store information safely
	4.6 Use insertable and removable storage devices in a safe manner
	4.7 Read, send and receive email communication

DSC1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

DSC2 – Be safe and responsible online in social care settings

Unit reference number: F/650/0477

Level: 3

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides the learner with the skills and knowledge to protect personal and work-related information and privacy, as well as maintaining personal well-being when using devices in social care settings.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Protect personal and work-related information and privacy

LO2 Maintain personal well-being when using devices in social care settings

Unit content

Assessment guidance

Ways to **protect devices and data** could be

- using the appropriate settings to keep your social network activity private.
- using the appropriate settings on a mobile device to restrict or grant GPS location information.
- to block unwanted communications from selected users.
- to manage 'cookie' settings.

Online services could include:

- finance
- medical
- retail
- business

Inappropriate language and behaviour could include:

- trolling or online harassment
- threatening, abusive or grossly offensive online communications

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Protect personal and work-related information and privacy	1.1 Explain the need for safety and security practices
	1.2 Create, use and maintain secure passwords
	1.3 Explain how to minimise the risk of computer viruses
	1.4 Protect devices and data from online risks and threats
	1.5 Explain the nature of and threats posed by: <ul style="list-style-type: none"> • worms • trojans • ransomware • identity theft
	1.6 Configure and use multi-level authentication to access and use online services
	1.7 Minimise risks when using a cloud provider to send digital content

Learning Outcome	Assessment Criteria
LO2 Maintain personal well-being when using devices in social care settings	2.1 Explain the importance of respecting others online
	2.2 Describe online inappropriate language and behaviour
	2.3 Apply simple methods to avoid physical and psychological health risks while using devices
	2.4 Explain how to block or filter inappropriate content or behaviour

DSC2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

DSC3 – Access and use online learning and development resources

Unit reference number: H/650/0478

Level: 3

Credit value: 3

Guided Learning (GL) hours: 21

Unit aim

This unit is aimed at those working in a wide range of care settings. It provides the learner with the skills and knowledge to access online learning and development resources and use these resources for their learning and development.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Access online learning and development resources

LO2 Use online learning and development resources

Unit content

Assessment guidance

A **device** could include:

- tablet
- smart phone
- laptop
- personal computer (PC)

Learning and development resources could include:

- websites
- apps
- online publications
- digital workbooks
- videos

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Access online learning and development resources	1.1 Create a log in and password for a learning account
	1.2 Use a device to access mobile learning and development resources

Learning Outcome	Assessment Criteria
LO2 Use online learning and development resources	2.1 Use search techniques to locate and select relevant information
	2.2 Recognise and take account of currency, relevance, bias and copyright when selecting and using information
	2.3 Explain how to bookmark a page to enable easy access
	2.4 Record learning digitally for a portfolio
	2.5 Print off evidence of completion of learning

DSC3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EOL303 – Understand advance care planning

Unit reference number: A/503/8135

Level: 3

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

The unit introduces the principles and process of advance care planning for those individuals with either a long term or terminal condition. It also introduces the relevant legislation that relates to the process of advance care planning and the individual's capacity to make decisions. The unit also introduces the concept of a person-centred approach to advance care planning and how an individual's care or support plan may be affected by an advance care plan.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles of advance care planning

LO2 Understand the process of advance care planning

LO3 Understand the person centred approach to advance care planning

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to the Skills for Health NOS:

CHS53 – Evaluate the delivery of care plans to meet the needs of individuals

CHS61 – Co-ordinate the care of individuals with long term conditions

CHS85 – Review and evaluate care management plans with individuals diagnosed with long term conditions

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of advance care planning	1.1 Describe the difference between a care or support plan and an Advance Care Plan
	1.2 Explain the purpose of advance care planning
	1.3 Identify the national, local and organisational agreed ways of working for advance care planning
	1.4 Explain the legal position of an Advance Care Plan
	1.5 Explain what is involved in an 'Advance Decision to Refuse Treatment'
	1.6 Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order

Learning Outcome	Assessment Criteria
LO2 Understand the process of advance care planning	2.1 Explain when advance care planning may be introduced
	2.2 Outline who might be involved in the advance care planning process
	2.3 Describe the type of information an individual may need to enable them to make informed decisions
	2.4 Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning
	2.5 Explain how the individual's capacity to discuss advance care planning may influence their role in the process
	2.6 Explain the meaning of informed consent
	2.7 Explain own role in the advance care planning process
	2.8 Identify how an Advance Care Plan can change over time
	2.9 Outline the principles of record keeping in advance care planning
	2.10 Describe circumstances when you can share details of the Advance Care Plan

Learning Outcome	Assessment Criteria
LO3 Understand the person centred approach to advance care planning	3.1 Describe the factors that an individual might consider when planning their Advance Care Plan
	3.2 Explain the importance of respecting the values and beliefs that impact on the choices of the individual
	3.3 Identify how the needs of others may need to be taken into account when planning advance care
	3.4 Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning
	3.5 Explain how individual's care or support plan may be affected by an Advance Care Plan

EOL303 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3007 – Support the development of community partnerships

Unit reference number: M/601/9494

Level: 4

Credit value: 5

Guided Learning (GL) hours: 33

Unit aim

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.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the role of community partnerships

LO2 Be able to identify where community partnerships could inform and support practice

LO3 Be able to bring people together to set up community partnerships

LO4 Be able to support the setting up of community partnerships

LO5 Be able to contribute to the running of community partnerships

LO6 Be able to contribute to the review of community partnerships

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of community partnerships	1.1 Explain the concept of community partnerships
	1.2 Analyse the benefits of community partnerships
	1.3 Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships

Learning Outcome	Assessment Criteria
LO2 Be able to identify where community partnerships could inform and support practice	2.1 Work with others to identify needs that could be met through community partnerships
	2.2 Gather and disseminate information about existing community partnerships that may meet identified needs
	2.3 Contribute to evaluating information about existing community partnerships and identifying gaps
	2.4 Work with others to determine how a community partnership could fill a gap in provision

Learning Outcome	Assessment Criteria
LO3 Be able to bring people together to set up community partnerships	3.1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision
	3.2 Disseminate information about the proposed partnership to those identified 3 invite participation in the proposed partnership

Learning Outcome	Assessment Criteria
LO4 Be able to support the setting up of community partnerships	4.1 Gather information about good practice from partnerships with similar purposes
	4.2 Gather information on potential costs and sources of funding for the partnership
	4.3 Provide information gathered to potential members of the partnership
	4.4 Work with others to agree: <ul style="list-style-type: none"> • membership of the partnership • aims and objectives • roles and responsibilities • activities and practices

Learning Outcome	Assessment Criteria
LO5 Be able to contribute to the running of community partnerships	5.1 Carry out own responsibilities to support the purpose of the partnership
	5.2 Support the community partnership to operate effectively
	5.3 Describe ways to support the partnership when a member disengages

Learning Outcome	Assessment Criteria
LO6 Be able to contribute to the review of community partnerships	6.1 Support members of the partnership to monitor its activities
	6.2 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives
	6.3 Contribute to evaluating the partnership
	6.4 Contribute to agreeing changes to the partnership's practice

HSC3007 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC3055 – Identify the physical health needs of individuals with mental health needs and plan appropriate actions

Unit reference number: A/601/9174

Level: 4

Credit value: 5

Guided Learning (GL) hours: 35

Unit aim

This unit applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining courses of action to promote their physical health.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand how to assess the physical health needs of individuals with mental health needs

LO2 Be able to carry out assessments of the physical health needs of individuals with mental health needs

LO3 Be able to record the outcome of assessments

LO4 Be able to plan actions needed following physical health assessments

LO5 Be able to identify resources and services needed by individuals following physical health assessments

LO6 Be able to make referrals

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 364 (MH18).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to assess the physical health needs of individuals with mental health needs	1.1 Analyse how physical and mental health needs may be linked and may impact on one another
	1.2 Describe needs-led assessment and person-centred planning
	1.3 Describe legislation, policies and procedures that apply to the assessment process

Learning Outcome	Assessment Criteria
LO2 Be able to carry out assessments of the physical health needs of individuals with mental health needs	2.1 Obtain valid consent
	2.2 Carry out an assessment of an individuals' physical health needs in line with agreed ways of working
	2.3 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
	2.4 Explain why it is important to consider all information gathered during the assessment process as a whole
	2.5 Identify where the outcomes of the assessment require further advice, investigation or referral

Learning Outcome	Assessment Criteria
LO3 Be able to record the outcome of assessments	3.1 Record assessments in line with agreed ways of working
	3.2 Explain why agreement on sharing of information with others may conflict with the wishes of the individual
	3.3 Discuss the content of the assessment records with the individual

Learning Outcome	Assessment Criteria
LO4 Be able to plan actions needed following physical health assessments	4.1 Describe the actions that could be taken to meet the individual's needs identified by the assessment
	4.2 Identify the risks attached to various courses of action
	4.3 Plan actions to be taken in line with agreed ways of working

Learning Outcome	Assessment Criteria
LO5 Be able to identify resources and services needed by individuals following physical health assessments	5.1 Identify the resources and/or services required by the individual as a result of the assessment
	5.2 Give an example of a situation where an individual's needs should be met even when it is difficult to secure resources

Learning Outcome	Assessment Criteria
LO6 Be able to make referrals	6.1 Obtain and record valid consent where referral is required
	6.2 Make referrals in line with agreed ways of working
	6.3 Describe why a referral may be refused

HSC3055 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC3071 – Support the spiritual wellbeing of individuals

Unit reference number: M/503/8133

Level: 3

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting the spiritual well-being of individuals.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of spirituality for individuals

LO2 Be able to access the spiritual needs of an individual

LO3 Understand the impact of values and beliefs on own and an individual's spiritual wellbeing

LO4 Be able to support individuals' spiritual wellbeing

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

Spirituality can be defined in many ways and can include:

- life force
- personal values and beliefs
- uniqueness
- life pilgrimage
- how desires are channelled
- creativity
- search for hope, harmony and wholeness.

Individual is the person receiving support or care in the work setting.

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

Activities 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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of spirituality for individuals	1.1 Outline different ways in which spirituality can be defined
	1.2 Define the difference between spirituality and religion
	1.3 Describe different aspects of spirituality
	1.4 Explain how spirituality is an individual experience
	1.5 Explain how spirituality defines an individual's identity
	1.6 Outline the links between spirituality, faith and religion
	1.7 Explain how an individual's current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion

Learning Outcome	Assessment Criteria
LO2 Be able to assess the spiritual needs of an individual	2.1 Support the individual to identify their spiritual needs and how and by whom these can be addressed
	2.2 Identify how an individual's emphasis on spirituality may vary at different stages of their life experience
	2.3 Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan

Learning Outcome	Assessment Criteria
LO3 Understand the impact of values and beliefs on own and an individual's spiritual well-being	3.1 Analyse how your own values and beliefs may impact on others when communicating about the individual's spiritual well-being
	3.2 Identify how the values and beliefs of others may impact on the individual
	3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others

Learning Outcome	Assessment Criteria
LO4 Be able to support individuals' spiritual well-being	4.1 Access resources and information to support the individual's spiritual well-being
	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 well-being
	4.4 Support the individual to participate in their chosen activities to support their spiritual well-being
	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

HSC3071 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC3073 – Lead and manage end of life care services

Unit reference number: T/503/8134

Level: 5

Credit value: 7

Guided Learning (GL) hours: 45

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading and managing end of life care services.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Be able to apply current legislation and policy in end of life care in order to develop end of life services

LO2 Understand current theory and practice underpinning end of life care

LO3 Be able to lead and manage effective end of life care services

LO4 Be able to establish and maintain key relationships to lead and manage end of life care

LO5 Be able to support staff and others in the delivery of excellence in the end of life care service

LO6 Be able to continuously improve the quality of the end of life care service

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

End of life care services may include those services provided at diagnosis, during treatment or palliative care, including the dying phase, or following death **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, e.g.:

- Liverpool Care Pathway
- Gold Standards Framework or equivalent
- Preferred priorities of care
- Advance care plan approaches
- Welsh integrated care pathway

Range of resources may include:

- de-briefing
- mentoring
- supervision
- counselling services

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to apply current legislation and policy in end of life care in order to develop end of life services	1.1 Summarise current legislation relating to the provision of best practice end of life care services
	1.2 Apply local and national policy guidance for end of life care to the setting in which you work
	1.3 Analyse legal and ethical issues relating to decision making at end of life
	1.4 Explain how issues of mental capacity could affect end of life care

Learning Outcome	Assessment Criteria
LO2 Understand current theory and practice underpinning end of life care	2.1 Describe the theoretical models of grief, loss and bereavement
	2.2 Explain how grief and loss manifest in the emotions of individuals who are dying and others
	2.3 Analyse how a range of tools for end of life care can support the individual and others
	2.4 Explain the pathway used by your local health authority
	2.5 Critically reflect on how the outcomes of national research can affect your workplace practices

Learning Outcome	Assessment Criteria
LO3 Be able to lead and manage effective end of life care services	3.1 Explain the qualities of an effective leader in end of life care
	3.2 Manage own feelings and emotions in relation to end of life care, using a range of resources as appropriate
	3.3 Use effective communication to support individuals at end of life and others
	3.4 Use effective mediation and negotiation skills on behalf of the individual who is dying
	3.5 Ensure there are sufficient and appropriate resources to support the delivery of end of life care services
	3.6 Describe the possible role(s) of advocates in end of life care
	3.7 Manage palliative care emergencies according to the wishes and preferences of the individual
	3.8 Use a range of tools for end of life care to measure standards through audit and after death analysis

Learning Outcome	Assessment Criteria
LO4 Be able to establish and maintain key relationships to lead and manage end of life care	4.1 Identify key relationships essential to effective end of life care
	4.2 Analyse the features of effective partnership working within your work setting
	4.3 Implement shared decision-making strategies in working with individuals at end of life and others
	4.4 Analyse how partnership working delivers positive outcomes for individuals and others
	4.5 Initiate and contribute to multi-disciplinary assessments
	4.6 Explain how to overcome barriers to partnership working
	4.7 Access specialist multi-disciplinary advice to manage complex situations

Learning Outcome	Assessment Criteria
LO5 Be able to support staff and others in the delivery of excellence in the end of life care service	5.1 Describe how a shared vision for excellent end of life care services can be supported
	5.2 Implement strategies to empower staff involved in the delivery of end of life care to ensure positive outcomes for individuals and others
	5.3 Support others to use a range of resources as appropriate to manage own feelings when working in end of life care
	5.4 Support staff and others to comply with legislation, policies and procedures
	5.5 Support staff and others to recognise when mental capacity has reduced to the extent that others will determine care and treatment for the person at the end of life
	5.6 Access appropriate learning and development opportunities to equip staff and others for whom you are responsible
	5.7 Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care
	5.8 Provide feedback to staff on their practices in relation to end of life care

Learning Outcome	Assessment Criteria
LO6 Be able to continuously improve the quality of the end of life care service	6.1 Analyse how reflective practice approaches can improve the quality of end of life care services
	6.2 Critically reflect on methods for measuring the end of life care service against national indicators of quality
	6.3 Use outcomes of reflective practice to improve aspects of the end of life care service

HSC3073 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC3085 – Lead practice in assessing and planning for the needs of families and carers

Unit reference number: A/504/2217

Level: 5

Credit value: 3

Guided Learning (GL) hours: 22

Unit aim

This unit identifies the requirements when you lead on developing programmes of support for carers and families of individuals who use health and social care services. The requirements include working with carers and families to gather information about their needs, then developing, implementing and reviewing the effectiveness of programmes of support for carers and families, in partnership with them and others.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 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

LO2 Be able to develop the practice of staff in assessing the needs of families and carers

LO3 Be able to implement a care planning process to support families and carers

LO4 Be able to evaluate quality of assessment and care planning to meet the needs of families and carers

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS:
SCDHSC0428 - Lead the development of programmes of support for carers and families

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

Society may include:

- local authority provision
- NHS
- individuals and others
- communities

The individual is the person requiring care or support.

Resources – 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.

Needs and wishes – 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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people	1.1 Analyse the benefits and challenges faced by family and unpaid carers in providing care
	1.2 Support others to understand the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
	1.3 Support others to understand the benefits to society of family and unpaid carers providing care
	1.4 Support others to recognise the contribution that carers make to the well-being of individuals
	1.5 Support others to understand the rights of families and carers providing care

Learning Outcome	Assessment Criteria
LO2 Be able to develop the practice of staff in assessing the needs of families and carers	2.1 Implement procedures for assessing the needs of families and carers
	2.2 Support staff to learn from families and carers about their caring role
	2.3 Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers
	2.4 Support staff to carry out assessments of needs and wishes in partnership with carers and families
	2.5 Support staff to gain consent from carers and families to speak with others about their circumstances
	2.6 Manage recording procedures to ensure assessments are shared with families and carers
	2.7 Monitor the quality of assessments carried out by staff

Learning Outcome	Assessment Criteria
LO3 Be able to implement a care planning process to support families and carers	3.1 Establish systems which ensure that all care plans include: <ul style="list-style-type: none"> • participation by carers and families • agreement on resources required to address needs and wishes • agreed roles and responsibilities in achieving the plan
	3.2 Monitor the implementation of care plans which support families and carers

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate quality of assessment and care planning to meet the needs of families and carer	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

HSC3085 Document History

Version	Issue Date	Changes	Role
V1.0	31/02/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC4006 – Assessment, implementation and review of assistive technology in social care

Unit reference number: T/615/4492

Level: 4

Credit value: 4

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to provide the learners with the knowledge, understanding and skills required to support the assessment, review and implementation of assistive technology.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand how legislation and regulatory procedures impact on the provision of assistive technology

LO2 Understand how assistive technology can support independent living and individual wellbeing

LO3 Be able to carry out assessment for assistive technology

LO4 Be able to support an individual and others to implement assistive technology

LO5 Be able to work in partnership with an individual and others to review provision of assistive technology

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how legislation and regulatory procedures impact on the provision of assistive technology	1.1 Analyse how assistive technology provision is affected by: <ul style="list-style-type: none"> • legislation • mental capacity • regulatory procedures

Learning Outcome	Assessment Criteria
LO2 Understand how assistive technology can support independent living and individual wellbeing	2.1 Critically compare assistive technology solutions for each of the following: <ul style="list-style-type: none"> • communications • wellbeing • employment • finance • keeping safe • travel • social networking
	2.2 Research developments in assistive technology
	2.3 Compare how assistive technology can improve outcomes for different individuals including: <ul style="list-style-type: none"> • independence • well-being

Learning Outcome	Assessment Criteria
LO3 Be able to carry out assessment for assistive technology	3.1 Support an individual and others to review assistive technology in relation to their: <ul style="list-style-type: none"> • strengths • needs • options
	3.2 Use assessment to identify assistive technology solutions which preserve dignity for an individual
	3.3 Support an individual to express their informed choice about assistive technology, considering: <ul style="list-style-type: none"> • merits of different solutions • impact of different solutions concerns an individual has
	3.4 Assess the suitability of the home environment for assistive technology
	3.5 Undertake risk assessment for the assistive technology to cover: <ul style="list-style-type: none"> • social • safeguarding • financial • operability • data protection
	3.6 Use agreed processes to establish consent when an individual is not able to express informed consent for themselves
	3.7 Record outcomes of assessment according to agreed ways of working

Learning Outcome	Assessment Criteria
LO4 Be able to support an individual and others to implement assistive technology	4.1 Offer advice and guidance in relation to assistive technology procurement including: <ul style="list-style-type: none"> • solution options • cost • availability • sourcing • funding options
	4.2 Support an individual and others to measure impact of assistive technology
	4.3 Support an individual and others to understand roles and responsibilities regarding contractual obligations
	4.4 Evaluate support measures available to individuals using assistive technology to maintain their independence
	4.5 Establish contingency plans for assistive technology provision to address areas identified in risk assessment
	4.6 Develop a strategy for on-going assessment and review according to agreed ways of working

Learning Outcome	Assessment Criteria
LO5 Be able to work in partnership with an individual and others to review provision of assistive technology	5.1 Review the provision of assistive technology with an individual and others including: <ul style="list-style-type: none"> • feedback from an individual and others • assessed risks
	5.2 Record review process and outcomes according to agreed ways of working

HSC4006 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS25 – Lead the management of transitions

Unit reference number: F/602/2853

Level: 5

Credit value: 4

Guided Learning (GL) hours: 29

Unit aim

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.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the impact of change and transitions on the well-being of individuals

LO2 Be able to lead and manage provision that supports workers to manage transitions and significant life events

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of change and transitions on the well-being of individuals	1.1 Explain ways in which transitions and significant life events affect individuals' well being
	1.2 Analyse how theories on change inform approaches to the management of transitions
	1.3 Explain the concept of resilience in relation to transitions and significant life events
	1.4 Analyse the factors that affect individuals' ability to manage transitions and changes

Learning Outcome	Assessment Criteria
LO2 Be able to lead and manage provision that supports workers to manage transitions and significant life events	2.1 Explain how solution focused practice is used to support the management of transitions
	2.2 Promote a culture that supports and encourages individuals to explore challenges
	2.3 Support workers to encourage individuals to identify their own strengths and abilities
	2.4 Support workers to engage with individuals and others to identify outcomes and targets that build on their strengths and abilities
	2.5 Ensure workers support individuals to implement plans to meet identified outcomes and targets
	2.6 Enable workers to identify any additional support they may require to support individuals through transition and change

LHS25 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS26 – Lead positive behavioural support

Unit reference number: K/602/2572

Level: 7

Credit value: 10

Guided Learning (GL) hours: 75

Unit aim

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.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand the theoretical background and current policy context of positive behavioural support

LO2 Be able to conduct a functional analysis of an individual requiring positive behavioural support

LO3 Be able to design and lead person-centred, primary prevention strategies

LO4 Be able to design and lead secondary prevention strategies

LO5 Be able to assess the appropriateness of reactive strategy use

LO6 Be able to lead the implementation of a positive behavioural support plan

LO7 Be able to manage and review the implementation of positive behavioural support plans

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the theoretical background and current policy context of positive behavioural support	1.1 Analyse theories underpinning positive behavioural support
	1.2 Evaluate how current policy informs positive behavioural support practice

Learning Outcome	Assessment Criteria
LO2 Be able to conduct a functional analysis of an individual requiring positive behavioural support	2.1 Explain the importance of ensuring functional analysis is based on formal assessment
	2.2 Work with others to produce behavioural assessment reports
	2.3 Apply indirect assessment schedules and collect direct observation data
	2.4 Triangulate and analyse data collected
	2.5 Formulate and test hypotheses on the function of identified challenging behaviours

Learning Outcome	Assessment Criteria
LO3 Be able to design and lead person-centred, primary prevention strategies	3.1 Determine a set of primary prevention interventions with others to address all fast and slow behavioural triggers identified via a functional analysis of challenging behaviour
	3.2 Develop a schedule of structured activities and required support with others to maximise an individual's participation throughout each day
	3.3 Design a detailed skill teaching procedure with others to address an identified challenging behaviour
	3.4 Lead the implementation of agreed person centred primary prevention interventions
	3.5 Apply tests of social validity to all primary interventions designed for an individual

Learning Outcome	Assessment Criteria
LO4 Be able to design and lead secondary prevention strategies	4.1 Identify and define with others the early warning signs of agitation for an individual
	4.2 Construct with others a set of secondary prevention strategies derived from the functional analysis of an individual's behaviour
	4.3 Lead the implementation of agreed person centred secondary prevention interventions
	4.4 Apply tests of social validity to all secondary interventions designed for an individual

Learning Outcome	Assessment Criteria
LO5 Be able to assess the appropriateness of reactive strategy use	5.1 Critically compare the use of non-aversive and aversive reactive strategies
	5.2 Justify the use or absence of reactive strategies for an individual
	5.3 Identify the post-incident support needs of an individual and others to include: <ul style="list-style-type: none"> • Immediate • Intermediate • longer term

Learning Outcome	Assessment Criteria
LO6 Be able to lead the implementation of a positive behavioural support plan	6.1 Collaborate with others to produce a positive behavioural support plan for an individual to promote a helpful culture and environment which contains: <ul style="list-style-type: none"> • primary strategies • secondary strategies • reactive strategies
	6.2 Support others to understand the detail of the positive behavioural support plan
	6.3 Support others to develop knowledge, understanding and skills to implement the positive behavioural support plan
	6.4 Provide others with constructive feedback on their implementation of the positive behavioural support plan

Learning Outcome	Assessment Criteria
LO7 Be able to manage and review the implementation of positive behavioural support plans	7.1 Explain how the attitudes and skills of others may impact on a positive behavioural support plan
	7.2 Work with others to review the plan using the positive behaviour support plan checklist
	7.3 Make required amendments to the positive behavioural support plan
	7.4 Construct and implement a positive monitoring process
	7.5 Develop an individualised periodic service review

LHS26 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS38 – Support individuals with multiple conditions and/or disabilities

Unit reference number: T/601/5253

Level: 5

Credit value: 5

Guided Learning (GL) hours: 34

Unit aim

The purpose of this unit is to provide the knowledge and skills needed to review and improve service provision for individuals with multiple conditions/disabilities

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the implications of multiple conditions and/or disabilities for the individual

LO2 Be able to support an individual with multiple conditions and/or disabilities

LO3 Be able to develop others to support the individual with multiple conditions and/or disabilities

LO4 Be able to review service provision in respect of individuals with multiple conditions and/or disabilities

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the implications of multiple conditions and/or disabilities for the individual	1.1 Explain the correlation between conditions and <ul style="list-style-type: none"> • disability • gender • age • ethnicity • socio-economic status
	1.2 Explain how multiple conditions and/or disabilities can impact on the individual
	1.3 Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities

Learning Outcome	Assessment Criteria
LO2 Be able to support an individual with multiple conditions and/or disabilities	2.1 Work collaboratively with the individual and/or others to support the individual
	2.2 Provide advice and expertise to support the assessment and/or referral of an individual with multiple conditions and/or disabilities
	2.3 Use referral processes to secure services for the individual

Learning Outcome	Assessment Criteria
LO3 Be able to develop others to support the individual with multiple conditions and/or disabilities	3.1 Advise and inform others about the implications of multiple conditions
	3.2 Devise strategies to improve the practice of others <ul style="list-style-type: none"> • at and individual level • at an organisational level

Learning Outcome	Assessment Criteria
LO4 Be able to review service provision in respect of individuals with multiple conditions and/or disabilities	4.1 Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities
	4.2 Evaluate, with others, the extent to which provision meets the needs of individuals with multiple conditions and/or disabilities
	4.3 Implement actions agreed as a result of evaluation within their own role

LHS38 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS39 – Independent mental capacity advocacy

Unit reference number: F/502/3295

Level: 4

Credit value: 12

Guided Learning (GL) hours: 35

Unit aim

The unit aims to support candidates to develop the practical skills and knowledge required to provide IMCA support within the Mental Capacity Act 2005.

Learning outcomes

There are nine outcomes to this unit. The learner will:

LO1 Understand and use the Mental Capacity Act

LO2 Provide independent mental capacity advocacy

LO3 Work with the decision maker

LO4 Challenge decisions made by the decision maker

LO5 Work with people who lack capacity

LO6 Work with accommodation and care review referrals

LO7 Work with serious medical treatment referrals

LO8 Work with adult protection referrals

LO9 Construct an Independent mental capacity advocacy written report that meets statutory requirements

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand and use the Mental Capacity Act	1.1 Explain key principles of the Mental Capacity Act 2005
	1.2 Analyse powers within the Mental Capacity Act 2005
	1.3 Use research skills to identify a range of provisions within the Mental Capacity Act 2005
	1.4 Explain who may be affected by the Mental Capacity Act 2005 and why
	1.5 Use the code of practice

Learning Outcome	Assessment Criteria
LO2 Provide independent mental capacity advocacy	2.1 Use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA
	2.2 Analyse the role and responsibilities of an IMCA
	2.3 Summarise rights afforded to an IMCA within the Mental Capacity Act 2005
	2.4 Prioritise a range of case work
	2.5 Assess a range of potential challenges which IMCAs can face in practice
	2.6 Resolve practice dilemmas
	2.7 Evaluate the differences between IMCA and general advocacy
	2.8 Assess and resolve conflicts of interest
	2.9 Summarise the role of commissioners
	2.10 Commit to using supervision
	2.11 Signpost qualifying people to other services

Learning Outcome	Assessment Criteria
LO3 Work with the decision maker	3.1 Identify the decision maker
	3.2 Identify good practice in partnership working between the decision maker and the IMCA
	3.3 Resolve a range of dilemmas and challenges which may be faced
	3.4 Use referral processes which identify legal requirements for accepting a new client
	3.5 Evaluate the correctness of the assessment of capacity
	3.6 Identify the requirements for accepting referral when family are involved
	3.7 Identify which IMCA service is responsible to represent an individual in different geographical areas
	3.8 Respond to decision makers who do not practice partnership working
	3.9 Present to decision makers on what an IMCA can contribute

Learning Outcome	Assessment Criteria
LO4 Challenge decisions made by the decision maker	4.1 Map out the decision-making process within each area an IMCA may be involved
	4.2 Raise concerns during the decision-making process
	4.3 Highlight concerns after the decision is made

Learning Outcome	Assessment Criteria
LO5 Work with people who lack capacity	5.1 Use a range of methods to communicate with people who lack capacity
	5.2 Use non-instructed Advocacy to identify the wishes and preferences of people receiving IMCA support
	5.3 Use strategies to work with people with dementia or learning disabilities
	5.4 Ascertain the wishes and preferences of people who lack capacity

Learning Outcome	Assessment Criteria
LO6 Work with accommodation and care review referrals	6.1 Research information and establish options
	6.2 Evaluate the differences and similarities in a range of types of accommodation
	6.3 Identify a range of possible care packages to enable people to stay at home
	6.4 Assess the suitability of types of accommodation to individuals
	6.5 Assess the impact the decision will have on the individual
	6.6 Use a range of information sources to suggest alternative courses of action
	6.7 Explain the function of a range of regulatory bodies

Learning Outcome	Assessment Criteria
LO7 Work with serious medical treatment referrals	7.1 Summarise the criteria for serious medical treatment
	7.2 Research and gather information
	7.3 Assess the impact the decision will have on the individual
	7.4 Use a range of information sources to suggest alternative courses of action
	7.5 Obtain a second medical opinion where appropriate
	7.6 Explain the importance of seeking a second medical opinion
	7.7 Identify risks, benefits and ethical issues connected to medical treatments
	7.8 Explain the process of referral in medical systems to access treatment

Learning Outcome	Assessment Criteria
LO8 Work with adult protection referrals	8.1 Identify the different stages at which the IMCA may be instructed within adult protection procedures
	8.2 Identify a range of situations where the IMCA may represent the individual during adult protection meetings
	8.3 Analyse and use local and national adult protection procedures
	8.4 Use the guidelines for IMCA in adult protection proceedings referrals
	8.5 Research and gather information
	8.6 Attend meetings where necessary
	8.7 Identify a range of protection plans which may be formulated within adult protection strategy meetings
	8.8 Summarise the issues involved in communicating with families in adult protection cases

Learning Outcome	Assessment Criteria
LO9 Construct an Independent mental capacity advocacy written report that meets statutory requirements	9.1 Identify a range of issues that should be addressed within an IMCA report
	9.2 Identify what should never be in an IMCA report
	9.3 Write an IMCA report
	9.4 Identify good practice in recording case work
	9.5 Explain the impact of data protection legislation on the recording of work

LHS39 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS41 – Providing independent advocacy management

Unit reference number: L/502/3297

Level: 4

Credit value: 11

Guided Learning (GL) hours: 35

Unit aim

The unit develops practical skills in how to manage an independent advocacy service or scheme.

Learning outcomes

There are nine outcomes to this unit. The learner will:

LO1 Manage advocacy services

LO2 Implement record keeping systems

LO3 Recruit and induct independent advocates

LO4 Facilitate service user involvement in the running of the independent advocacy service

LO5 Construct a business plan

LO6 Measure advocacy outcomes

LO7 Negotiate a service level agreement

LO8 Establish relationships with commissioners of advocacy services

LO9 Promote independent advocacy and the service

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 41 Use and develop methods and systems to communicate record and report

H16 Market and promote the service

HSC48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice

HSC 367 Help individuals identify and access independent representation and advocacy

HSC 45 Develop practices which promote choice, well-being and protection of all individuals

HSC 411 Manage a service which achieves the best possible outcomes for the individual

HSC 431 Support individuals where abuse has been disclosed

HSC 434 Maintain and manage records and reports

HSC 435 Manage the development and direction of the provision

HSC 437 Promote your organisation and its services to stakeholders

HSC 440 Support effective governance

HSC 441 Contribute to the selection, recruitment and retention of staff to develop a quality service

HSC 445 Recruit and place volunteers

HSC 449 Represent one's own agency at other agencies' meetings

HSC 451 Lead teams to support a quality provision

HSC 452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals

LMC A1.2 Manage and develop workers through supervision and performance reviews

LMC A1.4 Enhance the quality and safety of your provision through workforce development

LMC A2.3 Promote a positive image of your provision and its contribution to the lives of people

LMC A3 Actively engage in the safe selection and recruitment of workers and their retention in care services

LMC B1 Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people

LMC B1.1 Lead and manage provision that complies with legislation, registration, regulation and inspection requirements

LMC B1.2 Lead and manage provision that promotes rights and responsibilities

LMC B2.1 Lead and manage provision that involves people in decisions about the outcomes they wish to achieve

LMC B1.3 Lead and manage provision that protects people

LMC E1.2 Manage effective communication

LMC E1.3 Manage and maintain recording and reporting systems and procedures and use them effectively

LMC E5.1 Develop and review operational plans for your provision

LMC E5.3 Evaluate whether and to what extent resources meet current and future demands

LMC E7.1 Develop a business plan for your provision

LMC E7.2 Implement, monitor and review the business plan

LMC E7.3 Evaluate policies, procedures and practices for business planning

LMC E13 Market cost and contract to ensure the viability of your provision

CPC 414A Identify and evaluate opportunities for change and improvements in services, provisions and systems

CPC 415A Analyse information and prepare the business case

CPC 503A Evaluate internal and external trends and changes

MH_1 Promote effective communication and relationships with people who are troubled or distressed

MH 43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

Assessment guidance

The unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Manage advocacy services	1.1 Select and use a range of management strategies
	1.2 Explain the purpose and principles of supervision
	1.3 Provide supervision
	1.4 Implement an appraisal system
	1.5 Review a range of policy and procedures
	1.6 Implement advocacy policy and procedures
	1.7 Maintain and review policy documents
	1.8 Produce and share policy documents
	1.9 Use standards in the running of the service

Learning Outcome	Assessment Criteria
LO2 Implement record keeping systems	2.1 Explain the importance of keeping different types of records
	2.2 Review and manage internal record keeping systems
	2.3 Compare and contrast between good and poor examples of record keeping

Learning Outcome	Assessment Criteria
LO3 Recruit and induct independent advocates	3.1 Create job descriptions and person specifications for the independent advocacy role
	3.2 Implement good practice within recruitment processes, recognising diversity and fairness
	3.3 Adhere to legal requirements in the recruitment of advocates
	3.4 Explain the purpose of advocacy induction
	3.5 Design and implement induction packages
	3.6 Identify support needs of new advocates

Learning Outcome	Assessment Criteria
LO4 Facilitate service user involvement in the running of the independent advocacy service	4.1 Use a range of opportunities to involve service users
	4.2 Explain why service users should be involved in the running of the services
	4.3 Offer support and training to skill service users to secure their involvement

Learning Outcome	Assessment Criteria
LO5 Construct a business plan	5.1 Identify key features of a business plan
	5.2 Construct a business plan
	5.3 Present the business plan to the organisation
	5.4 Review the business plan

Learning Outcome	Assessment Criteria
LO6 Measure advocacy outcomes	6.1 Analyse different types of outcomes
	6.2 Use available data to measure quantitative outcomes
	6.3 Implement strategies to measure qualitative outcomes
	6.4 Evaluate results in order to implement changes

Learning Outcome	Assessment Criteria
LO7 Negotiate a service level agreement	7.1 Explain the purpose and function of a service level agreement
	7.2 Construct a service level agreement
	7.3 Negotiate a service level agreement which upholds key advocacy principles with funders or commissioners

Learning Outcome	Assessment Criteria
LO8 Establish relationships with commissioners of advocacy services	8.1 Explain the role of commissioners and commissioning bodies
	8.2 Develop successful working relationships
	8.3 Identify and address potential barriers which can prevent effective working relationships

Learning Outcome	Assessment Criteria
LO9 Promote independent advocacy and the service	9.1 Use opportunities and a range of methods to promote advocacy
	9.2 Establish user- friendly referral processes

LHS41 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS51 – Lead and manage group living for adults

Unit reference number: T/602/3174

Level: 5

Credit value: 5

Guided Learning (GL) hours: 39

Unit aim

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.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Develop the physical group living environment to promote positive outcomes for individuals

LO2 Lead the planning, implementation and review of daily living activities

LO3 Promote positive outcomes in a group living environment

LO4 Manage a positive group living environment

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS B7.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC.

Assessment/Evidence requirements

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

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to develop the physical group living environment to promote positive outcomes for individuals	1.1 Review current theoretical approaches to group living provision for adults
	1.2 Evaluate the impact of legal and regulatory requirements on the physical group living environment
	1.3 Review the balance between maintaining an environment that is safe and secure and promoting freedom and choice
	1.4 Explain how the physical environment can promote well-being
	1.5 Justify proposals for providing and maintaining high quality decorations and furnishings for group living
	1.6 Develop an inclusive approach to decision making about the physical environment

Learning Outcome	Assessment Criteria
LO2 Be able to lead the planning, implementation and review of daily living activities	2.1 Evaluate the impact of legislation and regulation on daily living activities
	2.2 Support others to plan and implement daily living activities that meet individual needs and preferences
	2.3 Develop systems to ensure individuals are central to decisions about their daily living activities
	2.4 Oversee the review of daily living activities

Learning Outcome	Assessment Criteria
LO3 Be able to promote positive outcomes in a group living environment	3.1 Evaluate how group living can promote positive outcomes for individuals
	3.2 Review the ways in which group activities may be used to promote the achievement of individual positive outcomes
	3.3 Ensure that individuals are supported to maintain and develop relationships
	3.4 Demonstrate effective approaches to resolving any conflicts and tensions in group living

Learning Outcome	Assessment Criteria
LO4 Be able to manage a positive group living environment	4.1 Evaluate the effects of the working schedules and patterns on a group living environment
	4.2 Recommend changes to working schedules and patterns as a result of evaluation
	4.3 Develop a workforce development plan for the group living environment
	4.4 Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with individuals
	4.5 Use appropriate methods to raise staff awareness of the group dynamics in a group living environment
	4.6 Review the effectiveness of approaches to resource management in maintaining a positive group living environment

LHS51 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

ML31 – Discipline and grievance management

Unit reference number: A/506/1981

Level: 4

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to provide learners with an understanding of the principles supporting the management of discipline and grievance cases and apply these principles to manage a disciplinary case and a grievance.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles supporting the management of discipline and grievance cases

LO2 Be able to manage a disciplinary case

LO3 Be able to manage a grievance

Unit content

Assessment guidance

There is no assessment guidance for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles supporting the management of discipline and grievance cases	1.1 Explain the difference between a discipline case and a grievance case and the implications for their management
	1.2 Explain sources of advice and expertise on discipline and grievance
	1.3 Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases
	1.4 Explain organisational procedures for the management of discipline and grievance cases
	1.5 Explain the communication techniques to be used in the management of discipline and grievance cases
	1.6 Explain the types of behaviours that are likely to result in disciplinary proceedings
	1.7 Explain the types of actions that are likely to lead to a grievance
	1.8 Explain how to carry out investigations into discipline and grievance cases
	1.9 Analyse the effect of well managed and poorly managed discipline and grievance cases
	1.10 Explain how the outcomes of discipline and grievance cases can be managed

Learning Outcome	Assessment Criteria
LO2 Be able to manage a disciplinary case	2.1 Inform an individual that they are subject to disciplinary proceedings within agreed timescales
	2.2 Explain to an individual the reasons why they are subject to disciplinary proceedings
	2.3 Provide evidence that supports the case for disciplinary proceedings
	2.4 Develop a case to support an individual who is subject to disciplinary proceedings
	2.5 Keep detailed and accurate records of agreements, actions and events for disciplinary cases
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements when managing a disciplinary case

Learning Outcome	Assessment Criteria
LO3 Be able to manage a grievance	3.1 Identify the nature of a grievance
	3.2 Investigate the seriousness and potential implications of a grievance
	3.3 Adhere to organisational procedures when managing a grievance
	3.4 Evaluate the effectiveness of how a grievance has been managed
	3.5 Agree measures to prevent future reoccurrences of grievances

ML31 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

ML37 – Conduct quality audits

Unit reference number: T/506/1994

Level: 4

Credit value: 3

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the management of quality and to apply these principles to prepare for, and conduct, quality audits.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles underpinning the management of quality

LO2 Be able to prepare to carry out quality audits

LO3 Be able to conduct quality audits

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Quality management will be sector specific, but could include:

- Quality planning
- Quality control
- Quality assurance
- Quality improvement

Quality standards could refer to but not be exclusive to:

- Legislation
- British Standards and ISO
- Kitemark
- CE Mark
- Royal Warrants
- Branding

Quality techniques could include but not be exclusive to:

- Total quality management (TQM)
- Statistical process control (SPC)
- Continual improvement processes
- Kaizen

Non-compliance is the failure to adhere to an Act or its Regulations

Non-conformance is the failure to comply with a requirement, standard, or procedure

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning the management of quality	1.1 Analyse the principles of quality management
	1.2 Analyse the purpose and requirements of a range of quality standards
	1.3 Analyse the advantages and limitations of a range of quality techniques
	1.4 Assess how the management of quality contributes to the achievement of organisational objectives

Learning Outcome	Assessment Criteria
LO2 Be able to prepare to carry out quality audits	2.1 Establish the quality requirements applicable to the work being audited
	2.2 Develop a plan for a quality audit
	2.3 Prepare the documentation needed to undertake a quality audit
	2.4 Specify data requirements to those who will support the audit

Learning Outcome	Assessment Criteria
LO3 Be able to conduct quality audits	3.1 Confirm that any previously agreed actions have been implemented
	3.2 Analyse information against agreed quality criteria
	3.3 Identify instances where business processes, quality standards and/or procedures could be improved
	3.4 Agree actions and timescales that will remedy non-conformance or non-compliance

ML37 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

ML38 – Manage a budget

Unit reference number: A/506/1995

Level: 4

Credit value: 4

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to provide learners with an understanding of how to identify financial requirements and how to set budgets. It will also provide learners with an ability to manage a budget and to evaluate its use.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how to identify financial requirements

LO2 Understand how to set budgets

LO3 Be able to manage a budget

LO4 Be able to evaluate the use of a budget

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Stakeholders may include, but are not limited to:

- Shareholders
- Directors
- Managers
- Customers
- Colleagues
- Organisations
- Members of the public

Contingencies are unforeseen events or costs.

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to identify financial requirements	1.1 Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives
	1.2 Analyse the components of a business case to meet organisational requirements
	1.3 Analyse the factors to be taken into account to secure the support of stakeholders
	1.4 Describe the business planning and budget-setting cycle

Learning Outcome	Assessment Criteria
LO2 Understand how to set budgets	2.1 Explain the purposes of budget-setting
	2.2 Analyse the information needed to enable realistic budgets to be set
	2.3 Explain how to address contingencies
	2.4 Explain organisational policies and procedures on budget-setting

Learning Outcome	Assessment Criteria
LO3 Be able to manage a budget	3.1 Use the budget to control performance and expenditure
	3.2 Identify the cause of variations from budget
	3.3 Explain the actions to be taken to address variations from budget
	3.4 Propose realistic revisions to budget, supporting recommendations with evidence
	3.5 Provide budget-related reports and information within agreed timescales
	3.6 Explain the actions to be taken in the event of suspected instances of fraud or malpractice

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate the use of a budget	4.1 Identify successes and areas for improvement in budget management
	4.2 Make recommendations to improve future budget setting and management

ML38 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

ML43 – Recruitment, selection and induction practice

Unit reference number: R/506/2909

Level: 4

Credit value: 6

Guided Learning (GL) hours: 33

Unit aim

The aim of this unit is to provide learners with an understanding of principles and theories underpinning recruitment, selection and induction practice. It will also provide learners with an ability to recruit people into an organisation, select appropriate people for the role and induct those people into an organisation.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the principles and theories underpinning recruitment, selection and induction practice

LO2 Be able to recruit people into an organisation

LO3 Be able to select appropriate people for the role

LO4 Be able to induct people into an organisation

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles and theories underpinning recruitment, selection and induction practice	1.1 Explain workforce planning techniques
	1.2 Describe the information needed to identify recruitment requirements
	1.3 Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices
	1.4 Analyse the factors involved in establishing recruitment and selection criteria
	1.5 Evaluate the suitability of different recruitment and selection methods for different roles
	1.6 Analyse patterns of employment that affect the recruitment of staff
	1.7 Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements
	1.8 Explain the induction process
	1.9 Explain the relationship between human resource processes and the induction processes

Learning Outcome	Assessment Criteria
LO2 Be able to recruit people into an organisation	2.1 Determine current staffing needs
	2.2 Identify current skills needed from identified staffing needs
	2.3 Identify future workforce needs
	2.4 Develop a resourcing plan that addresses identified needs within budgetary limitations
	2.5 Evaluate the cost-effectiveness of different methods of recruitment for an identified role
	2.6 Explain how recruitment policies and practices meet legal and ethical requirements
	2.7 Select the most appropriate method of recruitment for identified roles

Learning Outcome	Assessment Criteria
LO3 Be able to select appropriate people for the role	3.1 Plan assessment processes that are valid and reliable
	3.2 Provide those involved in the selection process with sufficient information to enable them to make informed decisions
	3.3 Justify assessment decisions with evidence
	3.4 Inform applicants of the outcome of the process in line with organisational procedures
	3.5 Evaluate the effectiveness of the selection process
	3.6 Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments

Learning Outcome	Assessment Criteria
LO4 Be able to induct people into an organisation	4.1 Develop induction materials that meet operational and new starters' needs
	4.2 Explain to new starters organisational policies, procedures and structures
	4.3 Explain to new starters their role and responsibilities
	4.4 Explain to new starters their entitlements and where to go for help
	4.5 Assess new starters' training needs
	4.6 Confirm that training is available, that meets operational and new starters' needs
	4.7 Provide support that meets new starters' needs throughout the induction period

ML43 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

PDOP32 – Work with other professionals and agencies to support individuals with physical disability

Unit reference number: K/601/6190

Level: 3

Credit value: 3

Guided Learning (GL) hours: 23

Unit aim

This unit is aimed at those who provide care or support to individuals with disabilities in a wide range of settings. It involves working with the individual to identify the support required and working with professionals and/or other agencies where the support sits outside own role.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities

LO2 Be able to assess the needs of individuals with physical disabilities for inclusive social care provision

LO3 Be able to demonstrate partnership working

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Assessments

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

Additional guidance

Professionals may include:

- Physiotherapist
- Occupational Therapist
- Nurse
- GP
- Social Worker
- Dietician
- Speech and Language Therapist

Agencies may include those specific to individual conditions, such as MS, Spina Bifida, etc., with the aim of educating, advocating and lobbying. They can also include more generic agencies which provide services, such as supported living in the community, personal care, support with direct payments, advice re: benefits etc.

The **individual** is someone with the physical disability

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities	1.1 Describe circumstances when it would be important to involve other professionals
	1.2 Explain the different referral processes to gain the support of other professionals
	1.3 Describe provision from across specialist agencies
	1.4 Analyse the impact specialist agencies have on providing a wider menu of services for the individual
	1.5 Describe the values and skills which underpin joint working with other professionals and agencies

Learning Outcome	Assessment Criteria
LO2 Be able to assess the needs of individuals with physical disabilities for inclusive social care provision	2.1 Assess when an individual's needs require input from other agencies and professionals
	2.2 Give the individual information about provision options so that informed choices can be made
	2.3 Agree with the individual what they hope to achieve through referral to another agency and/or professional

Learning Outcome	Assessment Criteria
LO3 Be able to demonstrate partnership working	3.1 Make a referral to other professionals and/or agencies in the agreed way
	3.2 Use verbal and written communication skills in making the individual's needs and wishes known
	3.3 Work in partnership with other agencies and or professionals to support the individual to meet their needs
	3.4 Evaluate the outcomes for the individual of partnership working
	3.5 Document the work carried out with other professionals and or agencies

PDOP32 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

7 Appendix

Optional unit content mapping

The following matrices show the mapping of the optional units within this qualification to the additional requirements specified by Skills for Care during their sector consultation during 2020, as well as previous optional content and sector priorities.

Digital Skill	Unit title	Level	Credit	Product code
Own confidence in using digital skills	Use devices and handle information in social care settings	3	4	DSC1
Enabling and encouraging the workforce to embrace digital skills	Use devices and handle information in social care settings	3	4	DSC1
	Access and use online learning and development resources	3	3	DSC3
Using technology to support and monitor people accessing care and support	Use devices and handle information in social care settings	3	4	DSC1
Digital security and safety	Be safe and responsible online in social care settings	3	3	DSC2
Accessing learning online/remotely	Access and use online learning and development resources	3	3	DSC3
Using different digital platforms and systems	Use devices and handle information in social care settings	3	4	DSC1
	Be safe and responsible online in social care settings	3	3	DSC2
	Access and use online learning and development resources	3	3	DSC3

Aspects of Support	Unit title	Level	Credit	Product code
Advocacy	Independent mental capacity advocacy	4	12	LHS39
	Providing independent advocacy management	4	11	LHS41
Assistive technology	Assessment, implementation and review of assistive technology in social care	4	4	HSC4006
Care planning and assessment	Understand Advance Care Planning	3	3	EOL303
Co-production	Support individuals with multiple conditions and/or disabilities	5	5	LHS38
	Work with other professionals and agencies to support individuals with physical disability	3	3	PDOP32
Clinical skills	Undertake treatments and dressings of lesions and wounds	3	4	CH33
	Carry out wound drainage care	3	4	CH34
	Remove wound closure materials	2	3	CH35
Digital technology	Use devices and handle information in social care settings	3	4	DSC1
	Be safe and responsible online in social care settings	3	3	DSC2
	Access and use online learning and development resources	3	3	DSC3
End of life care	Lead and manage end of life care services	5	7	HSC3073
Family support	Lead practice in assessing and planning for the needs of families and carers	5	3	HSC3085
Group living	Lead and manage group living for adults	5	5	LHS51
Integration and integrated services	Support the development of community partnerships	5	4	HSC3007
Mental health and well-being	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	3	4	HSC3055
	Support the spiritual wellbeing of individuals	3	3	HSC3071
Personalisation	Understand personalisation in care and support services	5	4	CA26
Positive behavioural support	Lead positive behavioural support	7	10	LHS26
Transition between services	Lead the management of transitions	5	4	LHS25

Aspects of Leadership and Management	Unit title	Level	Credit	Product code
Audits	This is already covered in mandatory Unit ACS27	N/A	N/A	N/A
Business development	This is already covered in mandatory Unit ACS18 and part covered in mandatory Unit ACS16	N/A	N/A	N/A
Coaching and mentoring	This is already part-covered covered in mandatory Units ACS21 and ACS25	N/A	N/A	N/A
Concerns and complaints	This is already covered in mandatory Units ACS21 and ACS25	N/A	N/A	N/A
Contingency planning	This is already covered in mandatory Unit ACS18	N/A	N/A	N/A
Disciplinary procedures	Discipline and grievance management. This expands the coverage within mandatory unit ASC18.	4	3	ML31
Finance and budgeting	Manage a budget	4	4	ML38
Induction	This is already part covered in mandatory Units ACS18 and ACS20	N/A	N/A	N/A
Infection prevention and control	This is already part covered in mandatory Unit ACS33	N/A	N/A	N/A
Inter-professional teams	Contribute to effective multidisciplinary team working	3	3	CH64
Mental health and well-being of others	This is already covered in mandatory Units ACS31 and ACS35	N/A	N/A	N/A
Operational planning	This is already covered in mandatory Unit ACS18	N/A	N/A	N/A
Recording and reporting	This is already covered in mandatory Units ACS24 and ACS30	N/A	N/A	N/A
Recruitment and selection	Recruitment, selection and induction practice. This expands the coverage within mandatory unit ASC18.	4	6	ML43
Regulation and governance	This is already covered in mandatory Unit ACS16	N/A	N/A	N/A
Research	Undertake research for the service and its clients	4	5	AG19
Risk management	This is already covered in mandatory Unit ACS30	N/A	N/A	N/A
Quality assurance	Conduct quality audits	4	3	ML37
Quality improvement	This is already covered in mandatory Unit ACS27	N/A	N/A	N/A

ACD5 Document History

Version	Issue Date	Changes	Role
v8.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator