Handbook

CD5 – VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Adult Care (RQF)

603/3534/8

Version 2.0

About 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

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Adult Care (RQF)
Qualification number	603/3534/8
Product code	CD5
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	80
Total Qualification Time (TQT)	800
Guided Learning (GL) hours	474
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • 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	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.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification is suitable for learners already within a management role in adult care who manage teams and/or projects, and achieve operational or departmental goals and objectives, as part of the delivery of the organisations 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.

This qualification 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.

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

2.2 Progression opportunities

This qualification provides progression to the Level 5 Diploma in Operational Management (RQF) and other related higher-level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 5 Diploma in Leadership and Management for Adult Care (RQF) learners must achieve **80** credits.

All **54** credits from mandatory units must be achieved and a minimum of **26** credits must be from optional units.

Learners who are undertaking this qualification as part of the Apprenticeship Framework **must** complete unit LHS29 - *Undertake a research project within services for health and social care or children and young people* **in addition** to the current 80 credit requirement.

The minimum TQT required to achieve this qualification is **800**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 54 Credits				
CA29	Leadership and management in adult care	5	3	Y/617/1785
CA30	Team Leadership in adult care	5	3	D/617/1786
CA31	Governance of adult care	5	2	H/617/1787
CA32	Regulatory processes for adult care	5	3	K/617/1788
CA33	Communication and information management in adult care	5	3	M/617/1789
CA34	Partnership working in adult care	5	3	H/617/1790
CA35	Outcomes-based person-centred practice in adult care	5	3	K/617/1791
CA36	Equality, diversity and inclusion in adult care	5	2	M/617/1792
CA37	Continuous improvement in adult care	5	2	T/617/1793
CA38	Professional development in adult care	5	2	A/617/1794
CA39	Supervision and performance management in adult care	5	3	F/617/1795
CA40	Resource management in adult care	5	3	J/617/1796
CA41	Safeguarding and protection in adult care	5	3	L/617/1797
CA42	Health and safety in adult care	5	2	R/617/1798
CA43	Risk-taking and risk management in adult care	5	3	Y/617/1799
CA44	Managing concerns and complaints in adult care	5	3	F/617/1800
CA45	Manage self for leadership in adult care	5	3	J/617/1801
CA46	Decision making in adult care	5	3	L/617/1802
CA47	Entrepreneurial skills in adult care	5	2	R/617/1803
CA48	Innovation and change in adult care	5	3	Y/617/1804

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Apprenticeship only): 10 Credits				
LHS29	Undertake a research project within services for health and social care or children and young people	5	10	J/602/3499

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group O): 26 Credits				
ASM1	Recognise indications of substance misuse and refer individuals to specialists	3	4	M/601/0648
BA490	Manage physical resources	4	3	K/600/9711
HSC3007	Support the development of community partnerships	4	5	M/601/9494
HSC3027	Support individuals to access housing and accommodation services	3	4	K/601/7906
HSC3055	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	5	A/601/9174
HSC3070	Lead and manage practice in dementia care	5	6	D/504/2212
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
HSC3081	Lead and manage infection prevention and control within the work setting	5	6	Y/504/2208
HSC3083	Develop maintain and use records and reports	4	3	A/504/2198
HSC3085	Lead practice in assessing and planning for the needs of families and carers	5	3	A/504/2217
HSC3089	Manage disciplinary processes in health and social care or children and young peoples' settings	5	6	M/504/2232
HSC4006	Assessment, implementation and review of assistive technology in social care	4	4	T/615/4492
LD308	Support individuals with a learning disability to access healthcare	3	3	J/601/8657
LDOP307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	A/601/6274
LHS12	Develop procedures and practice to respond to concerns and complaints	5	6	J/602/2336

LHS13	Recruitment and selection within health and social care or children and young people's settings	4	3	R/602/2338
LHS15	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	5	L/602/2547
LHS16	Manage induction in health and social care or children and young people's settings	4	3	T/602/2574
LHS17	Facilitate change in health and social care or children and young people's settings	5	6	F/602/2612
LHS18	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	L/602/2743
LHS24	Manage domiciliary services	5	6	L/602/2337
LHS25	Lead the management of transitions	5	4	F/602/2853
LHS26	Lead positive behavioural support	7	10	K/602/2572
LHS29	Undertake a research project within services for health and social care or children and young people	5	10	J/602/3499
LHS33	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	A/601/5318
LHS34	Promote awareness of sensory loss	5	3	M/601/5249
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
LHS101	Lead and manage group living for children	5	6	A/602/3175
MB1	Develop and evaluate operational plans for own area of responsibility	5	6	Y/600/9588
ML22	Support remote or virtual teams	3	4	A/506/1933
ML37	Conduct quality audits	4	3	T/506/1994
PDOP32	Work with other professionals and agencies to support individuals with physical disability	3	3	K/601/6190
PDOP33	Understand the impact of acquired brain injury on individuals	3	3	Y/601/6167

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. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

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.

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

the skills and knowledge requirements.

6 Units

Unit Handbook

CA29 – Leadership and management in adult care

Unit reference number: Y/617/1785

Level: 5 **Credit value: 3** **Guided Learning (GL) hours: 21**

Unit aim

This unit will give the learner the opportunity to develop an understanding of the application of the theories of leadership and management in adult care settings and to lead commitment to a vision for the service.

Learning outcomes

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

LO1 Understand the application of theories of leadership and management

LO2 Understand leadership and management in adult care settings

LO3 Lead commitment to a vision for the service

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

No specific guidance required

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the application of theories of leadership and management	1.1 Research theories of leadership and management
	1.2 Analyse how theoretical models of leadership and management can be applied to practice
	1.3 Analyse potential conflict between the application of leadership and management models and how to address these

Learning Outcome	Assessment Criteria
LO2 Understand leadership and management in adult care settings	2.1 Analyse the impact of national policy drivers on leadership and management in adult care services
	2.2 Explain why managers in social care settings need both leadership and management skills and what these are
	2.3 Explain why leadership and management styles may need to be adapted to manage different situations
	2.4 Analyse the two-way interaction between leadership and the values/culture of an organisation
	2.5 Explain how to establish a culture of continual learning and development in the setting and the importance of learning from experience

Learning Outcome	Assessment Criteria
LO3 Lead commitment to a vision for the service	3.1 Communicate own ideas and enthusiasm about the service and its future confidently and in a way which engages others
	3.2 Support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them
	3.3 Build support for the vision and ensure it is shared and owned by those who will be implementing and communicating it

CA29 Document History

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

Unit Handbook

CA30 – Team Leadership in adult care

Unit reference number: D/617/1786

Level: 5
Credit value: 3
Guided Learning (GL) hours: 19

Unit aim

This unit provides the opportunity for learners to provide leadership for a team and to manage team work.

Learning outcomes

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

LO1 Be able to provide leadership for a team

LO2 Be able to manage team work

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Values-based refer to person-centred values which include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to provide leadership for a team	1.1 Adapt leadership styles to reflect different stages in the team's development
	1.2 Establish trust and accountability within the team
	1.3 Build team commitment to the service and its values by consistently demonstrating own commitment and expressing own vision
	1.4 Develop, implement and review strategies to support a positive values-based culture in the team
	1.5 Model and promote team practice that champions diversity, equality and inclusion and challenges discrimination and exclusion

Learning Outcome	Assessment Criteria
LO2 Be able to manage team work	2.1 Facilitate 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, responsibilities and personal work objectives with team members taking account of their individual skills, interests, knowledge, expertise and development needs
	2.4 Support team members to work towards personal and team objectives and monitor progress
	2.5 Provide feedback on performance to • individual team members • the team
	2.6 Work with team members to address any issues with performance and identify opportunities for continuing development
	2.7 Recognise progress achieved towards team and personal work objectives

CA30 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA31 – Governance of adult care

Unit reference number: H/617/1787

Level: 5
Credit value: 2
Guided Learning (GL) hours: 18

Unit aim

This unit will give the learner the opportunity to consider personal development, reflective practice and evidence based research

Learning outcomes

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

LO1 Understand legislation and statutory requirements that underpin adult care provision

LO2 Understand internal governance arrangements within own organisation

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand legislation and statutory requirements that underpin adult care provision	1.1 Summarise the legislation and statutory frameworks that apply to service providers
	1.2 Analyse the effect of legislation and policy on person-centred and outcomes-based procedures and practice
	1.3 Explain how to use local and/or national forums to draw attention to potential conflicts between statutory frameworks and values/principles for good practice

Learning Outcome	Assessment Criteria
LO2 Understand internal governance arrangements within own organisation	2.1 Explain the governance mechanisms of the organisation
	2.2 Analyse how these governance mechanisms relate to its identity as a statutory, private, voluntary or independent organisation
	2.3 Summarise own position of accountability within the governance structure
	2.4 Analyse how **agreed ways of working** such as protocols, policies and procedures relate to governance and accountability

CA31 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA32 – Regulatory processes for adult care

Unit reference number: K/617/1788

Level: 5
Credit value: 3
Guided Learning (GL) hours: 19

Unit aim

This unit will give the learner the opportunity to gain an understanding of systems and requirements for the regulation of adult care services, the key roles, remits and responsibilities in registered services, the wider range of regulatory requirements that apply to the service and the inspection process.

Learning outcomes

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

LO1 Understand systems and requirements for the regulation of adult care services

LO2 Understand key roles, remits and responsibilities in registered services

LO3 Understand the inspection process

LO4 Understand the wider range of regulatory requirements that apply to the service

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. Learning outcome 4 must be assessed in a real work environment.

Assessment guidance

An example of a regulation process that applies to the service or aspects of it could be health and safety.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand systems and requirements for the regulation of adult care services	1.1 Summarise the reasons for the inspection system in England, its key drivers and underpinning legislation
	1.2 Analyse which services are subject to registration and to inspection
	1.3 Summarise the key areas of enquiry for inspection
	1.4 Explain the grading system and implications of each grade
	1.5 Evaluate the available sources of information and support

Learning Outcome	Assessment Criteria
LO2 Understand key roles, remits and responsibilities in registered services	2.1 Explain the key roles, remits and responsibilities of: • the Registered Manager • the Nominated Individual (and who may be appointed to this role) • the 'fit and proper person' • inspectors

Learning Outcome	Assessment Criteria
LO3 Understand the inspection process	3.1 Explain who needs to be aware of and/or involved in the inspection process
	3.2 Summarise how to prepare for an inspection
	3.3 Explain what is involved during an inspection and the information required
	3.4 Analyse the ways to address the outcome and impact of an inspection

Learning Outcome	Assessment Criteria
LO4 Understand the wider range of regulatory requirements that apply to the service	4.1 Summarise the range of regulation processes that apply to the service or aspects of it
	4.2 Analyse the types of information required for each regulation process
	4.3 Analyse areas where different regulatory frameworks may present conflicting requirements
	4.4 Summarise the ways to address conflicts caused by different regulatory frameworks

CA32 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA33 – Communication and information management in adult care

Unit reference number: M/617/1789

> **Level: 5**
> **Credit value: 3**
> **Guided Learning (GL) hours: 18**

Unit aim

This unit provides the learner with the knowledge of models of communication and to apply that knowledge to develop communication systems and practices that support positive outcomes and to implement systems for effective information management.

Learning outcomes

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

LO1 Understand models of communication

LO2 Be able to develop communication systems and practices that support positive outcomes

LO3 Be able to implement systems for effective information management

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

No specific guidance required

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand models of communication	1.1 Analyse the theoretical models of communication
	1.2 Explain how to recognise models of communication used in the work setting and why this is important
	1.3 Analyse why different systems of communication can be needed in different contexts or with different people in adult care settings
	1.4 Explain how communication underpins: • sustainable relationships • positive outcomes for individuals, families and carers • leadership and management of teams • conflict resolution • partnership working • information sharing

Learning Outcome	Assessment Criteria
LO2 Be able to develop communication systems and practices that support positive outcomes	2.1 Monitor and evaluate the effectiveness of the communication systems and practices used in own workplace
	2.2 Propose improvements to communication systems and practices and lead their implementation

Learning Outcome	Assessment Criteria
LO3 Be able to implement systems for effective information management	3.1 Lead the implementation of systems for effective information management to meet legal and ethical requirements
	3.2 Lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information

CA33 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA34 – Partnership working in adult care

Unit reference number: H/617/1790

Level: 5
Credit value: 3
Guided Learning (GL) hours: 15

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required for partnership working. It will give the learner an understanding of the context of relationships and partnership working and provide them with the opportunity to manage working relationships with colleagues in the organisation to achieve positive outcomes for individuals, to lead effective relationships with individuals, carers and families and to work in partnership with professionals in other agencies.

Learning outcomes

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

LO1 Understand the context of relationships and partnership working

LO2 Be able to lead effective relationships with individuals, carers and families

LO3 Be able to manage working relationships with colleagues in the organisation to achieve positive outcomes for individuals

LO4 Be able to work in partnership with professionals in other agencies

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Integrated working is co-ordinated health and social care that is planned and organised around the needs and preferences of the individual, their carers and family. Integration may extend to other services, for example housing, that can offer holistic approaches to address individual circumstances.

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

Co-production refers to people who use social care, their families and carers as equal partners in decision-making, recognising that people who use support services and their families have expertise that can be used to help make services better not only for themselves but for others too.

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 Analyse how relationships with individuals and carers underpin person-centred practice and affect the achievement of positive outcomes for individuals and their families
	1.3 Analyse how networking with other agencies and community groups brings benefits both for those using the service and for the sustainability of the organisation
	1.4 Analyse how **integrated working** with other agencies delivers better outcomes for individuals and the place of **systems leadership** in this
	1.5 Summarise the features of effective partnership working across agencies and ways to overcome barriers
	1.6 Analyse own role and responsibilities in establishing positive relationships within and beyond the organisation

Learning Outcome	Assessment Criteria
LO2 Be able to lead effective relationships with individuals, carers and families	2.1 Model open, respectful and supportive relationships with individuals, carers and their families
	2.2 Support others to recognise the value of **co-production**, recognising the contribution and expertise of individuals, carers and families
	2.3 Ensure individuals and carers are aware of their statutory rights
	2.4 Implement systems that engage individuals and those important to them for day to day practice, decision-making and review

Learning Outcome	Assessment Criteria
LO3 Be able to manage working relationships with colleagues in the organisation to achieve positive outcomes for individuals	3.1 Develop 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 Constructively deal with conflicts or dilemmas that arise
	3.5 Evaluate own working relationships with colleagues

Learning Outcome	Assessment Criteria
LO4 Be able to work in partnership with professionals in 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 own role and support others to carry out their responsibilities
	4.3 Constructively deal with any challenges that arise
	4.4 Implement communication and recording systems that comply with current legislation for information sharing between agencies
	4.5 Challenge, in ways that promote change, any poor practice or failure to work in agreed ways
	4.6 Evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements

CA34 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA35 – Outcomes-based person-centred practice in adult care

Unit reference number: K/617/1791

Level: 5
Credit value: 3
Guided Learning (GL) hours: 18

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to implement outcomes-based and person-centred practice. This unit will give the learner an understanding of outcomes-based and person-centred practice and provide them with the opportunity to lead practice to facilitate positive outcomes for individuals through person centred practice and to achieve healthcare outcomes.

Learning outcomes

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

LO1 Understand outcomes-based and person-centred practice

LO2 Be able to lead practice to facilitate positive outcomes for individuals through person centred practice

LO3 Be able to lead practice to achieve healthcare outcomes

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Outcomes refer to an aim or objective that an individual would like to achieve or which needs to happen – for example, continuing to live at home, or being able to go out and about.

Wellbeing is a broad concept relating to the following areas in particular: personal dignity, physical and mental health, emotional wellbeing, protection from abuse and neglect, control over day-to-day life (including control over care and support and the way it is provided), participation in work, education or training, participation in recreation, social and economic wellbeing, and domestic, family and personal relationships.

Person-centred practice is an approach that puts the person receiving care and support at the centre, treating the individual as an equal partner and ensuring the service fits the person rather than making the person fit the service.

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

Appropriate healthcare methods may include
- regular health checks
- agreed therapeutic activities
- administering prescribed medication or medical treatment
- promoting and supporting healthy lifestyle choices

An example of integrated service provision that crosses traditional boundaries could be health, housing and social care

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand outcomes-based and person-centred practice	1.1 Analyse the features, principles and values of **outcomes**-based practice and how outcomes-based practice relates to the **wellbeing** of individuals
	1.2 Analyse the features, principles and values of **person-centred** practice and how person-centred practice relates to choice and control
	1.3 Explain how outcomes-based practice and person-centred practice interlink to support positive change for individuals
	1.4 Summarise how **active participation** contributes to wellbeing and the achievement of positive outcomes
	1.5 Analyse the ways of working needed in order for individuals to have choice and control over decisions affecting them and the outcomes they wish to achieve
	1.6 Explain how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals

Learning Outcome	Assessment Criteria
LO2 Be able to lead practice to facilitate positive outcomes for individuals through person centred practice	2.1 Facilitate a culture that considers in day to day practice all aspects of individuals' wellbeing and their history, preferences, wishes, needs and strengths
	2.2 Develop and implement a plan to ensure team members have the training and development they need to support individuals in person-centred ways for the achievement of positive outcomes
	2.3 Manage others to work with individuals and to adapt approaches in response to individuals' evolving needs and preferences
	2.4 Manage the review of individuals' preferences, wishes, needs and strengths, and of the approaches used in their care and support
	2.5 Manage resources in ways that • support individuals to make choices and achieve positive outcomes • promote good health and healthy choices
	2.6 Implement systems and processes for recording • identification, progress towards and achievement of outcomes • the implementation of person centred practice

Learning Outcome	Assessment Criteria
LO3 Be able to lead practice to achieve healthcare outcomes	3.1 Support others to: • recognise and record individuals' current and emerging health needs • understand why early identification is important • maintain healthcare records in line with requirements
	3.2 Implement protocols for involving healthcare professionals
	3.3 Use **appropriate healthcare methods** to work towards health outcomes with individuals
	3.4 Work with healthcare professionals to ensure team members have appropriate training to carry out healthcare procedures where required
	3.5 Ensure lines of accountability for continuing healthcare procedures are understood and agreed

CA35 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA36 – Equality, diversity and inclusion in adult care

Unit reference number: M/617/1792

Level: 5
Credit value: 2
Guided Learning (GL) hours: 15

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to champion equality, diversity and inclusion to achieve positive outcomes

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Champion equality, diversity and inclusion to achieve positive outcomes

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

No specific guidance required

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Champion equality, diversity and inclusion to achieve positive outcomes	1.1 Understand the legal context underpinning equality, diversity and inclusion and the effects of discrimination and inclusion
	1.2 Understand the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in adult care
	1.3 Evaluate and improve policies, systems, processes and practices that promote equality, diversity and inclusion
	1.4 Support others to challenge discrimination and exclusion in ways that are likely to achieve change and promote positive outcomes

CA36 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA37 – Continuous improvement in adult care

Unit reference number: T/617/1793

Level: 5
Credit value: 2
Guided Learning (GL) hours: 11

Unit aim

This unit provides the opportunity for learners to develop the knowledge, understanding and skills required to lead continuous improvement in practice.

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Be able to lead continuous improvement in practice

Version1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Examples of incidents that occur are accidents, errors and 'near misses'.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to lead continuous improvement in practice	1.1 Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person centred practice
	1.2 Listen to the views of individuals and carers about the care and support the service provides
	1.3 Use evidence-based research to identify best practice in outcomes based and person-centred practice
	1.4 Identify and act on lessons learned from incidents that occur
	1.5 Review the extent to which systems, processes and practice facilitate positive outcomes
	1.6 Plan for and lead the implementation of improvements to systems, processes and practice

CA37 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA38 – Professional development in adult care

Unit reference number: A/617/1794

> **Level: 5**
> **Credit value: 2**
> **Guided Learning (GL) hours: 12**

Unit aim

This unit provides the opportunity for leaners to develop the knowledge and understanding and skills required to understand the principles of professional development in adult care.

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Understand principles of professional development in adult care

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Mechanisms and resources that support learning and development may include:
- qualifications
- National Occupational Standards
- apprenticeships
- funding streams
- endorsement schemes
- quality marks

Sources and systems of support may include:
- formal support
- informal support
- supervision
- appraisal
- mentoring
- funding for development activities

These may be within the organisation and/or beyond the organisation

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand principles of professional development in adult care	1.1 Explain the importance of continually improving learner's own knowledge and practice and that of the team
	1.2 Analyse **mechanisms and resources that support learning and development** in adult care
	1.3 Analyse potential barriers and constraints in relation to professional development in adult care settings
	1.4 Analyse different **sources and systems of support** for professional development
	1.5 Explain the importance of reflective practice to improving performance and different models that support this
	1.6 Explain the importance of literacy, numeracy and digital skills in adult care
	1.7 Summarise the factors to consider when selecting and commissioning activities for keeping knowledge and practice up to date

CA38 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA39 – Supervision and performance management in adult care

Unit reference number: F/617/1795

> **Level: 5**
> **Credit value: 3**
> **Guided Learning (GL) hours: 18**

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to implement supervision and performance management in adult care. This unit will give the learner an understanding of the purpose and practice of professional supervision in adult care settings, as well as the procedures to address performance management and related issues. It will also provide them with the opportunity to provide professional supervision.

Learning outcomes

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

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

LO2 Be able to provide professional supervision

LO3 Understand procedures to address performance management and related issues

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Supervision includes, but is not limited to annual appraisal processes

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

Constructive feedback usually includes both positive and negative comments and opinions.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the purpose and practice of professional supervision in adult care settings	1.1 Summarise the principles, scope and purpose of professional **supervision**
	1.2 Explain the theories and models of professional supervision
	1.3 Analyse how the requirements of legislation, codes of practice and **agreed ways of working** influence professional supervision
	1.4 Analyse how findings from research, critical reviews and inquiries can be used within professional supervision
	1.5 Explain how professional supervision can protect: • the supervisor • the supervisee • individuals, carers and families
	1.6 Explain how professional supervision can be used to inform performance management
	1.7 Explain the rationale for using a 'performance management cycle' model
	1.8 Summarise how performance indicators can be used to measure practice
	1.9 Analyse factors which can result in a power imbalance in professional supervision and how to address them
	1.10 Explain the use of conflict resolution models to address challenges arising during professional supervision
	1.11 Explain how appraisal processes can be used alongside supervision to manage and improve performance

Learning Outcome	Assessment Criteria
LO2 Be able to provide professional supervision	2.1 Establish agreement with the supervisee on key areas such as: • confidentiality, boundaries, roles and accountability • the frequency and location of supervision sessions • sources of data and evidence that can be used to inform supervision • actions to be taken in preparation for supervision
	2.2 Analyse information from a range of perspectives to build an evidence based understanding of the supervisee's performance
	2.3 Support supervisees to reflect on their practice using the range of information available and their own insights
	2.4 Provide constructive feedback that can be used to improve performance
	2.5 Support supervisees to identify their own development needs
	2.6 Review and revise targets to meet objectives of the work setting and individual objectives of the supervisee
	2.7 Support supervisees to explore different methods of addressing challenging situations in their work
	2.8 Record agreed supervision decisions
	2.9 Adapt own approaches to professional supervision in light of feedback from supervisees and others

Learning Outcome	Assessment Criteria
LO3 Understand procedures to address performance management and related issues	3.1 Explain the organisation's procedures for addressing conduct and performance issues and the learner's own role in them
	3.2 Explain the organisation's discipline and grievance procedures and the learner's own role in them

CA39 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA40 – Resource management in adult care

Unit reference number: J/617/1796

Level: 5
Credit value: 3
Guided Learning (GL) hours: 21

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to understand resource management in adult care. This unit will give the learner an understanding of the principles for effective financial, physical resource and human resource management.

Learning outcomes

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

LO1 Understand principles for effective resource management

LO2 Understand principles of human resource management

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

No specific guidance required.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand principles for effective resource management	1.1 Analyse the impact of national and local strategies and priorities on resource planning and management in relation to • financial resources • physical resources • human resources
	1.2 Explain the importance of accurate forecasting for resource requirements
	1.3 Analyse 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 Summarise the meaning of sustainability in terms of resource management in adult care
	1.6 Explain the roles, responsibilities and accountabilities for resource management within the organisation

Learning Outcome	Assessment Criteria
LO2 Understand principles of human resource management	2.1 Analyse the factors and approaches known to improve recruitment and retention of adult care staff
	2.2 Summarise the recruitment, selection and induction processes in the organisation and learner's own role in them
	2.3 Explain the importance of ensuring employment practices are free from discrimination and harassment
	2.4 Explain how to identify the numbers and patterns of staffing required to provide a person-centred outcomes-based service
	2.5 Explain how to manage staffing patterns and adjust them to meet changing circumstances

CA40 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA41 – Safeguarding and protection in adult care

Unit reference number: L/617/1797

Level: 5
Credit value: 3
Guided Learning (GL) hours: 20

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to carry out safeguarding and protection in adult care. This unit will give the learner an understanding of the requirements for the safeguarding of vulnerable adults and the use and impact of restrictive practices. It will also provide them with the opportunity to lead the implementation of policies and procedures to support safeguarding of vulnerable adults and to support safeguarding of children and young people encountered in an adult care service.

Learning outcomes

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

LO1 Understand requirements for safeguarding of vulnerable adults

LO2 Be able to lead the implementation of policies and procedures to support safeguarding of vulnerable adults

LO3 Be able to support safeguarding of children and young people encountered in an adult care service

LO4 Understand the use and impact of restrictive practices

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Policies and procedures to support safeguarding may include:
• listening to vulnerable adults
• sharing concerns and recording/ reporting incidents
• dealing with allegations
• duty of care
• whistleblowing
• propriety and behaviour
• physical contact/ intimate personal care
• off-site visits
• photography and video
• timely and accurate information sharing
• partnership working

Restrictive practices may include any type of practice or intervention that limits the rights or freedom of movement of a person

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand requirements for safeguarding of vulnerable adults	1.1 Summarise the current legislative framework that underpins the safeguarding of vulnerable adults
	1.2 Explain how national and local guidelines, policies and procedures for safeguarding affect • day to day work with individuals • the managers' responsibilities towards individuals, their families and carers as well as team members
	1.3 Summarise the legal provisions in relation to whistle-blowing

Learning Outcome	Assessment Criteria
LO2 Be able to lead the implementation of policies and procedures to support safeguarding of vulnerable adults	2.1 Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements
	2.2 Support team members to develop the knowledge and skills they need to safeguard vulnerable adults
	2.3 Plan and implement the review and revision of policies and procedures to ensure continuous improvement in safeguarding of vulnerable adults to include: • the views of vulnerable adults and those who are important to them • current guidance arising from serious case reviews • support systems for staff and others • liaison with external organisations
	2.4 Follow agreed protocols to participate in inter-agency, joint or integrated working in order to protect vulnerable adults

Learning Outcome	Assessment Criteria
LO3 Be able to support safeguarding of children and young people encountered in an adult care service	3.1 Understand local systems for safeguarding children and young people and the manager's responsibilities
	3.2 Support team members to understand why everyone has a responsibility to act on concerns about the abuse of a child or young person, and the actions to take if a concern, disclosure or allegation arises

Learning Outcome	Assessment Criteria
LO4 Understand the use and impact of restrictive practices	4.1 Summarise the definitions of 'restrictive practices', 'restraint' and 'hidden restraint'
	4.2 Analyse the impact on safety, dignity, relationships and wellbeing if restrictive practices are used
	4.3 Explain how person-centred practice and accurate assessment can minimise the use of restrictive practices
	4.4 Analyse the organisational requirements and legal implications relating to restrictive practices including their use as a last resort

CA41 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA42 – Health and safety in adult care

Unit reference number: R/617/1798

> **Level: 5**
> **Credit value: 2**
> **Guided Learning (GL) hours: 17**

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to lead the implementation of procedures for health and safety requirements.

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Be able to lead the implementation of procedures for health and safety requirements

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Others may include:
- individuals
- carers, family members and friends
- advocates
- paid workers
- other professionals

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to lead the implementation of procedures for health and safety requirements	1.1 Understand the legislative framework for health and safety in adult care settings
	1.2 Support **others** to comply with legislative and organisational health and safety policies, procedures and practices relevant to their work
	1.3 Ensure others are aware of actions if procedures and practices are not complied with
	1.4 Complete records and reports on health and safety issues according to legislative and organisational requirements
	1.5 Evaluate and improve health and safety policies, procedures and practices

CA42 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA43 – Risk-taking and risk management in adult care

Unit reference number: Y/617/1799

> **Level: 5**
> **Credit value: 3**
> **Guided Learning (GL) hours: 21**

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to carry out risk-taking and risk management in adult care. This unit will give the learner an understanding of positive risk-taking and the issues around mental capacity and consent and provide them with the opportunity to lead practice to lead the implementation of policies, procedures and practices to manage risk.

Learning outcomes

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

LO1 Understand positive risk-taking

LO2 Understand issues around mental capacity and consent

LO3 Be able to lead the implementation of policies, procedures and practices to manage risk

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand positive risk-taking	1.1 Explain how risk-taking can contribute to the achievement of positive outcomes for individuals
	1.2 Analyse the impact of a risk-averse culture on person centred practice and the well-being of individuals
	1.3 Explain how supporting others to balance risks and rights informs practice

Learning Outcome	Assessment Criteria
LO2 Understand issues around mental capacity and consent	2.1 Summarise the links between consent, risk management and safeguarding
	2.2 Analyse the key provisions of legislation regarding mental capacity and how these relate to the service
	2.3 Summarise the support available when mental capacity needs to be assessed
	2.4 Analyse systems that support individuals to give informed consent
	2.5 Explain ways to address situations where consent cannot be given

Learning Outcome	Assessment Criteria
LO3 Be able to lead the implementation of policies, procedures and practices to manage risk	3.1 Contribute to the development of policies, procedures and practices to identify, assess and manage risk
	3.2 Balance the management of risks with an individual's rights and the duty of care of the organisation
	3.3 Work with others to assess and manage risks and issues
	3.4 Evaluate own practice in leading a balanced approach to risk taking and risk management

CA43 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA44 – Managing concerns and complaints in adult care

Unit reference number: F/617/1800

Level: 5 **Credit value: 3** **Guided Learning (GL) hours: 17**

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to manage concerns and complaints in adult care. This unit will give the learner an understanding of the management of concerns and complaints and provide them with the opportunity to lead practice to address concerns and complaints.

Learning outcomes

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

LO1 Understand the management of concerns and complaints

LO2 Be able to lead practice to address concerns and complaints

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

No specific guidance required.

Learning outcomes

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

Learning Outcome	Assessment Criteria
LO2 Be able to lead practice to address concerns and complaints	2.1 Support team members to understand systems and procedures relating to concerns and complaints
	2.2 Ensure information and support is in place to enable those using services and their carers to raise concerns and make complaints when they wish to
	2.3 Implement systems and procedures that address and respond to concerns and complaints within agreed time frames
	2.4 Use outcomes from concern and complaint investigations to make improvements to the service

CA44 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA45 – Manage self for leadership in adult care

Unit reference number: J/617/1801

Level: 5
Credit value: 3
Guided Learning (GL) hours: 17

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to manage themselves for leadership in adult care. This unit will give the learner an understanding of the importance of self-awareness and provide them with the opportunity to manage their own behaviour and workload and to undertake their own professional development.

Learning outcomes

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

LO1 Understand the importance of self-awareness

LO2 Be able to manage own behaviour

LO3 Be able to manage own workload

LO4 Be able to undertake own professional development

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Standards and benchmarks may include:
- codes of practice
- regulations
- minimum / essential standards
- National Occupational Standards

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of self-awareness	1.1 Explain how learner's own values, belief systems and experiences affect working practice
	1.2 Explain how learner's own emotions affect own behaviour and the behaviour of others
	1.3 Analyse strategies for keeping aware of own stress levels and for maintaining well-being
	1.4 Explain how to use feedback and reflective practice to increase own self-awareness

Learning Outcome	Assessment Criteria
LO2 Be able to manage own behaviour	2.1 Ensure own actions reflect a high standard of personal integrity
	2.2 Manage own emotions when interacting with others
	2.3 Adapt actions and behaviour in response to feedback
	2.4 Adapt communication in response to the emotional context and communication style of others
	2.5 Ensure own words and actions reinforce the vision and values of the service
	2.6 Challenge views, actions, systems and routines that do not match the vision and values of the service

Learning Outcome	Assessment Criteria
LO3 Be able to manage own workload	3.1 Use strategies and tools to identify priorities for work
	3.2 Plan ways to meet responsibilities and organisational priorities while maintaining own wellbeing
	3.3 Use digital technology to enhance own efficiency
	3.4 Delegate responsibilities appropriately to others
	3.5 Revise plans to take account of changing circumstances

Learning Outcome	Assessment Criteria
LO4	4.1 Evaluate own knowledge and performance against • **standards and benchmarks** • feedback from others
	4.2 Prioritise own development goals and targets and produce a plan to meet these using learning
	4.3 Opportunities that meet objectives and reflect own learning style
	4.4 Establish a process to evaluate the effectiveness of own professional development plan
	4.5 Evaluate how own practice has been improved through: • reflection on feedback from others • reflection on failures and mistakes, successes and achievements • implementation of the professional development plan

CA45 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA46 – Decision making in adult care

Unit reference number: L/617/1802

> **Level: 5**
> **Credit value: 3**
> **Guided Learning (GL) hours: 19**

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to carry out decision making in adult care. This unit will give the learner an understanding of the principles behind effective decision-making and provide them with the opportunity to carry out effective decision making.

Learning outcomes

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

LO1 Understand effective decision-making

LO2 Be able to carry out effective decision making

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Data may include:
- research
- reports
- statistics
- internal and external feedback
- suggestions
- complaints

Individuals are defined as the persons using the care or support service

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand effective decision-making	1.1 Summarise the range of purposes and situations for which decisions can be required as a manager in social care
	1.2 Explain the role of evidence-based decisions in improving quality
	1.3 Summarise the key stages in formal and informal decision-making processes
	1.4 Explain the relationship between **data**, information and intelligence
	1.5 Explain how to analyse and use data to ensure decisions are evidence based
	1.6 Analyse the purposes and benefits of engaging with **individuals** and others and respecting their contributions during the decision-making process
	1.7 Summarise the range of stakeholders to whom the decision may need to be communicated
	1.8 Explain the importance of reviewing decisions made and the decision-making process

Learning Outcome	Assessment Criteria
LO2 Be able to carry out effective decision making	2.1 Research relevant and accurate information
	2.2 Engage others in the decision-making process
	2.3 Structure factual data, recommendations, suggestions and ideas in a logical and meaningful way
	2.4 Review all available information and make a valid decision
	2.5 Present conclusions and rationale cogently to different stakeholders so that the decision wins support
	2.6 Review the decision-making process including learner's own research and thought processes, the contributions made by others and the impact of decisions made
	2.7 Record and disseminate learning points so as to improve future decision-making in the service

CA46 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA47 – Entrepreneurial skills in adult care

Unit reference number: R/617/1803

Level: 5
Credit value: 2
Guided Learning (GL) hours: 12

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to use and encourage entrepreneurial skills in adult care. This unit will give the learner an understanding of the market of provision for adult care services and provide them with the opportunity to work with others to support an entrepreneurial culture.

Learning outcomes

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

LO1 Be able to work with others to support an entrepreneurial culture

LO2 Understand the market of provision for adult care services

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Entrepreneurial skills are those needed to ensure that the service is able to recognise and proactively adapt to trends, gaps and improvements in the provision of care and support.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to work with others to support an entrepreneurial culture	1.1 Recognise aspects of the organisation that are no longer effective in providing a person-centred service
	1.2 Work with others to identify opportunities for growth and development or redesign as a service and a business
	1.3 Maintain a culture that supports innovation, change and growth in relation to the service provided and recognises the resource available in the expertise of those using or working in the service

Learning Outcome	Assessment Criteria
LO2 Understand the market of provision for adult care services	2.1 Explain how services are commissioned, procured and funded
	2.2 Summarise current drivers shaping adult care, funding mechanisms and related services
	2.3 Explain how own service relates to the wider market
	2.4 Summarise the gaps in current market provision
	2.5 Explain the importance of **entrepreneurial skills** in ensuring that the market is able to meet future demand for adult care services

CA47 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA48 – Innovation and change in adult care

Unit reference number: Y/617/1804

Level: 5
Credit value: 3
Guided Learning (GL) hours: 18

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to promote and encourage innovation and change in adult care. This unit will give the learner an understanding of the principles of effective change management and how to use these principles to develop a vision for the future of the service.

Learning outcomes

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

LO1 Understand how to develop a vision for the future of the service

LO2 Understand principles of effective change management

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

The vision should include a statement of purpose.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to develop a vision for the future of the service	1.1 Analyse the role of the learner within the wider organisation in relation to developing a vision for the service
	1.2 Explain ways to engage with colleagues and key influencers, including people who use services and others in the organisation and the local community, about the future of the service
	1.3 Summarise the factors likely to have an impact on service provision and the organisation
	1.4 Explain how to use evidence-based research, analysis and reflection to formulate options for the future of the service and develop a vision which is bold, innovative and embodies core values of adult care
	1.5 Explain how to express the vision succinctly in a way which engages and inspires others
	1.6 Explain how to monitor developments within the wider adult care system to review the vision and ensure it continues to be compatible and appropriate

Learning Outcome	Assessment Criteria
LO2 Understand principles of effective change management	2.1 Explain how to critically evaluate theories and models of good practice about change management
	2.2 Explain how to use change management tools and techniques to support innovation and business development

CA48 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

LHS29 – Undertake a research project within services for health and social care or children and young people

Unit reference number: J/602/3499

Level: 5
Credit value: 10
Guided Learning (GL) hours: 80

Unit aim

The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.

Learning outcomes

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

LO1 Be able to justify a topic for research within services for health and social care or children and young people

LO2 Understand how the components of research are used

LO3 Be able to conduct a research project within services for health and social care or children and young people

LO4 Be able to analyse research findings

Version 1.0

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 CCLD 420 Undertake a research project

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 Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project
	1.2 Develop the aims and objectives of the research project
	1.3 Explain ethical considerations that apply to the area of the research project
	1.4 Complete a literature review of chosen area of research

Learning Outcome	Assessment Criteria
LO2 Understand how the components of research are used	2.1 Critically compare different types of research
	2.2 Evaluate a range of methods that can be used to collect data
	2.3 Identify a range of tools that can be used to analyse data
	2.4 Explain the importance of validity and reliability of data used within research

Learning Outcome	Assessment Criteria
LO3 Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project
	3.2 Formulate a detailed plan for a research project
	3.3 Select research methods for the project
	3.4 Develop research questions to be used within project
	3.5 Conduct the research using identified research methods
	3.6 Record and collate data

Learning Outcome	Assessment Criteria
LO4 Be able to analyse research findings	4.1 Use data analysis methods to analyse the data
	4.2 Draw conclusions from findings
	4.3 Reflect how own research findings substantiate initial literature review
	4.4 Make recommendations related to area of research
	4.5 Identify potential uses for the research findings within practice

LHS29 Document History

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

Unit Handbook

ASM1 – Recognise indications of substance misuse and refer individuals to specialists

Unit reference number: M/601/0648

Level: 3
Credit value: 4
Guided Learning (GL) hours: 24

Unit aim

This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

Learning outcomes

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

LO1 Recognise indications of substance misuse

LO2 Assess and monitor risk

LO3 Handle information and maintain records

LO4 Refer individuals to appropriate services

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Recognise indications of substance misuse	1.1 Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
	1.2 Identify possible indications of substance misuse (e.g. physical, behavioural, social, emotional)
	1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse
	1.4 Show how to obtain specialist assistance where required
	1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date

Learning Outcome	Assessment Criteria
LO2 Assess and monitor risk	2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
	2.2 Review the assessment of risk and explain why this is important
	2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk

Learning Outcome	Assessment Criteria
LO3 Handle information and maintain records	3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so
	3.2 Identify the rights of individuals and the principle of confidentiality

Learning Outcome	Assessment Criteria
LO4 Refer individuals to appropriate services	4.1 Identify the range of services relevant to substance misuse available locally and nationally
	4.2 Demonstrate how to refer individuals to services in line with organisational requirements
	4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements

ASM1 Document History

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

Unit Handbook

BA490 – Manage physical resources

Unit reference number: K/600/9711

Level: 4
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

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

Learning outcomes

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

LO1 Understand the importance of sustainability when using physical resources

LO2 Be able to identify resource requirements for own area of responsibility

LO3 Be able to obtain required resources for own area of responsibility

LO4 Be able to monitor and review the quality and usage of resources in own area of responsibility

Version 1.0

Unit content

Evidence requirements

Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

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

This unit directly relates to MSC E8 Manage physical resources.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the CfA for the Management Standards Centre.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of sustainability when using physical resources	1.1 Explain the importance of using sustainable resources
	1.2 Explain the potential impact of resource use on the environment
	1.3 Explain how to use resources effectively and efficiently
	1.4 Describe actions one can take to minimise any adverse environmental impact of using physical resources

Learning Outcome	Assessment Criteria
LO2 Be able to identify resource requirements for own area of responsibility	2.1 Consult with colleagues to identify their planned activities and corresponding resource needs
	2.2 Evaluate past resource use to inform expected future demand
	2.3 Identify resource requirements for own area of responsibility

Learning Outcome	Assessment Criteria
LO3 Be able to obtain required resources for own area of responsibility	3.1 Submit a business case to procure required resources
	3.2 Review and agree required resources with relevant individuals
	3.3 Explain an organisation's processes for procuring agreed resources

Learning Outcome	Assessment Criteria
LO4 Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1 Monitor the quality of resources against required specifications
	4.2 Identify differences between actual and planned use of resources and take corrective action
	4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility
	4.4 Make recommendations to improve the effectiveness and efficiency of resource use

BA490 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

Version 1.0

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: • 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

HSC3027 – Support individuals to access housing and accommodation services

Unit reference number: K/601/7906

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 24**

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 individuals to access housing and accommodation services.

Learning outcomes

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

LO1 Understand support available to access housing and accommodation services

LO2 Be able to work with individuals to identify housing and accommodation services that meet their needs

LO3 Be able to work with individuals to plan to access housing and accommodation services

LO4 Be able to work with individuals to access housing and accommodation services

LO5 Be able to work with housing and accommodation services to meet the needs of individuals

LO6 Be able to contribute to the review of housing and accommodation services for individuals

Version 1

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 HSC 349

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand support available to access housing and accommodation services	1.1 Identify sources of funding and benefits that are available for housing and accommodation services
	1.2 Analyse the range of housing and accommodation services available
	1.3 Explain how and where to access specialist information and advice about housing and accommodation services

Learning Outcome	Assessment Criteria
LO2 Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1 Work with an individual to identify their accommodation requirements
	2.2 Work with the individual to understand the range of accommodation services that could meet their needs
	2.3 Support the individual to understand requirements that may be made by housing and accommodation services

Learning Outcome	Assessment Criteria
LO3 Be able to work with individuals to plan to access housing and accommodation services	3.1 Work with the individual and others to agree a plan for accessing housing and accommodation services
	3.2 Establish with an individual which housing and accommodation services will be approached

Learning Outcome	Assessment Criteria
LO4 Be able to work with individuals to access housing and accommodation services	4.1 Support the individual to prepare to attend meetings with housing and accommodation services
	4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences
	4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service
	4.4 Describe ways to challenge discrimination in accessing housing and accommodation services

Learning Outcome	Assessment Criteria
LO4 Be able to work with housing and accommodation services to meet the needs of individuals	5.1 Provide housing and accommodation services with information about own role and responsibilities
	5.2 Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met

Learning Outcome	Assessment Criteria
LO4 Be able to contribute to the review of housing and accommodation services for individuals	6.1 Work with the individual and others to monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
	6.2 Identify any additional support needed
	6.3 Consult with others about any problems and proposed solutions
	6.4 Record and report on the review in line with agreed ways of working

HSC3027 Document History

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

HSC3070 – Lead and manage practice in dementia care
Unit reference number: D/504/2212

Level: 5
Credit value: 6
Guided Learning (GL) hours: 41

Unit aim

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

Learning outcomes

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

LO1 Understand current policy and practice guidance for dementia care

LO2 Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families

LO3 Be able to lead practice that promotes the well-being of individuals with dementia

LO4 Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia

LO5 Be able to support staff to deliver dementia care

LO6 Be able to develop own practice in leading the delivery of dementia care

Version 1

Unit content

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

This unit is not directly related to the 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

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

Influence may include:
- raising awareness in families
- suggested changes to care environment
- team meetings
- partnership working

Range of methods should include:
- family
- friends
- other unpaid carers

Strategies may include:
- supervision
- counselling
- peer mentoring
- team meetings
- care reviews
- learning and development opportunities

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current policy and practice guidance for dementia care	1.1 Analyse how current policy and practice guidance underpin service provision in dementia care
	1.2 Explain why a person-centred approach is the benchmark for practice in dementia care

Learning Outcome	Assessment Criteria
LO2 Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families	2.1 Support others to develop an understanding of the causes of dementia syndrome
	2.2 Support others to develop an understanding of the impact of early onset dementia on individuals and their families
	2.3 Support others to develop an understanding of the impact on the individuals with dementia and their families of: • diagnosis • treatment of dementia

Learning Outcome	Assessment Criteria
LO3 Be able to lead practice that promotes the well-being of individuals with dementia	3.1 Manage a service that demonstrates a person centred approach
	3.2 Lead practice that supports staff to explore the stories and histories of individuals
	3.3 Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia
	3.4 Lead practice that supports staff to influence changes to the physical environment that meet the needs of individuals with dementia
	3.5 Lead practice that supports staff to influence changes to the social environment that meet the needs of individuals with dementia
	3.6 Lead practice that supports staff to interact with individuals with dementia
	3.7 Manage the ongoing assessment of the needs of individuals with dementia using a range of methods
	3.8 Support staff to contribute to care plans that reflect a person centred approach

Learning Outcome	Assessment Criteria
LO4 Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia	4.1 Lead practice that supports staff to evaluate the impact on carers of supporting an individual with dementia
	4.2 Lead practice that supports staff to work in partnership with carers
	4.3 Lead practice that supports staff to involve carers in assessment and care planning
	4.4 Explain how to support staff to resolve conflicts with carers

Learning Outcome	Assessment Criteria
LO5 [Insert text]	5.1 Evaluate the potential impact on staff when supporting an individual with dementia
	5.2 Implement strategies to support staff who are delivering dementia care
	5.3 Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills for dementia care

Learning Outcome	Assessment Criteria
LO6 Be able to develop own practice in leading the delivery of dementia care	6.1 Reflect on own practice in leading and managing the delivery of dementia care
	6.2 Develop plan to improve own practice in leading and managing dementia care

HSC3070 Document History

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

Version 1.0

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 if 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

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

Version 1.0

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

HSC3081 – Lead and manage infection prevention and control within the work setting

Unit reference number: Y/504/2208

Level: 5
Credit value: 6
Guided Learning (GL) hours: 38

Unit aim

The purpose of this unit is to assess the knowledge, understanding and skills of learners when leading and managing infection prevention and control within their own area of responsibility

Learning outcomes

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

LO1 Understand current infection prevention and control policies, procedures and practices

LO2 Be able to lead the implementation of policies and procedures for infection prevention and control

LO3 Be able to manage the exchange of information about infections

LO4 Be able to lead the practice of infection prevention and control

LO5 Be able to manage risk management in infection prevention and control

LO6 Be able to review the effectiveness of policies, procedures and practices for infection prevention and control

Version 1

Unit content

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

- IPC 13 – Provide guidance, resources and support to enable staff to minimise the risk of spreading infection
- SCDHSC00423 – Lead practice for health and safety in the work setting

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

The individual is the person requiring care or support.

Proportionate approach encourages the learner to consider how infection prevention and control practices may be applied in proportion to the setting and the staffing within that setting. The Department of Health 'Code of Practice for health and social care on the prevention and control of infections and related guidance' (England only) contains a useful appendix which gives examples of how a proportionate approach would apply.

Range of settings may include:
• individual's own home
• community environments
• residential care homes
• nursing home
• hospitals

Others may include:
• people who use services
• care or support staff
• colleague
• manager
• non-direct care or support staff
• carers
• families
• visitors
• contractors
• volunteers
• other professional

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current infection prevention and control policies, procedures and practices	1.1 Summarise national and local policies for infection prevention and control
	1.2 Evaluate how policies, procedures and practices in own work setting meet infection prevention and control regulatory requirements
	1.3 Explain role and responsibilities in relation to infection prevention and control

Learning Outcome	Assessment Criteria
LO2 Be able to lead the implementation of policies and procedures for infection prevention and control	2.1 Analyse the differences between applying infection prevention policies and procedures in an individual's own home to that of a residential care setting
	2.2 Explain how to ensure a proportionate approach to the implementation of policies and procedures in a range of settings
	2.3 Communicate policies and procedures for infection prevention and control to others within the work setting
	2.4 Allocate roles and responsibilities to meet infection prevention and control procedures within own work setting
	2.5 Manage compliance with procedures for infection prevention and control
	2.6 Explain actions to take when infection prevention and control procedures and practices are not being complied with

Learning Outcome	Assessment Criteria
LO3 Be able to manage the exchange of information about infections	3.1 Explain why it is important to share information with others
	3.2 Provide information on infections to others
	3.3 Manage processes for the exchange of information about infection between others
	3.4 Manage systems for keeping records of suspected or diagnosed infections

Learning Outcome	Assessment Criteria
LO4 Be able to lead the practice of infection prevention and control	4.1 Explain why infection prevention and control practice should be included in: • job descriptions • performance management
	4.2 Support staff to recognise their role in minimising the risk of spreading infection through: • supervision • appraisal
	4.3 Provide access to resources for staff to minimise the risks of infection
	4.4 Monitor infection prevention and control practice
	4.5 Provide feedback to staff on their practice of infection prevention and control
	4.6 Manage the learning and development needs for staff about infection prevention and control: • during induction • continuing professional development

Learning Outcome	Assessment Criteria
LO5 Be able to manage risk management in infection prevention and control	5.1 Manage the implementation of risk assessment processes to minimise infection
	5.2 Manage the implementation of controls identified from risk assessment processes in partnership with the individual and others
	5.3 Manage risk management records
	5.4 Manage the reporting of risks and hazards that are outside your area of responsibility

Learning Outcome	Assessment Criteria
LO6 Be able to review the effectiveness of policies, procedures and practices for infection prevention and control	6.1 Assess trends of reported patterns of infections in own work setting
	6.2 Identify factors that contribute to spread and/or reduction of infection in own work setting
	6.3 Evaluate the implementation of infection prevention and control procedures in own work setting
	6.4 Make recommendations for changes to infection prevention and control policies, procedures and practices in own work setting

HSC3081 Document History

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

Unit Handbook

HSC3083 – Develop maintain and use records and reports

Unit reference number: A/504/2198

Level: 4
Credit value: 3
Guided Learning (GL) hours: 23

Unit aim

This unit identifies requirements when you lead practice for managing and disseminating records and reports. This includes leading practice for maintaining records and reports, providing evidence for judgements and decisions, leading practice for access to records and reports and sharing information with individuals, key people and others.

Learning outcomes

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

LO1 Understand the legal and organisational requirements for recording information and providing reports

LO2 Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working

LO3 Be able to use records and reports to inform judgements and decisions

Version 1

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:
SCDHSC0041 – Maintain effective communication systems and practice.
SCDHSC0434 – Lead practice for managing disseminating records and reports

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

Agreed ways of working – policies and procedures where they exist.

An individual is someone requiring care or support.

Others may include:
• team members and colleagues
• other professionals.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legal and organisational requirements for recording information and providing reports	1.1 Specify own responsibilities and those of others when recording information and producing reports
	1.2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information

Learning Outcome	Assessment Criteria
LO2 Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working	2.1 Support individuals to participate in the preparation of reports
	2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them
	2.3 Maintain accurate, complete, retrievable and up to date records
	2.4 Ensure that records and reports comply with legal and organisational requirements
	2.5 Explain how to balance the tension between confidentiality and openness in records and reports
	2.6 Use information communication technology (ICT) systems for the collection and storage of information
	2.7 Use ICT that supports information exchange within and across disciplines and organisations

Learning Outcome	Assessment Criteria
LO3 Be able to use records and reports to inform judgements and decisions	3.1 Clarify the accuracy of records and reports with individuals and others
	3.2 Respond to feedback from those who receive records and reports
	3.3 Demonstrate the use of facts and evidence based opinions within records and reports
	3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions

HSC3083 Document History

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

Version 1.0

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: • 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

HSC3089 – Manage disciplinary processes in health and social care or children and young peoples' settings

Unit reference number: M/504/2232

Level: 5
Credit value: 6
Guided Learning (GL) hours: 40

Learning outcomes

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

LO1 Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings

LO2 Be able to manage staff practice which falls below professional and/or organisational standards

LO3 Be able to compile and present evidence for a disciplinary proceeding

LO4 Be able to manage the outcomes of a disciplinary process

Version 1

Unit content

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

This unit is not linked to any 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

Regulatory processes refer to the situation when behaviours and conduct are referred to a professional body for investigation.

Others may include:
- human resource personnel
- other managers
- legal representatives
- trade union representatives
- labour relations organisations e.g. ACAS
- people who use services, carers or family members

Management options are when there a range of management actions which can be taken before engaging in disciplinary processes e.g. training, setting objectives, coaching/mentoring. They also include disciplinary options depending on seriousness of complaint.

Underlying issues may include:
- family issues
- ill health
- bullying in the workplace
- financial
- alcohol/substance misuse

Initiate disciplinary process could include:
- liaison with other managers
- consultation with human resources departments
- advice from legal representatives or labour relations organisations

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings	1.1 Explain how legislation, organisational policies and procedures relate to disciplinary processes.
	1.2 Analyse the relationship between disciplinary and regulatory processes
	1.3 Identify own role and role of others in relation to disciplinary processes
	1.4 Define practice which would be considered as: • performance issues that may lead to disciplinary proceedings • gross misconduct
	1.5 Explain the different approaches used to manage performance issues and gross misconduct
	1.6 Outline sanctions which may be considered within a disciplinary process

Learning Outcome	Assessment Criteria
LO2 Be able to manage staff practice which falls below professional and/or organisational standards	2.1 Consult with others to establish management options when practice falls below standards
	2.2 Use supervision to address with staff member, practice which falls below organisational standards and/or professional codes of conduct to include: • reflection on their practice and conduct • evidence of their practice and conduct which fall below standards • exploration of underlying issues • setting of objectives to improve practice • explanation of actions which will be taken if improvement is not achieved
	2.3 Review with staff member objectives which have been set, to assess if improvements have been achieved
	2.4 Initiate disciplinary process where objectives have not been met
	2.5 Provide staff member with information about the disciplinary process including their rights

Learning Outcome	Assessment Criteria
LO3 Be able to compile and present evidence for a disciplinary proceeding	3.1 Complete reports in line with work setting requirements to include: • evidence of the complaint against the member of staff • evidence of the process undertaken with the member of staff • analysis of risks to others as a result of staff member's conduct
	3.2 Present evidence in a disciplinary proceeding

Learning Outcome	Assessment Criteria
LO4 Be able to manage the outcomes of a disciplinary process	4.1 Implement the decisions from a disciplinary process
	4.2 Manage the implications of the outcomes for individuals and others
	4.3 Evaluate own practice in the disciplinary process

HSC3089 Document History

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

Version 1.0

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: • 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: • 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: • 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: • 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: • 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: • 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: • 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: • 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

LD308 – Support individuals with a learning disability to access healthcare

Unit reference number: J/601/8657

Level: 3
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills necessary to support individuals with a learning disability to access and use a variety of healthcare services. It requires knowledge of the specific issues that a person with learning disabilities may experience when accessing healthcare services, ways of overcoming these issues, and how best to support an individual in a professional manner. It also requires the demonstration of skills in person centred practice related to accessing healthcare services

Learning outcomes

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

LO1 Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare

LO2 Understand the function of different healthcare services that an individual with learning disabilities may need to access

LO3 Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access

LO4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities

LO5 Be able to complete and review plans for healthcare

LO6 Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services

LO7 Be able to support an individual with learning disabilities when accessing a variety of healthcare services

Version 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1 Describe what is meant by a rights-based approach to accessing healthcare
	1.2 Outline the main points of legislation that exists to support a rights based approach
	1.3 Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
	1.4 Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
	1.5 Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities

Learning Outcome	Assessment Criteria
LO2 Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1 Explain the work of healthcare services that an individual with learning disabilities may need to access
	2.2 Explain how an individual can access each type of healthcare service

Learning Outcome	Assessment Criteria
LO3 Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1 Describe the role and responsibility of professionals working in different types of healthcare services

Learning Outcome	Assessment Criteria
LO4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities	4.1 Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
	4.2 Explain the range of health checks available to individuals to support good health and well being
	4.3 Explain the importance of routine healthcare checks

Learning Outcome	Assessment Criteria
LO5 Be able to complete and review plans for healthcare	5.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare
	5.2 Complete plans for healthcare with an individual or significant other if appropriate
	5.3 Review plans for healthcare with an individual or significant other if appropriate

Learning Outcome	Assessment Criteria
LO6 Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1 Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
	6.2 Explain ways to overcome barriers to accessing healthcare services
	6.3 Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services

Learning Outcome	Assessment Criteria
LO7 Be able to support an individual with learning disabilities when accessing a variety of healthcare services	7.1 Use a person-centred approach to support an individual to access healthcare services
	7.2 Provide accessible information related to healthcare to individuals
	7.3 Work with others when supporting an individual to access healthcare services
	7.4 Support individuals in a range of practical healthcare situations
	7.5 Support the individual to make safe choices with regard to treatments and medication
	7.6 Record details of a healthcare visit in a format that an individual with learning disabilities can understand
	7.7 Identify an individual's needs to healthcare professionals to ensure that the service can be accessed

LD308 Document History

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

Unit Handbook

LDOP307 – Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Unit reference number: A/601/6274

Level: 3
Credit value: 3
Guided Learning (GL) hours: 21

Unit aim

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

Learning outcomes

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

LO1 Understand the development of human sexuality

LO2 Understand how the sexual development of individuals' with a learning disability can differ

LO3 Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities

LO4 Know how to support the sexual expression of an individual with a learning disability

Version 1.0

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 HSC 311, 331, 332, 356

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 development of human sexuality	1.1 Define the terms: sexuality, sexual health, sexual orientation, and sexual expression
	1.2 Explain main sexual development milestones throughout an individual's lifespan

Learning Outcome	Assessment Criteria
LO2 Understand how the sexual development of individuals' with a learning disability can differ	2.1 Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability
	2.2 Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development
	2.3 Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health

Learning Outcome	Assessment Criteria
LO3 Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	3.1 Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being
	3.2 Identify sexual health issues that differently affect men and women
	3.3 Explain how sexual health issues can be supported within plans for healthcare
	3.4 Identify local services that exist to support sexual health for individuals
	3.5 Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice

Learning Outcome	Assessment Criteria
LO4 Know how to support the sexual expression of an individual with a learning disability	4.1 Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities
	4.2 Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality
	4.3 Describe different ways an individual can express themselves sexually and how individual preferences can be supported
	4.4 Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences

LDOP307 Document History

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

Unit Handbook

LHS12 – Develop procedures and practice to respond to concerns and complaints

Unit reference number: J/602/2336

Level: 5
Credit value: 6
Guided Learning (GL) hours: 40

Unit aim

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

Learning outcomes

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

LO1 Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints

LO2 Be able to develop procedures to address concerns and complaints

LO3 Be able to lead the implementation of procedures and practice for addressing concerns and complaints

LO4 Be able to review the procedures and practices for addressing concerns and complaints

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

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 LMCS E9

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Others may include:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints	1.1 Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work
	1.2 Analyse how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work

Learning Outcome	Assessment Criteria
LO2 Be able to develop procedures to address concerns and complaints	2.1 Explain why individuals might be reluctant to raise concerns and make complaints
	2.2 Outline steps that can be taken to encourage individuals to raise concerns or complaints
	2.3 Work with others in the development of procedures to address concerns and complaints
	2.4 Ensure information on how to raise concerns and make complaints is available in accessible formats
	2.5 Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance

Learning Outcome	Assessment Criteria
LO3 Be able to lead the implementation of procedures and practice for addressing concerns and complaints	3.1 Promote a person centred approach to addressing concerns and complaints
	3.2 Ensure that others are informed about the procedure for raising concerns or making complaints
	3.3 Use supervision to support workers to recognise and address concerns and complaints
	3.4 Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed time frames

Learning Outcome	Assessment Criteria
LO4 Be able to review the procedures and practices for addressing concerns and complaints	4.1 Monitor the use of systems for addressing concerns and complaints
	4.2 Evaluate the effectiveness of systems for addressing concerns and complaints
	4.3 Involve others in the review of procedures and practices for addressing concerns and complaints
	4.4 Show how own management practice has provided a culture where the organisation can learn from concerns and complaints
	4.5 Demonstrate how recommendations from concern and complaint/investigations have been used to improve the quality of service

LHS12 Document History

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

Unit Handbook

LHS13 – Recruitment and selection within health and social care or children and young people's settings

Unit reference number: R/602/2338

Level: 4
Credit value: 3
Guided Learning (GL) hours: 26

Unit aim

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

Learning outcomes

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

LO1 Understand the recruitment and selection processes in health and social care or children and young people's settings

LO2 Be able to contribute to the recruitment process in health and social care or children's and young people's settings

LO3 Be able to participate in the selection process in health and social care or children's and young people's settings

LO4 Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

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 LMCS A3, HSC 444, CCLD 333, MSC D3, D4, D5

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

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

Others may include:

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

Individual is someone accessing care or support.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the recruitment and selection processes in health and social care or children and young people's settings	1.1 Explain the impact on selection and recruitment processes, in own setting, of: • legislative requirements • regulatory requirements • professional codes • agreed ways of working
	1.2 Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection
	1.3 Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people

Learning Outcome	Assessment Criteria
LO2 Be able to contribute to the recruitment process in health and social care or children's and young people's settings	2.1 Review job descriptions and person specifications to meet work setting objectives
	2.2 Work with others to establish the criteria that will be used in the recruitment and selection process
	2.3 Work with others to establish the methods that will be used in the recruitment and selection process
	2.4 Involve individuals in the recruitment process

Learning Outcome	Assessment Criteria
LO3 Be able to participate in the selection process in health and social care or children's and young people's settings	3.1 Use agreed methods to assess candidates
	3.2 Use agreed criteria to select candidates
	3.3 Communicate the outcome of the selection process according to the policies and procedures of own setting

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings	4.1 Evaluate the recruitment and selection methods and criteria used in own setting
	4.2 Recommend changes for improvement to recruitment and selection processes in own setting

LHS13 Document History

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

Unit Handbook

LHS15 – Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

Unit reference number: L/602/2547

Level: 5
Credit value: 6
Guided Learning (GL) hours: 43

Unit aim

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

Learning outcomes

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

LO1 Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings

LO2 Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings

LO3 Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings

LO4 Be able to implement coaching and mentoring activities in health and social care or children and young people's settings

LO5 Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

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 ENTO CM20 CCLD 429

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Different information sources may include:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings	1.1 Analyse the differences between coaching and mentoring
	1.2 Explain circumstances when coaching would be an appropriate method of supporting learning at work
	1.3 Explain circumstances when mentoring would be an appropriate method of supporting learning at work
	1.4 Explain how coaching and mentoring complement other methods of supporting learning
	1.5 Analyse how coaching and mentoring at work can promote the business objectives of the work setting
	1.6 Evaluate the management implications of supporting coaching and mentoring in the work setting
	1.7 Explain how coaching and mentoring in the work setting can contribute to a learning culture
	1.8 Explain the importance of meeting the learning needs of coaches and mentors

Learning Outcome	Assessment Criteria
LO2 Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings	2.1 Promote the benefits of coaching and mentoring in the work setting
	2.2 Support practitioners to identify learning needs where it would be appropriate to use coaching
	2.3 Support practitioners to identify learning needs where it would be appropriate to use mentoring
	2.4 Explain the different types of information, advice and guidance that can support learning in the work setting
	2.5 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting

Learning Outcome	Assessment Criteria
LO3 Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings	3.1 Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting
	3.2 Plan coaching and mentoring activities

Learning Outcome	Assessment Criteria
LO4 Be able to implement coaching and mentoring activities in health and social care or children and young people's settings	4.1 Support the implementation of coaching and mentoring activities
	4.2 Select the most appropriate person to act as coach or mentor
	4.3 Explain the support needs of those who are working with peers as coaches or mentors
	4.4 Provide coaching in a work setting according to the agreed plan
	4.5 Provide mentoring in a work setting according to the agreed plan

Learning Outcome	Assessment Criteria
LO4 Be able to implement coaching and mentoring activities in health and social care or children and young people's settings	5.1 Review how the use of coaching and mentoring in the work setting has supported business objectives
	5.2 Evaluate the impact of coaching and mentoring on practice
	5.3 Develop plans to support the future development of coaching and mentoring in the work setting

LHS15 Document History

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

Unit Handbook

LHS16 – Manage induction processes for health and social care or children and young people's settings

Unit reference number: T/602/2574

Level: 4
Credit value: 3
Guided Learning (GL) hours: 21

Unit aim

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

Learning outcomes

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

LO1 Understand the purpose of induction for health and social care or children and young people's settings

LO2 Be able to manage the induction process in health, social care and children and young people's work settings

LO3 Be able to support the implementation of induction processes in health, social care and children and young people's work settings

LO4 Be able to evaluate the induction process in health and social care or children and young people's settings

LO5 Be able to implement improvements to the induction process in health and social care or children and young people's settings

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

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 HSC 444 LMC A1 A3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Practitioners could include:

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

Individuals are those accessing care or services.

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

Factors that influence could include:

- job descriptions
- levels of responsibility
- previous experience
- qualification status
- availability of others
- organisational culture
- organisational requirements
- individual needs

Others may include:

- workers/practitioners
- carers
- significant others
- individuals who access services
- line managers

- other professionals

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the purpose of induction for health and social care or children and young people's settings	1.1 Explain why induction is important for practitioners, individuals and organisations
	1.2 Identify information and support materials that are available to promote effective induction
	1.3 Explain the link between induction processes, qualifications and progression routes in the sector
	1.4 Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting
	1.5 Analyse the role of induction in safeguarding individuals and others within a work setting

Learning Outcome	Assessment Criteria
LO2 Be able to manage the induction process in health, social care and children and young people's work settings	2.1 Explain the factors that influence induction processes form practitioners.
	2.2 Develop an induction programme in agreement with others.
	2.3 Manage the induction process for practitioners.

Learning Outcome	Assessment Criteria
LO3 Be able to support the implementation of induction processes in health, social care and children and young people's work settings	3.1 Identify different methods that can be used to support the induction process for practitioners
	3.2 Support others involved in the induction of practitioner
	3.3 Obtain feedback from others on practitioners achievement of identified induction requirements
	3.4 Support practitioners to reflect on their learning and achievement of induction requirements
	3.5 Provide feedback to practitioners on achievement of induction requirements
	3.6 Support personal development planning for a practitioner on completion of induction

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate the induction process in health and social care or children and young people's settings	4.1 Explain the importance of continuous organisational improvement in the provision of induction
	4.2 Obtain feedback on the induction process from practitioners
	4.3 Obtain feedback on the induction process from others in the work setting
	4.4 Use feedback to identify areas for improvement within the induction process

Learning Outcome	Assessment Criteria
LO5 Be able to implement improvements to the induction process in health and social care or children and young people's settings	4.1 Work with others to identify improvements within the induction process
	4.2 Work with others to implement changes required to address areas for improvement within the induction process

LHS16 Document History

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

Unit Handbook

LHS17 – Facilitate change in health and social care or children and young people's setting

Unit reference number: F/602/2612

Level: 5
Credit value: 6
Guided Learning (GL) hours: 42

Unit aim

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

Learning outcomes

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

LO1 Understand the principles of change management in health and social care or children and young people's settings

LO2 Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings

LO3 Be able to develop an approved change management plan in health and social care or children and young people's settings

LO4 Be able to gain support for a proposed change in health and social care or children and young people's settings

LO5 Be able to implement approved change management plans in health and social care or children and young people's settings

LO6 Be able to evaluate the change management process in health and social care or children and young people's settings

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

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 LMC A2 MSC C5

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Factors may include internal and external.

Challenges may include:

- anxiety
- stress
- resistance
- fear
- resource
- competence

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of change management in health and social care or children and young people's settings	1.1 Analyse factors that drive change
	1.2 Describe underpinning theories of change management
	1.3 Describe approaches, tools and techniques that support the change process
	1.4 Explain the importance of effective change management for service provision

Learning Outcome	Assessment Criteria
LO2 Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings	2.1 Promote the benefits of change
	2.2 Analyse challenges that may arise during the process of change
	2.3 Enable others to express views about proposed change
	2.4 Agree with others the changes that need to be made

Learning Outcome	Assessment Criteria
LO3 Be able to develop an approved change management plan in health and social care or children and young people's settings	3.1 Analyse the impact of a proposed change to the service provision
	3.2 Produce a change management plan that takes account of the identified impact
	3.3 Establish criteria against which the plan can be evaluated
	3.4 Secure any approvals required for the change management plan

Learning Outcome	Assessment Criteria
LO4 Be able to gain support for a proposed change in health and social care or children and young people's settings	4.1 Ensure own actions serve as a positive role model when introducing change
	4.2 Identify others who can promote the vision for change
	4.3 Use strategies that address resistance to change
	4.4 Implement a communication strategy to support others to understand a proposed change

Learning Outcome	Assessment Criteria
LO5 Be able to implement approved change management plans in health and social care or children and young people's settings	5.1 Agree roles and responsibilities for implementing change management plan
	5.2 Support others to carry out their agreed roles in a change management plan
	5.3 Adapt a change management plan to address issues as they arise
	5.4 Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change

Learning Outcome	Assessment Criteria
LO6 Be able to evaluate the change management process in health and social care or children and young people's settings	6.1 Agree systems to monitor the effectiveness of the change management plan
	6.2 Work with others to review the change management plan against identified criteria
	6.3 Evaluate outcomes of the change for individuals

Document History

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

Unit Handbook

LHS18 – Manage an inter-professional team in a health and social care or children and young people's setting

Unit reference number: L/602/2743

> **Level: 6**
> **Credit value: 7**
> **Guided Learning (GL) hours: 48**

Unit aim

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

Learning outcomes

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

LO1 Understand the principles of inter-professional working within health and social care or children and young people's settings

LO2 Be able to manage service objectives through the inter-professional team in health and social care or children and young people's setting

LO3 Be able to promote inter-professional team working in health and social care or children and young people's settings

LO4 Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting

LO5 Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

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 LMC D3 CCLD 423

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

An individual is someone accessing care or support.

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

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

Others may include:

- individuals
- team members
- external professionals
- carers

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of inter-professional working within health and social care or children and young people's settings	1.1 Analyse how inter-professional working promotes positive outcomes for individuals
	1.2 Analyse the complexities of working in inter-professional teams
	1.3 Explain how inter-professional teamwork is influenced by: • legislative frameworks • regulation • government initiatives • professional codes of practice or professional standards • service objectives

Learning Outcome	Assessment Criteria
LO2 Be able to manage service objectives through the inter-professional team in health and social care or children and young people's setting	2.1 Work with others to identify how team objectives contribute to service objectives
	2.2 Establish plans to meet service objectives
	2.3 Allocate roles and responsibilities to meet service objectives

Learning Outcome	Assessment Criteria
LO3 Be able to promote inter-professional team working in health and social care or children and young people's settings	3.1 Establish governance arrangements within inter-professional working arrangements to include; • accountability • lines of communication • professional supervision • continuing professional development
	3.2 Establish protocols within inter-professional working arrangements to include; • confidentiality and information sharing • record keeping • resources • concerns and complaints
	3.3 Identify supports available to enhance inter-professional working
	3.4 Support others to understand distinctive roles within the team
	3.5 Facilitate communication within the inter-professional team
	3.6 Work with the team to resolve dilemmas that may arise

Learning Outcome	Assessment Criteria
LO4 Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting	4.1 Ensure that plans for individuals are based on a formal assessment
	4.2 Work with the team to identify the lead practitioners for the implementation of individuals' plans
	4.3 Agree roles and responsibilities of all those involved in implementing plans
	4.4 Ensure that information pertinent to the implementation of plans is exchanged between those involved
	4.5 Develop processes for the review of individuals' plans

Learning Outcome	Assessment Criteria
LO5 Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting	5.1 Work with others to monitor the effectiveness of the inter-professional team against service objectives
	5.2 Work with others to identify: • areas of best practice • areas for improvement
	5.3 Work with others to develop an action plan to improve inter-professional team work

LHS18 Document History

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

Unit Handbook

LHS24 – Manage domiciliary services

Unit reference number: L/602/2337

Level: 5 **Credit value: 6** **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 domiciliary care services supporting the practice of a dispersed workforce.

Learning outcomes

There are outcomes to this unit. The learner will:

LO1 Understand factors that influence the management of domiciliary services

LO2 Be able to manage domiciliary services

LO3 Be able to implement systems for working safely in domiciliary services

LO4 Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services

LO5 Be able to respond to day to day changes and emergencies in domiciliary services

LO6 Be able to manage human resources required for domiciliary services

Version 1

Unit content

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

This unit is linked to O3

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand factors that influence the management of domiciliary services	1.1 Evaluate how the current legislative framework, evidence based research and organisational protocols impact on the management of domiciliary services
	1.2 Explain how person centred practice influences the management of domiciliary services
	1.3 Analyse ethical dilemmas and conflicts experienced by managers and practitioners domiciliary services

Learning Outcome	Assessment Criteria
LO2 Be able to manage domiciliary services	2.1 Select and provide suitable practitioners to support individuals' needs
	2.2 Support practitioners' to develop awareness of their duties and responsibilities
	2.3 Support clear communication and information sharing with individuals and others
	2.4 Manage record keeping to meet legislative and regulatory requirements
	2.5 Explain systems that calculate and justify charges for domiciliary care

Learning Outcome	Assessment Criteria
LO3 Be able to implement systems for working safely in domiciliary services	3.1 Implement agreed ways of working that support individuals' and others' safety and protection
	3.2 Support practitioners to anticipate, manage and report risks
	3.3 Manage systems for risk or incident reporting, action and follow-up

Learning Outcome	Assessment Criteria
LO4 Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services	4.1 Support practitioners to place the individual's needs and preferences at the centre of their practice
	4.2 Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences
	4.3 Explain the importance of supporting practitioners to challenge systems and ways of working
	4.4 Support practitioners to develop innovative and creative approaches to their work
	4.5 Support practitioners to balance the needs and preferences of individuals with the potential risks

Learning Outcome	Assessment Criteria
LO5 Be able to respond to day to day changes and emergencies in domiciliary services	5.1 Explain the challenges associated with addressing day to day changes
	5.2 Demonstrate how day to day changes and emergencies are managed in domiciliary services

Learning Outcome	Assessment Criteria
LO6 Be able to manage human resources required for domiciliary services	6.1 Plan human resource requirements for domiciliary services
	6.2 Review contingency arrangements for planned or unforeseen circumstances
	6.3 Implement systems for supervision of a dispersed workforce
	6.4 Arrange for practitioners to be inducted and trained to support roles and individual needs
	6.5 Support practitioners to comply with agreed ways of working
	6.6 Explain the actions should be taken when practitioners do not comply with agreed ways of working

LHS24 Document History

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

Version 1.0

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

Version 1.0

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: • 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: • 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

LHS29 – Undertake a research project within services for health and social care or children and young people

Unit reference number: J/602/3499

> **Level: 5**
> **Credit value: 10**
> **Guided Learning (GL) hours: 80**

Unit aim

The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.

Learning outcomes

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

LO1 Be able to justify a topic for research within services for health and social care or children and young people

LO2 Understand how the components of research are used

LO3 Be able to conduct a research project within services for health and social care or children and young people

LO4 Be able to analyse research findings

Version 1.0

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 CCLD 420 Undertake a research project

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 Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project
	1.2 Develop the aims and objectives of the research project
	1.3 Explain ethical considerations that apply to the area of the research project
	1.4 Complete a literature review of chosen area of research

Learning Outcome	Assessment Criteria
LO2 Understand how the components of research are used	2.1 Critically compare different types of research
	2.2 Evaluate a range of methods that can be used to collect data
	2.3 Identify a range of tools that can be used to analyse data
	2.4 Explain the importance of validity and reliability of data used within research

Learning Outcome	Assessment Criteria
LO3 Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project
	3.2 Formulate a detailed plan for a research project
	3.3 Select research methods for the project
	3.4 Develop research questions to be used within project
	3.5 Conduct the research using identified research methods
	3.6 Record and collate data

Learning Outcome	Assessment Criteria
LO4 Be able to analyse research findings	4.1 Use data analysis methods to analyse the data
	4.2 Draw conclusions from findings
	4.3 Reflect how own research findings substantiate initial literature review
	4.4 Make recommendations related to area of research
	4.5 Identify potential uses for the research findings within practice

LHS29 Document History

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

Unit Handbook

LHS33 – Promote good practice in the support of individuals with autistic spectrum conditions

Unit reference number: A/601/5318

Level: 5
Credit value: 7
Guided Learning (GL) hours: 53

Unit aim

This unit is aimed at learners who manage and support others to provide quality outcomes for individuals with autistic spectrum conditions. It considers issues such as communication and support strategies, partnership working and ways of supporting staff. It also addresses the complexity of theory and practice in the area of autistic spectrum conditions.

Learning outcomes

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

LO1 Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions

LO2 Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions

LO3 Be able to promote good practice in the support of individuals with an autistic spectrum condition

LO4 Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition

LO5 Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world

Version 1

Unit content

Support of the unit by a sector or other appropriate body

This unit is linked to LDOP307

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions	1.1 Analyse the defining features of autistic spectrum conditions and the impact on practice
	1.2 Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum
	1.3 Identify the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions
	1.4 Review historical and current perspectives on the causes of autism
	1.5 Explain the importance of a person centred approach, focusing on the individual not the diagnosis
	1.6 Analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an autistic spectrum condition

Learning Outcome	Assessment Criteria
LO2 Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions	2.1 Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions
	2.2 Explain the applicability of legislation, policies and guidance to people, services or situations
	2.3 Explain the impact of legislation, policies and guidance on the provision of services
	2.4 Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change

Learning Outcome	Assessment Criteria
LO3 Be able to promote good practice in the support of individuals with an autistic spectrum condition	3.1 Enable workers to apply different approaches, interventions and strategies according to the individual's needs and wishes identified in their person centred support plan
	3.2 Develop practice guidance to maximize consistency and stability in the environment
	3.3 Ensure use of structured activities to optimise individuals' learning
	3.4 Demonstrate ways of supporting others to minimise the vulnerability of individuals with autistic spectrum conditions
	3.5 Implement strategies which support others to apply, monitor and review positive behaviour support with individuals
	3.6 Support others to work in partnership with parents and/or other informal carers or support networks
	3.7 Evaluate working practices and strategies in order to maintain good practice and recommend changes

Learning Outcome	Assessment Criteria
LO4 Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition	4.1 Analyse the implications for practice of the link between behaviour and communication
	4.2 Develop strategies to support others to understand the link between behaviour and communication
	4.3 Liaise with family/carers and relevant professionals involved with individuals to maximise the effectiveness of communication
	4.4 Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them

Learning Outcome	Assessment Criteria
LO4 Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world	5.1 Explain the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience
	5.2 Develop, with appropriate professional support, a sensory management strategy
	5.3 Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing
	5.4 Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual

LHS33 Document History

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

Unit Handbook

LHS34 – Promote awareness of sensory loss

Unit reference number: M/601/5249

Level: 5
Credit value: 3
Guided Learning (GL) hours: 19

Unit aim

This unit aims to provide workers with the knowledge and skills to devise, implement and review strategies to promote awareness of sensory loss in the context of an individual's life.

Learning outcomes

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

LO1 Understand how to raise awareness of sensory loss

LO2 Be able to raise awareness of sensory loss

LO3 Be able to review action to promote awareness of sensory loss

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to raise awareness of sensory loss	1.1 Identify methods for raising awareness of sensory loss
	1.2 Explain how different agencies can provide opportunities to raise awareness

Learning Outcome	Assessment Criteria
LO2 Be able to raise awareness of sensory loss	2.1 Select and agree actions with the individual and/or others to promote awareness of sensory loss
	2.2 Support others to carry out the agreed actions

Learning Outcome	Assessment Criteria
LO3 Be able to review action to promote awareness of sensory loss	3.1 Review the outcomes of awareness raising in relation to individuals with sensory loss • own work • partnership work
	3.2 Review the effectiveness of agreed ways of working in relation to awareness raising
	3.3 Provide feedback on the effectiveness of an awareness raising activity

LHS34 Document History

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

Version 1.0

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 • 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 • 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 workings 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

Version 1.0

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

LHS101 – Lead and manage group living for children

Unit reference number: A/602/3175

> **Level: 5**
> **Credit value: 6**
> **Guided Learning (GL) hours: 46**

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage the group living for children and young people.

Learning outcomes

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

LO1 Understand the legal, policy, rights and theoretical framework for group living for children and young people

LO2 Be able to lead the planning, implementation and review of daily living activities for children and young people

LO3 Be able to promote positive outcomes in a group living environment

LO4 Be able to manage a positive group living environment

LO5 Be able to safeguard children and young people in a group living environment

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

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 LMCS A1, B1 CCLD 413, 425

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 legal, policy, rights and theoretical framework for group living for children and young people	1.1 Review current theoretical approaches to group living provision for children and young people
	1.2 Explain the legislative and rights frameworks that underpin work with children and young people in a group living provision
	1.3 Analyse the impact of current policies, regulations and legislation on group living provision for children and young people
	1.4 Describe how the frameworks are used to improve the life chances and outcomes of children and young people in group living provision

Learning Outcome	Assessment Criteria
LO2 Be able to lead the planning, implementation and review of daily living activities for children and young people	2.1 Support others to plan and implement daily living activities that meet the needs, preferences and aspirations of children and young people
	2.2 Develop systems to ensure children and young people are central to decisions about their daily living activities
	2.3 Oversee the review of daily living activities

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 children and young people
	3.2 Ensure that children and young people are supported to maintain and develop relationships from inside or outside the group living environment
	3.3 Demonstrate effective approaches to resolving any conflicts and tensions in group living

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

Learning Outcome	Assessment Criteria
LO5 Be able to safeguard children and young people in a group living environment	5.1 Implement systems to protect children and young people in a group living environment from risk of harm or abuse
	5.2 Review systems against legislation, policies and procedures and key messages from research and child protection inquiries for a group living environment

LHS101 Document History

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

Unit Handbook

MB1 – Develop and evaluate operational plans for own area of responsibility

Unit reference number: Y/600/9588

Level: 5
Credit value: 6
Guided Learning (GL) hours: 25

Unit aim

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

Learning outcomes

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

LO1 Be able to align objectives of own area of responsibility with those of own organisation

LO2 Be able to implement operational plans in own area of responsibility

LO3 Be able to monitor and evaluate operational plans in own area of responsibility

Version 1.0

Unit content

Evidence requirements

Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

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

This unit directly relates to MSC B1 Develop and implement operational plans for your area

of responsibility.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the CfA for the Management Standards Centre.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to align objectives of own area of responsibility with those of own organisation	1.1 Identify operational objectives within own area of responsibility
	1.2 Analyse objectives of own area of responsibility in relation to those of own organisation

Learning Outcome	Assessment Criteria
LO2 Be able to implement operational plans in own area of responsibility	2.1 Assess risks associated with operational plans and include contingency arrangements
	2.2 Identify support from relevant stakeholders
	2.3 Implement operational plan within own area of responsibility

Learning Outcome	Assessment Criteria
LO3 Be able to monitor and evaluate operational plans in own area of responsibility	2.1 Monitor procedures within the operational plan
	2.2 Evaluate operational plans and implement any necessary actions

MB1 Document History

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

Unit Handbook

ML22 – Support remote or virtual teams

Unit reference number: A/506/1933

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 18**

Unit aim

The aim of this unit is to provide learners with an ability to assess the support needed by remote or virtual teams and use this assessment to support them

Learning outcomes

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

LO1 Assess the support needed by remote or virtual teams

LO2 Support remote or virtual teams

Version 1

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

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to assess the support needed by remote or virtual teams	1.1 Identify the resource requirements for providing communication tools and processes for remote or virtual working
	1.2 Specify effective tools and processes that are capable of supporting remote or virtual teams
	1.3 Identify processes and systems that will enable people to connect to information and knowledge remotely and securely
	1.4 Plan how to assure the safety of staff in remote teams

Learning Outcome	Assessment Criteria
LO2 Be able to support remote or virtual teams	2.1 Provide guidelines, training, information and coaching to support remote or virtual teams
	2.2 Identify areas for improvement from monitoring processes and information
	2.3 Facilitate interactive collaboration amongst stakeholders
	2.4 Take action to ensure that team members adhere to regulatory, professional and commercial requirements
	2.5 Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed
	2.6 Take action to ensure that records management issues arising from remote or virtual working are addressed

ML22 Document History

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

Version 1

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

Document History

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

Version 1.0

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

Unit Handbook

PDOP33 – Understand the impact of acquired brain injury on individuals

Unit reference number: Y/601/6167

Level: 3
Credit value: 3
Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to acquire knowledge to support people who have acquired brain injury. It covers both the impact on the individual who has the acquired brain injury and their carers

Learning outcomes

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

LO1 Understand acquired brain injury

LO2 Understand the impact on individuals of acquired brain injury

LO3 Understand the specialist communication needs of an individual with acquired brain injury

LO4 Understand the impact that personality changes can have on an individual and those providing support

LO5 Understand the impact of challenging behaviour

Version 1.0

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 PDOP3.3

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 acquired brain injury	1.1 Define acquired brain injury
	1.2 Describe possible causes of acquired brain injury
	1.3 Explain the difference between a traumatic brain injury and other forms of acquired brain injury
	1.4 Describe brain injuries that are • mild • moderate • severe

Learning Outcome	Assessment Criteria
LO2 Understand the impact on individuals acquired brain injury	2.1 Discuss initial effects of acquired brain injury on the individual
	2.2 Explain the long-term effects of acquired brain injury to include: • physical • functional • cognitive • behavioural effects
	2.3 Explain the concepts of loss in relation to acquired brain injury for individuals and carers

Learning Outcome	Assessment Criteria
LO3 Understand the specialist communication needs of an individual with acquired brain injury	3.1 Define dysphasia and dysarthria
	3.2 Explain the effects of dysphasia and dysarthria on communication
	3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria
	3.4 Evaluate different intervention strategies and assistive tools that support communication

Learning Outcome	Assessment Criteria
LO4 Understand the impact that personality changes can have on an individual and those providing support	4.1 Explain the impact of personality changes on the individual
	4.2 Explain the impact of personality changes on those caring for the individual
	4.3 Explain how lack of self - awareness/insight may affect the individual
	4.4 Explain the skills needed to support the individual and family/carers to come to terms with personality changes

Learning Outcome	Assessment Criteria
LO5 Understand the impact of challenging behaviour	5.1 Explain behaviours which are considered challenging
	5.2 Analyse the importance of their own attitudes, values and skills when supporting an individual to manage their behaviour
	5.3 Explain measures that should be taken to manage the risk from challenging behaviour
	5.4 Explain the process for reporting and referring challenging behaviour

PDOP33 Document History

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

CD5 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Handbook re-branded to VTCT. No content or learning outcomes have been amended.	Compliance Manager