

# **Pearson Edexcel Level 5 Diplomas in Leadership for Health and Social Care and Children and Young People's Services (Wales and Northern Ireland)**

## **Specification**

Competence-based qualifications

For first registration January 2011

Issue 4

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Pearson Edexcel Level 5 Diplomas in Leadership for Health and Social Care and Children and Young People's Services (Wales and Northern Ireland) (QCF)

The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

All information in this specification is correct at the time of publication.

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## Summary of Specification Issue 4 changes

Summary of changes made between previous issue 3 and this current 4 issue	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	3
Definition of sizes of qualifications aligned to TQT	3
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	20-37
TQT value added	20-37
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	20-37
QCF references removed from unit titles and unit levels in all units	49-457

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

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

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## Qualification titles covered by this specification

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This specification gives you the information you need to offer the:

Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Advanced Practice) Wales and Northern Ireland

Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales and Northern Ireland

Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) Wales and Northern Ireland

Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales and Northern Ireland

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

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

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Regulation start date</b>
Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Advanced Practice) Wales and Northern Ireland	600/0279/7	01/01/2011
Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales and Northern Ireland	600/0051/X	01/01/2011
Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) Wales and Northern Ireland	600/0292/X	01/01/2011
Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales and Northern Ireland	600/0521/X	01/01/2011
Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Management) Wales	600/0050/8	01/01/2011
Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Management) Wales	600/0060/0	01/01/2011

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

## **Total Qualification Time (TQT)**

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma – a qualification with a TQT value of 370 or more

# Key features of the Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care qualifications for Wales and Northern Ireland

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These qualifications:

- are nationally recognised
- are based on the Health and Social Care National Occupational Standards (NOS). The NOS, assessment principles and qualification structure(s) are owned by Skills for Care and Development.

## What is the purpose of these qualifications?

These qualifications aim to guide and assess development of knowledge, understanding and skills in management and advanced practice within health and social care and children and young people's services. These qualifications confirm competence in these areas and serve as the required qualifications for registration and regulatory requirements in the sector where appropriate in Wales and Northern Ireland.

## Who are these qualifications for?

These qualification are for all learners aged 19 and above in Wales and Northern Ireland as appropriate, who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

## What are the benefits of these qualifications to the learner and employer?

This qualification replaces the current Level 4 NVQ in Leadership and Management for Care Services and the Level 4 NVQ in Health and Social Care, which are accepted as entry requirements to a number of Healthcare Environment Inspectorate (HEI) programmes.

## What are the potential job roles for those working towards these qualifications?

- Managers of residential services
- Assistant managers of residential services
- Assistant managers
- Senior care workers
- Day service managers
- Day service assistant managers

- Managers domiciliary services
- Assistant managers domiciliary services
- Managers community based services.

**What progression opportunities are available to learners who achieve these qualifications?**

These qualifications will be the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.

# What is the qualification structure for the Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care (Adults' Advanced Practice) Wales and Northern Ireland?

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Individual units can be found in the *Units* section.

Learners must achieve a minimum of 80 credits, 800 TQT for this qualification. 41 credits are from group A, and the remaining 39 from groups B1 and B2. Learners must achieve a minimum of 41 credits at level 5 or above. The qualification is 474 GLH.

## **Group A**

These 10 units are mandatory for learners. Learners must achieve 41 credits

These units are mandatory for learners.

## **Group B1**

These units are optional. Learners can only take a maximum of 6 credits from this group.

## **Group B2**

These units are optional for learners.

**Group A - Mandatory (10 units, 41 credits)**

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
SHC 51	F/602/2335	1	Use and Develop Systems that Promote Communication	5	3
SHC 52	L/602/2578	2	Promote Professional Development	4	4
SHC 53	Y/602/3183	3	Champion Equality, Diversity and Inclusion	5	4
M1	K/602/3172	4	Develop Health and Safety and Risk Management Policies, Procedures and Practices in Health and Social Care or Children and Young People's Settings	5	5
M2c	A/602/3189	5	Work in Partnership in Health and Social Care or Children and Young People's Settings	4	4
HSCM1	D/602/2844	17	Lead Person-Centred Practice	5	4
M3	M/602/2850	13	Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals	5	5
P1	R/602/2856	14	Safeguarding and Protection of Vulnerable Adults	5	5
P5	Y/602/2860	16	Understand Safeguarding of Children and Young People (for Those Working in the Adult Sector)	3	1
SS 5.1	J/601/5242	18	Assess the Individual in a Health and Social Care Setting	5	6

**Group B1 (minimum 0 credits, maximum 6 credits)**

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
LM1a	D/602/3170 Barred combination with Unit 10, LM1c, H/602/3171	30	Understand How to Manage a Team	4	3
LM2a	H/602/3185 Barred combination with Unit 11, LM2c, M/602/3187	31	Understanding Professional Supervision Practice	4	3
DEM 301	J/601/ 3538	32	Understand the Process and Experience of Dementia	3	3
PD OP 3.1	J/601/6150	33	Understand Physical Disability	3	3
PD OP 3.3	Y/601/6167	34	Understand the Impact of Acquired Brain Injury on Individuals	3	3
SS MU 3.1	M/601/3467	35	Understand Sensory Loss	3	3
LD 307	A/601/6274	36	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3

## Group B2

These units are optional for learners

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O3	L/602/2337	37	Manage Domiciliary Services	5	6
O4	F/602/2853	38	Lead the Management of Transitions	5	4
CCLD OP 5.25	J/602/3499	42	Undertake a Research Project Within Services for Health and Social Care or Children and Young People	5	10
LD 503	H/601/7354	43	Lead Active Support	5	5
LD 504	K/601/7355	44	Active Support: Lead Interactive Training	5	4
LD 509	J/601/5645	45	Promote Access to Healthcare for Individuals with Learning Disabilities	5	6
LD 510	A/601/5318	46	Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions	5	7
PD OP 3.4	M/601/5817	47	Support Families who are Affected by Acquired Brain Injury	3	3
HSC 3007	M/601/9494	49	Support the Development of Community Partnerships	4	5
HSC 3027	K/601/7906	50	Support Individuals to Access Housing and Accommodation Services	3	4
HSC3045	F/601/3764 Barred combination with Unit 54, HSC 3065, T/601/9738	51	Promote Positive Behaviour	3	6
HSC 3048	T/601/9495	52	Support Individuals at the End of Life	3	7
HSC 3057	F/601/9029	53	Work with Families, Carers and Individuals During Times of Crisis	4	5

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
HSC 3065	T/601/9738 Barred combination with Unit 51, HSC 3045, F/601/3764	54	Implement the Positive Behavioural Support Model	4	8
SS 3.7	H/601/3546	55	Support Individuals to Access Education, Training or Employment	4	4
SS 5.2	M/601/5249	56	Promote Awareness of Sensory Loss	5	3
SS 5.3	H/601/5250	57	Support the Use of Assistive Technology	5	4
SS 5.4	K/601/5251	58	Explore Models of Disability	5	5
SS 5.5	M/601/5252	59	Support Individuals with Sensory Loss with Communication	5	5
SS 5.6	T/601/5253	60	Support Individuals with Multiple Conditions and/or Disabilities	5	5
CYPOP 17	F/600/9777	62	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	4	5
ADV 305	F/502/3295 Barred combination with Unit 64, Advo 306, J/502/3296; Unit 65, Advo 308, R/502/3298; Unit 67, Advo 310, F/502/3300	63	Independent Mental Capacity Advocacy	4	12

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
ADV 306	J/502/3296 Barred combination with Unit 63, Advo 305, F/502/3295; Unit 65, Advo 308, R/502/3298; Unit 67, Advo 310, F/502/3300	64	Independent Mental Health Advocacy	4	7
ADV 308	R/502/3298 Barred combination with Unit 63, Advo 305, F/502/3295, Unit 64, Advo 306, J/502/3296, Unit 67, Advo 310, F/502/3300	65	Providing Independent Advocacy to Adults	4	5
ADV 310	F/502/3300 Barred combination with Unit 63, Advo 305, F/502/3295, Unit 64, Advo 306, J/502/3296, Unit 65, Advo 308, R/502/3298	67	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	4	5
ASM1	M/601/0648	68	Recognise Indications of Substance Misuse and refer Individuals to Specialists	3	4
ASM4	D/501/0585	69	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	3	4

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
P3	T/602/3174	15	Lead and Manage Group Living for Adults	5	5
LM1c	H/602/3171 Barred combination with Unit 30, LM1a, D/602/3170	10	Lead and Manage a Team Within a Health and Social Care or Children and Young People's Setting	6	7
LM2c	M/602/3187 Barred combination with Unit 31, LM2a, H/602/3185	11	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5
O1	J/602/2336	19	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6
O16	R/602/2338	20	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3
O20c	Y/602/2339	21	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6
O30c	L/602/2547	22	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6
O35	T/602/2574	23	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3
O40	F/602/2612	24	Facilitate Change in Health and Social Care or Children and Young People's Settings	5	6
O42	T/602/2753	26	Manage Finance within own Area of Responsibility in Health and Social Care or Children and Young People's Settings	4	4

<b>SSC Unit Reference Number</b>	<b>Ofqual Unit Reference Number</b>	<b>Pearson Unit Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>
O43	R/602/2758	27	Manage Quality in Health and Social Care or Children and Young People's Settings	5	5
B1	Y/600/9588	28	Develop and Evaluate Operational Plans for Own Area of Responsibility	5	6
E8	K/600/9711	29	Manage Physical Resources	4	3

# **What is the qualification structure for the Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care (Children and Young People's Advanced Practice) Wales and Northern Ireland?**

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Learners must achieve a minimum of 80 credits, 800 TQT for this qualification. 46 credits are from group A, and the remaining 34 from groups B1 and B2. Learners must achieve a minimum of 41 credits at level 5 or above. The qualification is 466 GLH.

## **Group A**

These 9 units are mandatory for learners. Learners must achieve 46 credits.

These units are mandatory for learners.

## **Group B1**

These units are optional for learners. Learners must take a minimum of 28 credits.

## **Group B2**

These units are optional. Learners can take a maximum of 6 credits from this group.

**Group A - Mandatory (9 units, 46 credits)**

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
SHC 51	F/602/2335	1	Use and Develop Systems that Promote Communication	5	3
SHC 52	L/602/2578	2	Promote Professional Development	4	4
SHC 53	Y/602/3183	3	Champion Equality, Diversity And Inclusion	5	4
M1	K/602/3172	4	Develop Health and Safety and Risk Management Policies, Procedures and Practices in Health and Social Care or Children and Young People's Settings	5	5
M2c	A/602/3189	5	Work in Partnership in Health and Social Care or Children and Young People's Settings	4	4
MU5.2	F/601/9449	6	Understand Children and Young Person's Development	5	6
MU5.3	J/601/9369	7	Lead Practice that Supports Positive Outcomes for Child and Young Person Development	5	6
MU5.4	A/601/9370	8	Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People	5	6
O36	J/602/2577	12	Lead Practice in Promoting the Wellbeing and Resilience of Children and Young People	5	8

## Group B1

These units are optional for learners. Leavers must take a minimum of 28 credits.

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O3	L/602/2337	37	Manage Domiciliary Services	5	6
O4	F/602/2853	38	Lead the Management of Transitions	5	4
CCLD OP 5.12	K/602/3074	40	Develop Provision for Family Support	5	5
CCLD OP 5.13	M/602/2380	41	Lead Support for Disabled Children and Young People and Their Carers	6	8
CCLD OP 5.25	J/602/3499	42	Undertake a Research Project Within Services for Health and Social Care or Children and Young People	5	10
PD OP 3.5	D/601/5750	48	Support Families Who Have a Child with a Disability	3	3
HSC 3027	K/601/7906	50	Support Individuals to Access Housing and Accommodation Services	3	4
HSC3045	F/601/3764 Barred combination with Unit 54, HSC 3065, T/601/9738	51	Promote Positive Behaviour	3	6
HSC 3065	T/601/9738 Barred combination with Unit 51, HSC 3045, F/601/3764	54	Implement the Positive Behavioural Support Model	4	8
SS 3.7	H/601/3546	55	Support Individuals to Access Education, Training or Employment	4	4
SS 5.2	M/601/5249	56	Promote Awareness of Sensory Loss	5	3
SS 5.3	H/601/5250	57	Support the Use of Assistive Technology	5	4
SS 5.4	K/601/5251	58	Explore Models of Disability	5	5

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
SS 5.5	M/601/5252	59	Support Individuals with Sensory Loss with Communication	5	5
EYMP5	T/600/9789	61	Support Children's Speech, Language and Communication	3	4
CYPOP 17	F/600/9777	62	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	4	5
ADV 309	Y/502/3299	66	Independent Advocacy with Children and Young People	4	7
ASM1	M/601/0648	68	Recognise Indications of Substance Misuse and refer Individuals to Specialists	3	4
ASM4	D/501/0585	69	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	3	4
P4	A/602/3175	9	Lead and Manage Group Living for Children	5	6
LM1c	H/602/3171 Barred combination with Unit 30, LM1a, D/602/3170	10	Lead and Manage a Team Within a Health and Social Care or Children and Young People's Setting	6	7
LM2c	M/602/3187 Barred combination with Unit 31, LM2a, H/602/3185	11	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5
O1	J/602/2336	19	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6
O16	R/602/2338	20	Recruitment and Selection within Health and Social Care or Children and Young People's Settings	4	3

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O20c	Y/602/2339	21	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6
O30c	L/602/2547	22	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6
O35	T/602/2574	23	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3
O40	F/602/2612	24	Facilitate Change in Health and Social Care or Children and Young People's Settings	5	6
O42	T/602/2753	26	Manage Finance within Own Area of Responsibility in Health and Social Care or Children and Young People's Settings	4	4
O43	R/602/2758	27	Manage Quality in Health and Social Care or Children and Young People's Settings	5	5
B1	Y/600/9588	28	Develop and Evaluate Operational Plans for Own Area of Responsibility	5	6
E8	K/600/9711	29	Manage Physical Resources	4	3
HSC 3067	T/504/2202	70	Support Learners to Stay Safe from Harm or Abuse	3	4

**Group B2 (minimum 0 credits, maximum 6 credits)**

<b>SSC Unit Reference Number</b>	<b>Ofqual Unit Reference Number</b>	<b>Pearson Unit Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>
LM1a	D/602/3170 Barred combination with Unit 10, LM1c, H/602/3171	30	Understand How to Manage a Team	4	3
LM2a	H/602/3185 Barred combination with Unit 11, LM2c, M/602/3187	31	Understanding Professional Supervision Practice	4	3
DEM 301	J/601/ 3538	32	Understand the Process and Experience of Dementia	3	3
PD OP 3.1	J/601/6150	33	Understand Physical Disability	3	3
PD OP 3.3	Y/601/6167	34	Understand the Impact of Acquired Brain Injury on Individuals	3	3
SS MU 3.1	M/601/3467	35	Understand Sensory Loss	3	3
LD 307	A/601/6274	36	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3

# **What is the qualification structure for the Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care (Adults' Management) Wales and Northern Ireland?**

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Learners must achieve a minimum of 90 credits, 900 TQT for this qualification. 53 credits are from group A, a minimum of 12 credits from group B and the remaining credits from groups B1 or B2. Learners must achieve a minimum of 65 credits at level 5 or above. This qualification is 563 GLH.

## **Group A**

These 12 units are mandatory for learners. Learners must achieve 53 credits.

## **Group B**

Learners must take a minimum of 12 credits from this group.

## **Group C**

These units are optional for learners.

**Group A - Mandatory (12 units, 53 credits)**

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
SHC 51	F/602/2335	1	Use and Develop Systems that Promote Communication	5	3
SHC 52	L/602/2578	2	Promote Professional Development	4	4
SHC 53	Y/602/3183	3	Champion Equality, Diversity and Inclusion	5	4
M1	K/602/3172	4	Develop Health and Safety and Risk Management Policies, Procedures and Practices in Health and Social Care or Children and Young People's Settings	5	5
M2c	A/602/3189	5	Work in Partnership in Health and Social Care or Children and Young People's Settings	4	4
M3	M/602/2850	13	Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals	5	5
P1	R/602/2856	14	Safeguarding and Protection of Vulnerable Adults	5	5
P5	Y/602/2860	16	Understand Safeguarding of Children and Young People (for Those Working in the Adult Sector)	3	1
HSCM1	D/602/2844	17	Lead Person-Centred Practice	5	4
LM1c	H/602/3171	10	Lead and Manage a Team Within a Health and Social Care or Children and Young People's Setting	6	7
LM2c	M/602/3187	11	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5
SS 5.1	J/601/5242	18	Assess the Individual in a Health and Social Care Setting	5	6

## Group B – Management units

Learners must achieve a minimum of 12 credits from this group

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O1	J/602/2336	19	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6
O16	R/602/2338	20	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3
O20c	Y/602/2339	21	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6
O30c	L/602/2547	22	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6
O35	T/602/2574	23	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3
O40	F/602/2612	24	Facilitate Change in Health and Social Care or Children and Young People's Settings	5	6
O41	L/602/2743	25	Manage an Inter-Professional Team in a Health and Social Care or Children and Young People's Setting	6	7
O42	T/602/2753	26	Manage Finance within Own Area of Responsibility in Health and Social Care or Children and Young People's Settings	4	4
O43	R/602/2758	27	Manage Quality in Health and Social Care or Children and Young People's Settings	5	5
MSC B1	Y/600/9588	28	Develop and Evaluate Operational Plans for Own Area of Responsibility	5	6
MSC E8	K/600/9711	29	Manage Physical Resources	4	3
O3	L/602/2337	37	Manage Domiciliary Services	5	6

## Group C

These units are optional for learners

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O4	F/602/2853	38	Lead the Management of Transitions	5	4
CCLD OP 5.25	J/602/3499	42	Undertake a Research Project Within Services for Health and Social Care or Children and Young People	5	10
LD 503	H/601/7354	43	Lead Active Support	5	5
LD 504	K/601/7355	44	Active Support: Lead Interactive Training	5	4
LD 509	J/601/5645	45	Promote Access to Healthcare for Individuals with Learning Disabilities	5	6
LD 510	A/601/5318	46	Promote Good Practice in the Support of Individuals With Autistic Spectrum Conditions	5	7
HSC 3065	T/601/9738 Barred combination with Unit 39, O32 K/602/2572	54	Implement the Positive Behavioural Support Model	4	8
O32	K/602/2572 Barred combination with Unit 54, HSC 3065, T/601/9738	39	Lead Positive Behavioural Support	7	10
SS 5.2	M/601/5249	56	Promote Awareness of Sensory Loss	5	3
SS 5.3	H/601/5250	57	Support the Use of Assistive Technology	5	4
SS 5.4	K/601/5251	58	Explore Models of Disability	5	5
SS 5.5	M/601/5252	59	Support Individuals with Sensory Loss with Communication	5	5

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
SS 5.6	T/601/5253	60	Support Individuals with Multiple Conditions and/or Disabilities	5	5
ADV 305	F/502/3295 Barred combination with Unit 64, Advo 306, J/502/3296; Unit 65, Advo 308, R/502/3298; Unit 67, Advo 310, F/502/3300	63	Independent Mental Capacity Advocacy	4	12
ADV 306	J/502/3296 Barred combination with Unit 63, Advo 305, F/502/3295; Unit 65, Advo 308, R/502/3298; Unit 67, Advo 310, F/502/3300	64	Independent Mental Health Advocacy	4	7
ADV 308	R/502/3298 Barred combination with Unit 63, Advo 305, F/502/3295; Unit 64, Advo 306, J/502/3296; Unit 67, Advo 310, F/502/3300	65	Providing Independent Advocacy to Adults	4	5

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
ADV 310	F/502/3300 Barred combination with Unit 63, Advo 305, F/502/3295;, Unit 64, Advo 306, J/502/3296; Unit 65, Advo 308, R/502/3298	67	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	4	5
MU5.2	F/601/9449	6	Understand Children and Young Person’s Development	5	6
MU5.3	J/601/9369	7	Lead Practice that Supports Positive Outcomes for Child and Young Person Development	5	6
MU5.4	A/601/9370	8	Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People	5	6
O36	J/602/2577	12	Lead Practice in Promoting the Wellbeing and Resilience of Children and Young People	5	8
P3	T/602/3174	15	Lead and Manage Group Living for Adults	5	5

# **What is the qualification structure for the Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care (Adults' Residential Management) Wales and Northern Ireland?**

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Learners must achieve a minimum of 90 credits, 900 TQT for this qualification. 52 credits are from group A, a minimum of 12 credits from group B and the remaining credits from groups B1 or B2. Learners must achieve a minimum of 65 credits at level 5 or above. This qualification is 578 GLH.

## **Group A**

These 12 units are mandatory for learners. Learners must achieve 52 credits.

## **Group B1**

Learners must take a minimum of 12 credits from this group.

## **Group B2**

These units are optional for learners.

**Group A - Mandatory (12 units, 52 credits)**

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
SHC 51	F/602/2335	1	Use and Develop Systems that Promote Communication	5	3
SHC 52	L/602/2578	2	Promote Professional Development	4	4
SHC 53	Y/602/3183	3	Champion Equality, Diversity and Inclusion	5	4
M1	K/602/3172	4	Develop Health and Safety and Risk Management Policies, Procedures and Practices in Health and Social Care or Children and Young People's Settings	5	5
M2c	A/602/3189	5	Work in Partnership in Health and Social Care or Children and Young People's Settings	4	4
M3	M/602/2850	13	Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals	5	5
P1	R/602/2856	14	Safeguarding and Protection of Vulnerable Adults	5	5
P3	T/602/3174	15	Lead and Manage Group Living for Adults	5	5
P5	Y/602/2860	16	Understand Safeguarding of Children and Young People (for Those Working in the Adult Sector)	3	1
HSCM1	D/602/2844	17	Lead Person-Centred Practice	5	4
LM1c	H/602/3171	10	Lead and Manage a Team Within a Health And Social Care or Children and Young People's Setting	6	7
LM2c	M/602/3187	11	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5

## Group B1 – Management units

Learners must achieve a minimum of 12 credits from this group

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O1	J/602/2336	19	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6
O16	R/602/2338	20	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3
O20c	Y/602/2339	21	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6
O30c	L/602/2547	22	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6
O35	T/602/2574	23	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3
O40	F/602/2612	24	Facilitate Change in Health and Social Care or Children and Young People's Settings	5	6
O41	L/602/2743	25	Manage Inter-Professional Team in a Health and Social Care or Children and Young People's Setting	6	7
O42	T/602/2753	26	Manage Finance within Own Area of Responsibility in Health and Social Care or Children and Young People's Settings	4	4
O43	R/602/2758	27	Manage Quality in Health and Social Care or Children and Young People's Settings	5	5
MSC B1	Y/600/9588	28	Develop and Evaluate Operational Plans for own Area of Responsibility	5	6
MSC E8	K/600/9711	29	Manage Physical Resources	4	3

## Group B2

These units are optional for learners

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
04	F/602/2853	38	Lead the Management of Transitions	5	4
O32	K/602/2572 Barred combination with Unit 54, HSC 3065, T/601/9738	39	Lead Positive Behavioural Support	7	10
CCLD OP 5.25	J/602/3499	42	Undertake a Research Project Within Services for Health and Social Care or Children and Young People	5	10
LD 503	H/601/7354	43	Lead Active Support	5	5
LD 504	K/601/7355	44	Active Support: Lead Interactive Training	5	4
LD 509	J/601/5645	45	Promote Access to Healthcare for Individuals with Learning Disabilities	5	6
LD 510	A/601/5318	46	Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions	5	7
HSC 3065	T/601/9738 Barred combination with Unit 39, O32, K/602/2572	54	Implement the Positive Behavioural Support Model	4	8
SS 5.2	M/601/5249	56	Promote Awareness of Sensory Loss	5	3
SS 5.3	H/601/5250	57	Support the Use of Assistive Technology	5	4
SS 5.4	K/601/5251	58	Explore Models of Disability	5	5
SS 5.5	M/601/5252	59	Support Individuals with Sensory Loss with Communication	5	5
SS 5.6	T/601/5253	60	Support Individuals with Multiple Conditions and/or Disabilities	5	5

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
ADV 305	F/502/3295 Barred combination with Unit 64, Advo 306, J/502/3296; Unit 65, Advo 308 R/502/3298; Unit 67, Advo 310, F/502/3300	63	Independent Mental Capacity Advocacy	4	12
ADV 306	J/502/3296 Barred combination with Unit 63, Advo 305, F/502/3295; Unit 65, Advo 308, R/502/3298; Unit 67, Advo 310, F/502/3300	64	Independent Mental Health Advocacy	4	7
ADV 308	R/502/3298 Barred combination with Unit 63, Advo 305, F/502/3295; Unit 64, Advo 306, J/502/3296; Unit 67, Advo 310, F/502/3300	65	Providing Independent Advocacy to Adults	4	5

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
ADV 310	F/502/3300 Barred combination with Unit 63, Advo 305, F/502/3295; Unit 64, Advo 306, J/502/3296, Unit 65, Advo 308, R/502/3298;	67	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	4	5
SS 5.1	J/601/5242	18	Assess the Individual in a Health and Social Care Setting	5	6

# **What is the qualification structure for the Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care (Children and Young People's Management) Wales?**

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Learners must achieve a minimum of 90 credits, 900 TQT for this qualification. 58 credits are from group A, a minimum of 12 credits from group B and the remaining credits from groups B and C. Learners must achieve a minimum of 68 credits at level 5 or above. This qualification is 571 GLH.

## **Group A**

These 11 units are mandatory for learners. Learners must achieve 58 credits.

## **Group B**

Learners must take a minimum of 12 credits from this group.

## **Group C**

These units are optional for learners.

**Group A - Mandatory (11 units, 58 credits)**

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
SHC 51	F/602/2335	1	Use and Develop Systems that Promote Communication	5	3
SHC 52	L/602/2578	2	Promote Professional Development	4	4
SHC 53	Y/602/3183	3	Champion Equality, Diversity and Inclusion	5	4
M1	K/602/3172	4	Develop Health and Safety and Risk Management Policies, Procedures and Practices In Health and Social Care or Children and Young People's Settings	5	5
M2c	A/602/3189	5	Work in Partnership in Health and Social Care or Children and Young People's Settings	4	4
MU5.2	F/601/9449	6	Understand Children and Young Person's Development	5	6
MU5.3	J/601/9369	7	Lead Practice That Supports Positive Outcomes for Child and Young Person Development	5	6
MU5.4	A/601/9370	8	Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People	5	6
LM1c	H/602/3171	10	Lead and Manage a Team Within a Health And Social Care or Children and Young People's Setting	6	7
LM2c	M/602/3187	11	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5
O36	J/602/2577	12	Lead Practice in Promoting the Wellbeing and Resilience of Children and Young People	5	8

## Group B – Management units

Learners must achieve a minimum of 12 credits from this group

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O1	J/602/2336	19	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6
O16	R/602/2338	20	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3
O20c	Y/602/2339	21	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6
O30c	L/602/2547	22	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6
O35	T/602/2574	23	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3
O40	F/602/2612	24	Facilitate Change in Health and Social Care or Children and Young People's Settings	5	6
O41	L/602/2743	25	Manage Inter-Professional Team in a Health and Social Care or Children and Young People's Setting	6	7
O42	T/602/2753	26	Manage Finance within Own Area of Responsibility in Health and Social Care or Children and Young People's Settings	4	4
O43	R/602/2758	27	Manage Quality in Health and Social Care or Children and Young People's Settings	5	5
MSC B1	Y/600/9588	28	Develop and Evaluate Operational Plans for Own Area of Responsibility	5	6
MSC E8	K/600/9711	29	Manage Physical Resources	4	3
O3	L/602/2337	37	Manage Domiciliary Services	5	6

## Group C

These units are optional for learners

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O4	F/602/2853	38	Lead the Management of Transitions	5	4
CCLD OP 5.12	K/602/3074	40	Develop Provision for Family Support	5	5
CCLD OP 5.13	M/602/2380	41	Lead Support for Disabled Children and Young People and their Carers	6	8
CCLD OP 5.25	J/602/3499	42	Undertake a Research Project Within Services for Health and Social Care or Children and Young People	5	10
HSC 3065	T/601/9738 Barred combination with Unit 39, O32, K/602/2572	54	Implement the Positive Behavioural Support Model	4	8
O32	K/602/2572 Barred combination with Unit 54, HSC 3065, T/601/9738	39	Lead Positive Behavioural Support	7	10
SS 5.2	M/601/5249	56	Promote Awareness of Sensory Loss	5	3
SS 5.3	H/601/5250	57	Support the Use of Assistive Technology	5	4
SS 5.4	K/601/5251	58	Explore Models of Disability	5	5
SS 5.5	M/601/5252	59	Support Individuals with Sensory Loss with Communication	5	5
CYPOP 17	F/600/9777	62	Understand the Needs of Children and Young People Who are Vulnerable and Experiencing Poverty and Disadvantage	4	5
ADV 309	Y/502/3299	66	Independent Advocacy with Children and Young People	4	7

<b>SSC Unit Reference Number</b>	<b>Ofqual Unit Reference Number</b>	<b>Pearson Unit Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>
M3	M/602/2850	13	Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals	5	5
P1	R/602/2856	14	Safeguarding and Protection of Vulnerable Adults	5	5
HSCM1	D/602/2844	17	Lead Person-Centred Practice	5	4

# **What is the qualification structure for the Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care (Children and Young People's Residential Management) Wales?**

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## **Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Management) Wales**

Learners must achieve a minimum of 90 credits, 900 TQT for this qualification. 64 credits are from group A, a minimum of 12 credits from group B and the remaining credits from groups B or C. Learners must achieve a minimum of 65 credits at level 5 or above. This qualification is 571 GLH.

### **Group A**

These 12 units are mandatory for learners. Learners must achieve 64 credits.

### **Group B**

Learners must take a minimum of 12 credits from this group.

### **Group C**

These units are optional for learners.

**Group A - Mandatory (12 units, 64 credits)**

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
SHC 51	F/602/2335	1	Use and Develop Systems that Promote Communication	5	3
SHC 52	L/602/2578	2	Promote Professional Development	4	4
SHC 53	Y/602/3183	3	Champion Equality, Diversity And Inclusion	5	4
M1	K/602/3172	4	Develop Health and Safety and Risk Management Policies, Procedures and Practices in Health and Social Care or Children and Young People's Settings	5	5
M2c	A/602/3189	5	Work in Partnership in Health and Social Care or Children and Young People's Settings	4	4
MU5.2	F/601/9449	6	Understand Children and Young Person's Development	5	6
MU5.3	J/601/9369	7	Lead Practice that Supports Positive Outcomes for Child and Young Person Development	5	6
MU5.4	A/601/9370	8	Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People	5	6
P4	A/602/3175	9	Lead and Manage Group Living for Children	5	6
LM1c	H/602/3171	10	Lead and Manage a Team Within a Health and Social Care or Children and Young People's Setting	6	7
LM2c	M/602/3187	11	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5
O36	J/602/2577	12	Lead Practice in Promoting the Wellbeing and Resilience of Children and Young People	5	8

## Group B – Management units

Learners must achieve a minimum of 12 credits from this group

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O1	J/602/2336	19	Develop Procedures and Practice to Respond to Concerns and Complaints	5	6
O16	R/602/2338	20	Recruitment and Selection Within Health and Social Care or Children and Young People's Settings	4	3
O20c	Y/602/2339	21	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6
O30c	L/602/2547	22	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	5	6
O35	T/602/2574	23	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3
O40	F/602/2612	24	Facilitate Change in Health and Social Care or Children and Young People's Setting	5	6
O41	L/602/2743	25	Manage Inter-Professional Team in a Health and Social Care or Children and Young People's Setting	6	7
O42	T/602/2753	26	Manage Finance within Own Area of Responsibility in Health and Social Care or Children and Young People's Settings	4	4
O43	R/602/2758	27	Manage Quality In Health And Social Care Or Children and Young People's Settings	5	5
MSC B1	Y/600/9588	28	Develop and Evaluate Operational Plans for own Area of Responsibility	5	6
MSC E8	K/600/9711	29	Manage Physical Resources	4	3

## Group C

These units are optional for learners

SSC Unit Reference Number	Ofqual Unit Reference Number	Pearson Unit Number	Unit Title	Level	Credit
O4	F/602/2853	38	Lead the Management of Transitions	5	4
O32	K/602/2572 Barred combination with Unit 54, HSC 3065, T/601/9738	39	Lead Positive Behavioural Support	7	10
CCLD OP 5.12	K/602/3074	40	Develop Provision for Family Support	5	5
CCLD OP 5.13	M/602/2380	41	Lead Support for Disabled Children and Young People and Their Carers	6	8
CCLD OP 5.25	J/602/3499	42	Undertake a Research Project Within Services for Health and Social Care or Children And Young People	5	10
HSC 3065	T/601/9738 Barred combination with Unit 39, O32, K/602/2572	54	Implement the Positive Behavioural Support Model	4	8
SS 3.7	H/601/3546	55	Support Individuals to Access Education Training or Employment	4	4
SS 5.2	M/601/5249	56	Promote Awareness of Sensory Loss	5	3
SS 5.3	H/601/5250	57	Support the Use of Assistive Technology	5	4
SS 5.4	K/601/5251	58	Explore Models of Disability	5	5
SS 5.5	M/601/5252	59	Support Individuals with Sensory Loss with Communication	5	5

<b>SSC Unit Reference Number</b>	<b>Ofqual Unit Reference Number</b>	<b>Pearson Unit Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>
CYPOP 17	F/600/9777	62	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	4	5
ADV 309	Y/502/3299	66	Independent Advocacy with Children and Young People	4	7

## How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment Principles

The assessment principles for these qualifications have been included in *Annexe C*. They have been developed by Skills for Care and Development in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- assessment requirements for knowledge-based and competence-based units
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Learners may provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units or a whole qualification. Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, available on our website at [qualifications.pearson.com](http://qualifications.pearson.com)
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

### **Types of evidence (to be read in conjunction with the assessment strategy in *Annexe C*)**

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria as well as the requirements of Skills for Care and Development's requirements/strategy. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Pearson vocational qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Guidance on seeking approval to deliver Pearson vocational qualifications is available at [qualifications.pearson.com](http://qualifications.pearson.com)

## Approvals agreement

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

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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Each qualification is designed to support learners working in the Health and Social Care sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the delivery of a qualification must take health and safety requirements into account.

Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

# Unit content

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As this is a competency based qualification unit content is not a requirement. However unit content has been included for the mandatory units and where unit content has been previously developed for other specifications it has been included in this specification.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learner's certificate.
<b>Unit code:</b>					This is the unit owner's reference number for the specified unit.
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units



## **Unit 1: Use and Develop Systems that Promote Communication**

<b>Unit code:</b>	SHC 51
<b>Unit reference number:</b>	F/602/2335
<b>Level:</b>	5
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	24

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### **Unit summary**

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

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

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

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

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

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

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

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

*Effectiveness of existing communication systems and practices:* maintaining confidentiality; complying with legal requirements eg Essential Standards for Safety and Quality; meeting organisational requirements

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to address the range of communication requirements in own role	1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role 1.2 Explain how to support effective communication within own job role 1.3 Analyse the barriers and challenges to communication within own job role 1.4 Implement a strategy to overcome communication barriers 1.5 Use different means of communication to meet different needs			
2 Be able to improve communication systems and practices that support positive outcomes for individuals	2.1 Monitor the effectiveness of communication systems and practices 2.2 Evaluate the effectiveness of existing communication systems and practices 2.3 Propose improvements to communication systems and practices to address any shortcomings 2.4 Lead the implementation of revised communication systems and practices			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to improve communication systems to support partnership working	3.1 Use communication systems to promote partnership working 3.2 Compare the effectiveness of different communications systems for partnership working 3.3 Propose improvements to communication systems for partnership working			
4 Be able to use systems for effective information management	4.1 Explain legal and ethical tensions between maintaining confidentiality and sharing information 4.2 Analyse the essential features of information-sharing agreements within and between organisations 4.3 Demonstrate use of information management systems that meet legal and ethical requirements			

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## **Unit 2: Promote Professional Development**

<b>Unit code:</b>	SHC 52
<b>Unit reference number:</b>	L/602/2578
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	33

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

### 1 Understand principles of professional development

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

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

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

### 2 Prioritise goals and targets for professional development

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

### 3 Produce a personal development plan

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

#### 4 **Improve performance through reflective practice**

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

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

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to improve performance through reflective practice	4.1 Compare models of reflective practice 4.2 Explain the importance of reflective practice to improve performance 4.3 Use reflective practice and feedback from others to improve performance 4.4 Evaluate how practice has been improved through: <ul style="list-style-type: none"> <li>- reflection on best practice</li> <li>- reflection on failures and mistakes</li> </ul>			

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## **Unit 3: Champion Equality, Diversity and Inclusion**

<b>Unit code:</b>	SHC 53
<b>Unit reference number:</b>	Y/602/3183
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	34

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### **Unit summary**

The purpose of this unit is to assess the learner's knowledge, understanding and skills required for a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

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

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

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

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

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

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

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

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

*The value of diversity:* eg increased knowledge of other cultures, religions, age, gender, sexuality; increased opportunities; enterprise

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand diversity, equality and inclusion in own area of responsibility</p>	<p>1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility</p> <p>1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility</p> <p>1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility</p>			
<p>2 Be able to champion diversity, equality and inclusion</p>	<p>2.1 Promote equality, diversity and inclusion in policy and practice</p> <p>2.2 Challenge discrimination and exclusion in policy and practice</p> <p>2.3 Provide others with information about:</p> <ul style="list-style-type: none"> <li>- the effects of discrimination</li> <li>- the impact of inclusion</li> <li>- the value of diversity</li> </ul> <p>2.4 Support others to challenge discrimination and exclusion</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to develop systems and processes that promote diversity, equality and inclusion	3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion 3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility 3.3 Propose improvements to address gaps or shortfalls in systems and processes			
4 Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care 4.2 Explain the principle of informed choice 4.3 Explain how issues of individual capacity may affect informed choice 4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility			

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

<b>Unit code:</b>	M1
<b>Unit reference number:</b>	K/602/3172
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	33

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**Unit summary**

The purpose of this unit is to assess the learner’s knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health and social care or children and young people’s settings.

**Assessment requirements**

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

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

**Assessment methodology**

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

## Content

### 1 **Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health and social care or children and young people's settings:**

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

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

### 2 **Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings**

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

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

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

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

**3 Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings**

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

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

**4 Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings**

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

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

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

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

**5 Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

*Obtaining feedback:* eg from staff, individuals, carers, significant others, domiciliary workers

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people’s settings</p>	<p>1.1 Explain the legislative framework for health, safety and risk management in the work setting</p> <p>1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements</p>			
<p>2 Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people’s settings</p>	<p>2.1 Demonstrate compliance with health, safety and risk management procedures</p> <p>2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work</p> <p>2.3 Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with</p> <p>2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings	3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others 3.2 Work with individuals and others to assess potential risks and hazards 3.3 Work with individuals and others to manage potential risks and hazards			
4 Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings	4.1 Work with individuals to balance the management of risk with individual rights and the views of others 4.2 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking 4.3 Evaluate own practice in promoting a balanced approach to risk management 4.4 Analyse how helping others to understand the balance between risk and rights improves practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others 5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting. 5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting 5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting			

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

<b>Unit code:</b>	M2c
<b>Unit reference number:</b>	A/602/3189
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	26

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

### 1 Understand partnership working

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand partnership working	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with <ul style="list-style-type: none"> <li>- colleagues</li> <li>- other professionals</li> <li>- others</li> </ul> 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working			
2 Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues 2.2 Develop and agree common objectives when working with colleagues 2.3 Evaluate own working relationships with colleagues 2.4 Deal constructively with any conflict that may arise with colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals 3.2 Develop procedures for effective working relationships with other professionals 3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities 3.4 Evaluate procedures for working with other professionals 3.5 Deal constructively with any conflict that may arise with other professionals			
4 Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others 4.2 Develop procedures for effective working relationships with others 4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities 4.4 Evaluate procedures for working with others 4.5 Deal constructively with any conflict that may arise with others			

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## **Unit 6: Understand Children and Young Person's Development**

<b>Unit code:</b>	MU5.2
<b>Unit reference number:</b>	F/601/9449
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	30

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### **Unit summary**

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

### **Assessment requirements**

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

### **Assessment methodology**

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

## Content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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

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*(if sampled)*



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

<b>Unit code:</b>	MU5.3
<b>Unit reference number:</b>	J/601/9369
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	36

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### **Unit summary**

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

### **Assessment requirements**

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

### **Assessment methodology**

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

## Content

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

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

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

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

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

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

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

*Strategies to encourage child or young person and carers' participation in developmental assessment:* carers eg families, paid carers; building partnerships with families/carers; involving in decision making; listening to children and young people; demonstrating respect; use of advocates; supporting children, young people and parents to make informed choices; parental rights and responsibilities; building trust, building and maintaining relationships; breaking down barriers eg physical access, communication, language; sharing information/observations; home visits; knowledge of culture, language, religion; workshops/parenting programmes; providing coherent/transparent policies and services; SEAL Programme (Social and Emotional Aspects of Learning) promotes whole school approach to encourage learners to develop social and emotional skills

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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

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**Unit 8:** **Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People**

<b>Unit code:</b>	MU5.4
<b>Unit reference number:</b>	A/601/9370
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	26

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### **Unit summary**

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

### **Assessment requirements**

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

### **Assessment methodology**

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

## Content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the impact of current legislation that underpins the safeguarding of children and young people	1.1 Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation  1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people  1.3 Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to support the review of policies and procedures for safeguarding children and young people	2.1 Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice 2.2 Identify the policies and procedures required in the work setting for safeguarding children and young people 2.3 Develop the process for reviewing the process for safeguarding policies and procedures 2.4 Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures 2.5 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people			
3 Be able to implement policies and procedures for safeguarding children and young people	3.1 Support the implementation of policies and procedures for safeguarding children and young people 3.2 Mentor and support other practitioners to develop the skills to safeguard children and young people			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
4 Be able to lead practice in supporting children and young people's wellbeing and resilience	4.1 Justify how promoting wellbeing and resilience supports the safeguarding of children and young people 4.2 Review how children or young people's resilience and wellbeing are supported in own work setting 4.3 Support others to understand the importance of wellbeing and resilience in the context of safeguarding			

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*(if sampled)*

## **Unit 9: Lead and Manage Group Living for Children**

<b>Unit code:</b>	P4
<b>Unit reference number:</b>	A/602/3175
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	43

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

### 1 **Understand the legal, policy, rights and theoretical framework for group living for children and young people**

*Theoretical approaches for group living:* how to develop and implement a social pedagogical approach and outcomes-focused service provision for children and young people in group care; how to ensure the availability of psycho-social approaches and therapeutic programmes for children and young people needing these eg counselling, behaviour management programmes; how to maintain evidence-based practice and keep up to date with current and emerging changes in legislation and the implications for practice and management in group care for children and young people

*Legislation, policy and rights for children and young people:* United Nations Convention on the Rights of the Child (UNCRC); key legislation for protecting and safeguarding eg the Children Act 1989; legislation to promote wellbeing and improved outcomes for children and young people eg Children Act 2004, Children and Young Person's Act 2008, the five outcomes of the Every Child Matters agenda – be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing; the right of access to universal, targeted and specialist services across health, social care and education that are available for children and young people eg immunisation and health screening, CAMHS

*Impact of legislation on group living:* how to use the legislative frameworks to carry out an audit of policies and procedures to ensure compliance in relation to security procedures, access and visiting rights, safeguarding policies, data and information management and security, inter-agency and joint working; how to use the legislation and policy to promote the rights of children and young people within the setting, maintain and enhance their physical, social and emotional wellbeing and improve individual outcomes; how to balance safety and security with children and young people's rights to privacy and empowerment

*Analyse impact of current policies:* comparing objectives with outcomes; identifying benefits; identifying improvements

## 2 **Lead the planning, implementation and review of daily living activities for children and young people**

*Supporting daily living activities that meet children and young people's requirements:* implementing management approaches that enable staff to identify and develop daily living routines and activities that meet children and young people's needs for security, safety, companionship and privacy and which meet their development needs and help them engage in positive relationships eg modelling, shadowing, staff training and development, linking theory to practice eg theories of child and adolescent development to age-appropriate activities

*Ensuring children and young people are central to decisions:* how to develop and use policies and procedures to ensure children and young people are engaged in and central to decisions about their care and daily living activities, on both an individual and collective basis; formally through representation at staff meetings; informally eg through sharing of chores, making choices and agreeing plans with others; supporting children and young people to review their arrangements and activities eg using peer mentors; overseeing staff input

*Overseeing review of daily activities:* ensuring outcomes of activities meet expectations of children and young people; identifying need for change, improvements

## 3 **Promote positive outcomes in a group living environment**

*Positive outcomes:* the importance of recognising how children and young people's life experiences influence their behaviour and responses to group living; strategies for promoting positive outcomes including ways of empowering children and young people so they are active participants in their own care eg access to advocacy, peer mentors; the importance of minimising stress and feeling safe; ways of supporting staff to help children and young people develop positive and trusting relationships with others inside and outside the setting; identifying positive outcomes for individual children or young people eg taking personal responsibility, identifying and setting self-directed goals; the importance of achieving these to the development of self-esteem and resilience

*Evaluation:* working with staff to ensure that each child and young person's personal information includes their clearly identified and documented aspirations, goals, likes and preferences, that their overall developmental progress is assessed and documented, reviewed and changed with full participation of the child or young person so that their individual outcomes can be promoted

*Conflict resolution:* ensuring tension is minimised through effective communication strategies; ensuring that mechanisms are in place to manage disagreement, conflict, complaints and rewards; ensuring staff are aware of situations in which conflict is likely and have the skills to defuse and deal with these, including mediation, negotiation, successful behaviour management techniques that are in line with legal and operational guidelines eg on restraint

#### 4 **Manage a positive group living environment**

*Maintaining the physical environment:* understanding the links between the physical environment and emotional wellbeing, the importance of high quality furnishings, fixtures and fittings to self-esteem and the promotion of self-care; how this leads to positive outcomes for children and young people as they learn to respect their environment

*Working patterns:* know the potential effects of different working patterns on the development of relationships eg shifts; developing methods to manage this and minimise disruption eg key worker system; awareness of the manager's role in modelling appropriate approaches to developing and maintaining relationships with children and young people that are mutually respectful, awareness of power dynamics and the negative impact of these on the development of relationships with children and young people

*Recommend changes:* implementing changes as required eg where there has been disruption, disturbance or dispute to relationships

*Workforce development:* developing and implementing a workforce development plan to ensure succession planning; implementing appropriate training and development opportunities eg theoretical approaches to child and adolescent development, attachment and reactive attachment disorder and the impact of this on relationships, group dynamics, to group living, methods available for raising staff awareness of these

*Professional boundaries:* ensuring staff are aware of and apply professional boundaries in relationships with children and young people and the implications of not doing so for all concerned

*Raising staff awareness of group dynamics:* training and development; opportunities for impact of group dynamics on group living environment

*Monitoring and evaluation:* ensuring clear lines of accountability for managing rotas and working patterns; recognising the importance of regular monitoring and review; monitoring resources and resource allocation to ensure that positive outcomes for individuals can be achieved and maintained

## 5 **Safeguard children and young people in a group living environment**

*Policies and procedures for safeguarding:* safe recruitment policies; health and safety policies; procedures to ensure safe working practices that protect staff and children and young people; confidentiality legislation and how this informs development of policies and procedures; reporting procedures and record-keeping to ensure that children and young people are safe from harm – self-harm, harm from others within the setting eg bullying; harm from external sources eg visits, harm from staff; ensuring all staff understand reporting procedures and know what action to take in any situation, including disclosure

*Monitoring and reviewing policies:* evaluating policies and procedures at regular intervals against current and emerging best practice; government reports and guidelines containing key messages from child protection enquiries and serious case reviews; making changes and adjustments to policies and procedures in line with recommendations and regularly updating staff

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legal, policy, rights and theoretical framework for group living for children and young people	1.1 Review current theoretical approaches to group living provision for children and young people 1.2 Explain the legislative and rights frameworks that underpin work with children and young people in a group living provision 1.3 Analyse the impact of current policies, regulations and legislation on group living provision for children and young people 1.4 Describe how the frameworks are used to improve the life chances and outcomes of children and young people in group living provision			
2 Be able to lead the planning, implementation and review of daily living activities for children and young people	2.1 Support others to plan and implement daily living activities that meet the needs, preferences and aspirations of children and young people 2.2 Develop systems to ensure children and young people are central to decisions about their daily living activities 2.3 Oversee the review of daily living activities			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3 Be able to promote positive outcomes in a group living environment	3.1 Evaluate how group living can promote positive outcomes for children and young people 3.2 Ensure that children and young people are supported to maintain and develop relationships from inside or outside the group living environment 3.3 Demonstrate effective approaches to resolving any conflicts and tensions in group living			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 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 wellbeing 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 outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to safeguard children and young people in a group living environment	5.1 Implement systems to protect children and young people in a group living environment from risk of harm or abuse 5.2 Review systems against legislation, policies and procedures and key messages from research and child protection inquiries for a group living environment			

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## **Unit 10: Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting**

<b>Unit code:</b>	LM1c
<b>Unit reference number:</b>	H/602/3171
<b>Level:</b>	6
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	46

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### **Unit summary**

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

### **Forbidden combination**

This unit must not be taken with Unit 30: Understand how to Manage a Team (LM1a, D/602/3170)

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

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

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

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

*Management styles:* Mintzberg; situational leadership; leading by example; leading by direction; democratic; laissez faire; autocratic; consultative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Feedback to individual:* eg one-to-one meetings, supervision and appraisals, using positive and negative critique, self-assessment, reflection

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the features of effective team performance within a health and social care or children and young people's setting</p>	<p>1.1 Explain the features of effective team performance</p> <p>1.2 Identify the challenges experienced by developing teams</p> <p>1.3 Identify the challenges experienced by established teams</p> <p>1.4 Explain how challenges to effective team performance can be overcome</p> <p>1.5 Analyse how different management styles may influence outcomes of team performance</p> <p>1.6 Analyse methods of developing and maintaining:</p> <ul style="list-style-type: none"> <li>- trust</li> <li>- accountability</li> </ul> <p>1.7 Compare methods of addressing conflict within a team</p>			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2 Be able to support a positive culture within the team for a health and social care or children and young people's setting	2.1 Identify the components of a positive culture within own team 2.2 Demonstrate how own practice supports a positive culture in the team 2.3 Use systems and processes to support a positive culture in the team 2.4 Encourage creative and innovative ways of working within the team			
3 Be able to support a shared vision within the team for a health and social care or children and young people's setting	3.1 Identify the factors that influence the vision and strategic direction of the team 3.2 Communicate the vision and strategic direction to team members 3.3 Work with others to promote a shared vision within the team 3.4 Evaluate how the vision and strategic direction of the team influences team practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting	4.1 Identify team objectives 4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives 4.3 Facilitate team members to actively participate in the planning process 4.4 Encourage sharing of skills and knowledge between team members 4.5 Agree roles and responsibilities with team members			
5 Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting	5.1 Set personal work objectives with team members based on agreed objectives 5.2 Work with team members to identify opportunities for development and growth 5.3 Provide advice and support to team members to make the most of identified development opportunities. 5.4 Use a solution focused approach to support team members to address identified challenges			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to manage team performance in a health and social care or children and young people's setting	6.1 Monitor and evaluate progress towards agreed objectives 6.2 Provide feedback on performance to: <ul style="list-style-type: none"> <li>- the individual</li> <li>- the team</li> </ul> 6.3 Provide recognition when individual and team objectives have been achieved 6.4 Explain how team members are managed when performance does not meet requirements			

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## **Unit 11: Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings**

<b>Unit code:</b>	LM2c
<b>Unit reference number:</b>	M/602/3187
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	39

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### **Unit summary**

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

### **Forbidden combination**

This unit must not be taken with Unit 31: Understanding Professional Supervision Practice (LM2a, H/602/3185)

### **Assessment requirements**

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

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

### **Additional information**

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

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the purpose of professional supervision in health and social care or children and young people’s work settings</p>	<p>1.1 Analyse the principles, scope and purpose of professional supervision</p> <p>1.2 Outline theories and models of professional supervision</p> <p>1.3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision</p> <p>1.4 Explain how findings from research, critical reviews and inquiries can be used within professional supervision</p> <p>1.5 Explain how professional supervision can protect the:</p> <ul style="list-style-type: none"> <li>- individual</li> <li>- supervisor</li> <li>- supervisee</li> </ul>			
<p>2 Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people’s work settings</p>	<p>2.1 Explain the performance management cycle</p> <p>2.2 Analyse how professional supervision supports performance</p> <p>2.3 Analyse how performance indicators can be used to measure practice</p>			

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

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

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## **Unit 12: Lead Practice in Promoting the Wellbeing and Resilience of Children and Young People**

<b>Unit code:</b>	036
<b>Unit reference number:</b>	J/602/2577
<b>Level:</b>	5
<b>Credit value:</b>	8
<b>Guided learning hours:</b>	53

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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

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*(if sampled)*



## **Unit 13: Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals**

<b>Unit code:</b>	M3
<b>Unit reference number:</b>	M/602/2850
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	35

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### **Unit summary**

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

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

### **Assessment requirements**

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

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

### **Additional information**

**Approaches to outcome based-practice** may include:

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

**Appropriate methods** may include:

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

**Appropriate approaches to address conflicts and dilemmas** may include:

- one-to-one discussion
- group discussion
- using contracts
- providing information to inform choices.
- mentoring for conflict resolution.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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

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## **Unit 14: Safeguarding and Protection of Vulnerable Adults**

<b>Unit code:</b>	P1
<b>Unit reference number:</b>	R/602/2856
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	37

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### **Unit summary**

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.

### **Assessment requirements**

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

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

#### **Additional information**

**Policy developments** may include:

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

**Agreed protocols** may include:

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legislation, regulations and policies that underpin the protection of vulnerable adults	1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults 1.2 Evaluate the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting 1.3 Explain the legislative framework for safeguarding vulnerable adults 1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults 1.5 Explain the protocols and referral procedures when harm or abuse is alleged or suspected			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to lead service provision that protects vulnerable adults	2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices 2.2 Provide information to others on: <ul style="list-style-type: none"> <li>- indicators of abuse</li> <li>- measures that can be taken to avoid abuse taking place</li> <li>- steps that need to be taken in the case of suspected or alleged abuse</li> </ul> 2.3 Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse 2.4 Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring 2.5 Provide feedback to others on practice that supports the protection of vulnerable adults			
3 Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults	3.1 Follow agreed protocols for working in partnership with other organisations 3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations			

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

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## **Unit 15: Lead and Manage Group Living for Adults**

<b>Unit code:</b>	P3
<b>Unit reference number:</b>	T/602/3174
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	39

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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

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## **Unit 16: Understand Safeguarding of Children and Young People (for those working in the adult sector)**

<b>Unit code:</b>	P5
<b>Unit reference number:</b>	Y/602/2860
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	10

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### **Unit summary**

The purpose of this unit is to assess the learner's knowledge required to understand the safeguarding of children and young people. These workers do not work directly with children, but need to know how to recognise and respond to abuse and/or neglect should they come across it in the course of their work with adults.

### **Assessment requirements**

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the policies, procedures and practices for safe working with children and young people	1.1 Explain the policies, procedures and practices for safe working with children and young people			
2 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 2.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting 2.3 Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged			

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## Unit 17: Lead Person-Centred Practice

<b>Unit code:</b>	HSCM1
<b>Unit reference number:</b>	D/602/2844
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	29

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### Unit summary

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

### Assessment requirements

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

#### Additional information

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

**Others** may include:

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

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

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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## **Unit 18: Assess the Individual in a Health and Social Care Setting**

<b>Unit code:</b>	SS 5.1
<b>Unit reference number:</b>	J/601/5242
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	41

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### **Unit summary**

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

### **Assessment requirements**

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

#### **Additional information**

**Others** could include:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to promote others' understanding of the role of assessment	4.1 Develop others' understanding of the functions of a range of assessment tools 4.2 Develop others' understanding that assessment may have a positive and/or negative impact on an individual and their families 4.3 Develop others' understanding of their contribution to the assessment process			
5 Review and evaluate the effectiveness of assessment	5.1 Review the assessment process based on feedback from the individual and/or others 5.2 Evaluate the outcomes of assessment based on feedback from the individual and/or others 5.3 Develop an action plan to address the findings			

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## **Unit 19: Develop Procedures and Practice to Respond to Concerns and Complaints**

<b>Unit code:</b>	01
<b>Unit reference number:</b>	J/602/2336
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	40

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Additional information**

**Others** may include:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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*(if sampled)*

## **Unit 20: Recruitment and Selection within Health and Social Care or Children and Young People's Settings**

<b>Unit code:</b>	016
<b>Unit reference number:</b>	R/602/2338
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	26

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Additional information**

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

**Others** may include:

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

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

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the recruitment and selection processes in health and social care or children and young people's settings</p>	<p>1.1 Explain the impact on selection and recruitment processes, in own setting, of:</p> <ul style="list-style-type: none"> <li>- legislative requirements</li> <li>- regulatory requirements</li> <li>- professional codes</li> <li>- agreed ways of working</li> </ul> <p>1.2 Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection</p> <p>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</p>			
<p>2 Be able to contribute to the recruitment process in health and social care or children's and young people's settings</p>	<p>2.1 Review job descriptions and person specifications to meet work setting objectives</p> <p>2.2 Work with others to establish the criteria that will be used in the recruitment and selection process</p> <p>2.3 Work with others to establish the methods that will be used in the recruitment and selection process</p> <p>2.4 Involve individuals in the recruitment process</p>			

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

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## **Unit 21: Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings**

<b>Unit code:</b>	020c
<b>Unit reference number:</b>	Y/602/2339
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	42

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Additional information**

**Conflict** may include:

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how groups develop and function in health and social care or children and young people's work settings</p>	<p>1.1 Analyse the impact of theories and models on group work practice</p> <p>1.2 Explain how to form and maintain a cohesive and effective group</p> <p>1.3 Explain how different facilitation styles may influence:</p> <ul style="list-style-type: none"> <li>- group dynamics</li> <li>- lifecycle of the group</li> <li>- group outcomes</li> <li>- development of roles within the group</li> </ul> <p>1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group</p> <p>1.5 Analyse the importance of participant engagement in achieving group outcomes</p>			
<p>2 Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings</p>	<p>2.1 Evaluate methods that may be utilised in facilitating groups</p> <p>2.2 Prepare an environment that is conducive to the functioning of the group</p> <p>2.3 Work with a group/s to agree acceptable group and individual behaviour</p> <p>2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to facilitate a group in health and social care or children and young people's work settings	3.1 Use a range of methods to accommodate different learning styles within the group 3.2 Provide a group experience where participants are engaged and stimulated 3.3 Intervene effectively in a group session to improve the learning process			
4 Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings	4.1 Demonstrate inclusive practice when facilitating groups 4.2 Support consensus and manage conflict within a group 4.3 Explain how to challenge excluding or discriminatory behaviour 4.4 Demonstrate how to manage diverse group behaviours 4.5 Explain when to refer issues and areas of concern			
5 Be able to monitor and review the work of a group in health and social care or children and young people's work settings	5.1 Work with a group to agree monitoring and review processes 5.2 Implement systems and processes to monitor and review the progress of a group 5.3 Assess the effectiveness of a group in relation to identified outcomes 5.4 Reflect on strengths and areas for development in own practice of facilitating groups			

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## **Unit 22: Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People’s Settings**

<b>Unit code:</b>	030c
<b>Unit reference number:</b>	L/602/2547
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	43

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Additional information**

**Different information sources** may include:

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings	2.1 Promote the benefits of coaching and mentoring in the work setting 2.2 Support practitioners to identify learning needs where it would be appropriate to use coaching 2.3 Support practitioners to identify learning needs where it would be appropriate to use mentoring 2.4 Explain the different types of information, advice and guidance that can support learning in the work setting 2.5 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting			
3 Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings	3.1 Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting 3.2 Plan coaching and mentoring activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to implement coaching and mentoring activities in health and social care or children and young people's settings	4.1 Support the implementation of coaching and mentoring activities 4.2 Select the most appropriate person to act as coach or mentor 4.3 Explain the support needs of those who are working with peers as coaches or mentors 4.4 Provide coaching in a work setting according to the agreed plan 4.5 Provide mentoring in a work setting according to the agreed plan			
5 Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings	5.1 Review how the use of coaching and mentoring in the work setting has supported business objectives 5.2 Evaluate the impact of coaching and mentoring on practice 5.3 Develop plans to support the future development of coaching and mentoring in the work setting			

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## **Unit 23: Manage Induction in Health and Social Care or Children and Young People's Settings**

<b>Unit code:</b>	035
<b>Unit reference number:</b>	T/602/2574
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	21

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Additional information**

**Practitioners** could include:

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

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

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

Factors that influence could include:

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

**Others** may include:

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support the implementation of induction processes in health, social care and children and young people's work settings	3.1 Identify different methods that can be used to support the induction process for practitioners 3.2 Support others involved in the induction of practitioners 3.3 Obtain feedback from others on practitioners' achievement of identified induction requirements 3.4 Support practitioners to reflect on their learning and achievement of induction requirements 3.5 Provide feedback to practitioners on achievement of induction requirements 3.6 Support personal development planning for a practitioner on completion of induction			
4 Be able to evaluate the induction process in health and social care or children and young people's settings	4.1 Explain the importance of continuous organisational improvement in the provision of induction 4.2 Obtain feedback on the induction process from practitioners 4.3 Obtain feedback on the induction process from others in the work setting 4.4 Use feedback to identify areas for improvement within the induction process			
5 Be able to implement improvements to the induction process in health and social care or children and young people's settings	5.1 Work with others to identify improvements within the induction process 5.2 Work with others to implement changes required to address areas for improvement within the induction process			

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## **Unit 24: Facilitate Change in Health and Social Care or Children and Young People's Settings**

<b>Unit code:</b>	040
<b>Unit reference number:</b>	F/602/2612
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	42

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Additional information**

**Actors** may include:

- internal
- external.

**Challenges** may include:

- anxiety
- stress
- resistance
- fear
- resources
- competence.

**Others** may include:

- individuals
- practitioners
- families and friends of individuals
- advocates

- colleagues
- other professionals within and beyond the organisation
- others with an interest in the service.

**Impact** may include:

- risks
- costs
- benefits.

**Service provision** may include:

- individuals
- team members
- practitioners
- stakeholders
- service delivery.

**Change Management plan** may include:

- a workforce development plan
- a resources plan
- a support plan for individuals and others affected by the change
- a communication plan
- contingency plans.

The **communication strategy** will reflect the needs and preferences of its audiences and may incorporate:

- using a range of styles and formats
- adjusting the pace of information-giving
- repeating key messages over time
- clarifying and summarising key points
- updating information as necessary.

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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

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## **Unit 25: Manage an Inter-Professional Team in a Health and Social Care or Children and Young People's Setting**

<b>Unit code:</b>	041
<b>Unit reference number:</b>	L/602/2743
<b>Level:</b>	6
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	48

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### **Unit summary**

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

### **Assessment requirements**

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

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

#### **Additional information**

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

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

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

**Others** may include:

- individuals
- team members
- external professionals
- carers.

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles of inter-professional working within health and social care or children and young people's settings</p>	<p>1.1 Analyse how inter-professional working promotes positive outcomes for individuals</p> <p>1.2 Analyse the complexities of working in inter-professional teams</p> <p>1.3 Explain how inter-professional teamwork is influenced by:</p> <ul style="list-style-type: none"> <li>- legislative frameworks</li> <li>- regulation</li> <li>- government initiatives</li> <li>- professional codes of practice or professional standards</li> <li>- service objectives</li> </ul>			
<p>2 Be able to manage service objectives through the inter-professional team in health and social care or children and young people's settings</p>	<p>2.1 Work with others to identify how team objectives contribute to service objectives</p> <p>2.2 Establish plans to meet service objectives</p> <p>2.3 Allocate roles and responsibilities to meet service objectives</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to promote inter-professional team working in health and social care or children and young people's settings</p>	<p>3.1 Establish governance arrangements within inter-professional working arrangements to include:</p> <ul style="list-style-type: none"> <li>- accountability</li> <li>- lines of communication</li> <li>- professional supervision</li> <li>- continuing professional development</li> </ul> <p>3.2 Establish protocols within inter-professional working arrangements to include:</p> <ul style="list-style-type: none"> <li>- confidentiality and information sharing</li> <li>- record keeping</li> <li>- resources</li> <li>- concerns and complaints</li> </ul> <p>3.3 Identify supports available to enhance inter-professional working</p> <p>3.4 Support others to understand distinctive roles within the team</p> <p>3.5 Facilitate communication within the inter-professional team</p> <p>3.6 Work with the team to resolve dilemmas that may arise</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's settings	4.1 Ensure that plans for individuals are based on a formal assessment 4.2 Work with the team to identify the lead practitioners for the implementation of individuals' plans 4.3 Agree roles and responsibilities of all those involved in implementing plans 4.4 Ensure that information pertinent to the implementation of plans is exchanged between those involved 4.5 Develop processes for the review of individuals' plans			
5 Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's settings	5.1 Work with others to monitor the effectiveness of the inter-professional team against service objectives 5.2 Work with others to identify: <ul style="list-style-type: none"> <li>- areas of best practice</li> <li>- areas for improvement</li> </ul> 5.3 Work with others to develop an action plan to improve inter-professional team work			

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## **Unit 26: Manage Finance within Own Area of Responsibility in Health and Social Care or Children and Young People's Settings**

<b>Unit code:</b>	042
<b>Unit reference number:</b>	T/602/2753
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	31

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### **Unit summary**

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in a health and social care or children and young people's settings.

### **Assessment requirements**

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

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

### **Additional information**

**Others** may include:

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

**Financial period** may include:

- monthly
- quarterly
- half year
- full year.

**New developments** may include:

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand financial management in own work setting</p>	<p>1.1 Explain the importance of effective financial management systems within own work setting</p> <p>1.2 Outline sources of funding that are used to construct the budget for own work setting</p> <p>1.3 Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting</p>			
<p>2 Be able to plan budget requirement for own area of responsibility</p>	<p>2.1 Work with others to calculate the financial resources required to meet objectives within own area of responsibility</p> <p>2.2 Communicate budget requirements within remit of role and responsibility to inform overall budget build</p> <p>2.3 Analyse the impact of an insufficient budget on service delivery</p> <p>2.4 Work with others to prioritise budget allocation in own area of responsibility</p>			

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

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## **Unit 27: Manage Quality in Health and Social Care or Children and Young People's Settings**

<b>Unit code:</b>	043
<b>Unit reference number:</b>	R/602/2758
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	36

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### **Unit summary**

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting.

### **Assessment requirements**

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

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

### **Additional information**

**Individuals** are those accessing care or support.

**Others** may include:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the context of quality assurance in a health and social care or children and young people's setting</p>	<p>1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting</p> <p>1.2 Analyse how quality standards influence positive outcomes for individuals</p> <p>1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards</p>			
<p>2 Be able to implement quality standards in a health and social care or children and young people's setting</p>	<p>2.1 Work with team members and others to:</p> <ul style="list-style-type: none"> <li>- agree quality standards for the service</li> <li>- select indicators to measure agreed standards</li> <li>- identify controls to support the achievement of agreed standards</li> </ul> <p>2.2 Develop systems and processes to measure achievement of quality standards</p> <p>2.3 Support team members to carry out their roles in implementing quality controls</p> <p>2.4 Explain how quality assurance standards relate to performance management</p>			

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

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*(if sampled)*



**Unit 28:** **Develop and Evaluate Operational Plans for Own Area of Responsibility**

<b>Unit code:</b>	B1
<b>Unit reference number:</b>	Y/600/9588
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	25

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### **Unit summary**

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

### **Assessment requirements**

No assessment requirements have been supplied for this unit.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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## **Unit 29: Manage Physical Resources**

<b>Unit code:</b>	E8
<b>Unit reference number:</b>	K/600/9711
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	25

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### **Unit summary**

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

### **Assessment requirements**

No assessment requirements have been supplied for this unit.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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## **Unit 30: Understand how to Manage a Team**

<b>Unit code:</b>	LM1a
<b>Unit reference number:</b>	D/602/3170
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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### **Unit summary**

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

### **Forbidden combination**

This unit must not be taken with Unit 10: Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting (LM1c, H/602/3171)

### **Assessment requirements**

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

### **Additional information**

**Models** may include:

- team development activities
- induction into a new team.

**Approaches** may include groups such as quality circles.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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## **Unit 31: Understanding Professional Supervision Practice**

<b>Unit code:</b>	LM2a
<b>Unit reference number:</b>	H/602/3185
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	22

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### **Unit summary**

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

### **Forbidden combination**

This unit must not be taken with Unit 11: Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings (LM2c, M/602/3187)

### **Assessment requirements**

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purpose of supervision	1.1 Evaluate theoretical approaches to professional supervision 1.2 Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision			
2 Understand how the principles of supervision can be used to inform performance management	2.1 Explain key principles of effective professional supervision 2.2 Analyse the importance of managing performance in relation to: <ul style="list-style-type: none"> <li>- governance</li> <li>- safeguarding</li> <li>- key learning from critical reviews and inquiries</li> </ul>			
3 Understand how to support individuals through professional supervision	3.1 Analyse the concept of anti-oppressive practice in professional supervision 3.2 Explain methods to assist individuals to deal with challenging situations 3.3 Explain how conflict may arise within professional supervision 3.4 Describe how conflict can be managed within professional supervision			

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

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## **Unit 32: Understand the Process and Experience of Dementia**

<b>Unit code:</b>	DEM 301
<b>Unit reference number:</b>	J/601/3538
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	22

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### **Unit summary**

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

### **Assessment requirements**

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

### **Assessment methodology**

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

## Content

### 1 Understand the neurology of dementia

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the neurology of dementia	1.1 Describe a range of causes of dementia syndrome 1.2 Describe the types of memory impairment commonly experienced by individuals with dementia 1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia 1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia 1.5 Explain why the abilities and needs of an individual with dementia may fluctuate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow-up to diagnosis 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working 2.3 Explain the process of reporting possible signs of dementia within agreed ways of working 2.4 Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none"> <li>- the individual</li> <li>- their family and friends</li> </ul>			
3 Understand how dementia care must be underpinned by a person-centred approach	3.1 Compare a person-centred and a non-person-centred approach to dementia care 3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia 3.3 Describe how myths and stereotypes related to dementia may affect the individual and their carers 3.4 Describe ways in which individuals and carers can be supported to overcome their fears			

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## **Unit 33: Understand Physical Disability**

**Unit code:** PD OP 3.1

**Unit reference number:** J/601/6150

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

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

### **Assessment requirements**

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

### **Additional information**

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

**Congenital** can include:

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

**Acquired** disabilities can include:

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

**Neurological** conditions can include:

- multiple sclerosis
- Parkinson's Disease
- stroke.

**Progressive** can also include neurological and some congenital conditions:

- motor neurone disease.

**Life choices:**

- physical health
- education
- housing
- employment
- access to cultural/leisure activities
- mobility
- sexuality.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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

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

**Unit code:** PD OP 3.3

**Unit reference number:** Y/601/6167

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 28

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### **Unit summary**

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

### **Assessment requirements**

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

### **Additional information**

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

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

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

#### **Personality changes**

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

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

### **Carers**

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

### **Challenging behaviour:**

- physical attack
- threatening language
- sexual disinhibition.

**Measures** – actions required to manage risk eg:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand acquired brain injury	1.1 Define acquired brain injury 1.2 Describe possible causes of acquired brain injury 1.3 Explain the difference between a traumatic brain injury and other forms of acquired brain injury 1.4 Describe brain injuries that are <ul style="list-style-type: none"> <li>- mild</li> <li>- moderate</li> <li>- severe</li> </ul>			
2 Understand the impact on individuals of acquired brain injury	2.1 Discuss initial effects of acquired brain injury on the individual 2.2 Explain the long term effects of acquired brain injury to include: <ul style="list-style-type: none"> <li>- physical</li> <li>- functional</li> <li>- cognitive</li> <li>- behavioural effects</li> </ul> 2.3 Explain the concepts of loss in relation to acquired brain injury for individuals and carers			

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

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

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## **Unit 35: Understand Sensory Loss**

<b>Unit code:</b>	SS MU 3.1
<b>Unit reference number:</b>	M/601/3467
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	21

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### **Unit summary**

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

### **Assessment requirements**

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

### **Additional information**

**Sensory Loss** could include:

- sight loss
- hearing loss
- deafblindness.

**Factors** could include:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the factors that impact on an individual with sensory loss	1.1 Analyse how a range of factors can impact on individuals with sensory loss 1.2 Analyse how societal attitudes and beliefs impact on individuals with sensory loss 1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision			
2 Understand the importance of effective communication for individuals with sensory loss	2.1 Explain the methods of communication used by individuals with: <ul style="list-style-type: none"> <li>- sight loss</li> <li>- hearing loss</li> <li>- deafblindness.</li> </ul> 2.2 Describe how the environment facilitates effective communication for people with sensory loss 2.3 Explain how effective communication may have a positive impact on lives on individuals with sensory loss			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the main causes and conditions of sensory loss	3.1 Identify the main causes of sensory loss 3.2 Define congenital sensory loss and acquired sensory loss 3.3 Identify the demographic factors that influence the incidence of sensory loss in the population			
4 Know how to recognise when an individual may be experiencing sight and/or hearing loss and actions that may be taken	4.1 Identify the indicators and signs of: <ul style="list-style-type: none"> <li>- sight loss</li> <li>- hearing loss</li> <li>- deafblindness</li> </ul> 4.2 Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status 4.3 Identify sources of support for those who may be experiencing onset of sensory loss			

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

<b>Unit code:</b>	LD 307
<b>Unit reference number:</b>	A/601/6274
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	21

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### **Unit summary**

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

### **Assessment requirements**

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

### **Additional information**

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

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

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

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

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the development of human sexuality	1.1 Define the terms: sexuality, sexual health, sexual orientation and sexual expression 1.2 Explain main sexual development milestones throughout an individual's lifespan			
2 Understand how the sexual development of individuals with a learning disability can differ	2.1 Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability 2.2 Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development 2.3 Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the issues of sexual health and how these can be supported	3.1 Explain the key features of sexual health and wellbeing and how this relates to an individual's overall health and wellbeing 3.2 Identify sexual health issues that differently affect men and women 3.3 Explain how sexual health issues can be supported within plans for healthcare 3.4 Identify local services that exist to support sexual health for individuals			
4 Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	4.1 Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice			

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

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## **Unit 37: Manage Domiciliary Services**

<b>Unit code:</b>	03
<b>Unit reference number:</b>	L/602/2337
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	39

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **Additional information**

**Others** may include:

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

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand factors that influence the management of domiciliary services	1.1 Evaluate how the current legislative framework, evidence-based research and organisational protocols impact on the management of domiciliary services 1.2 Explain how person-centred practice influences the management of domiciliary services 1.3 Analyse ethical dilemmas and conflicts experienced by managers and practitioners of domiciliary services			
2 Be able to manage domiciliary services	2.1 Select and provide suitable practitioners to support individuals' needs 2.2 Support practitioners to develop awareness of their duties and responsibilities 2.3 Support clear communication and information sharing with individuals and others 2.4 Manage record-keeping to meet legislative and regulatory requirements 2.5 Explain systems that calculate and justify charges for domiciliary care			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to implement systems for working safely in domiciliary services	3.1 Implement agreed ways of working that support individuals' and others' safety and protection 3.2 Support practitioners to anticipate, manage and report risks 3.3 Manage systems for risk or incident reporting, action and follow-up			
4 Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services	4.1 Support practitioners to place the individual's needs and preferences at the centre of their practice 4.2 Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences 4.3 Explain the importance of supporting practitioners to challenge systems and ways of working 4.4 Support practitioners to develop innovative and creative approaches to their work 4.5 Support practitioners to balance the needs and preferences of individuals with the potential risks			
5 Be able to respond to day-to-day changes and emergencies in domiciliary services	5.1 Explain the challenges associated with addressing day-to-day changes and emergencies in domiciliary services 5.2 Demonstrate how day-to-day changes and emergencies are managed in domiciliary services			

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

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## **Unit 38: Lead the Management of Transitions**

<b>Unit code:</b>	O4
<b>Unit reference number:</b>	F/602/2853
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	29

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### **Unit summary**

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

### **Assessment requirements**

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

Learning outcome 2 must be assessed in the work setting.

### **Additional information**

**Factors** may include:

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

**Others** may include:

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

**Additional support** may include:

- training
- emotional support
- support to manage tensions and dilemmas.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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## Unit 39: **Lead Positive Behavioural Support**

<b>Unit code:</b>	O32
<b>Unit reference number:</b>	K/602/2572
<b>Level:</b>	7
<b>Credit value:</b>	10
<b>Guided learning hours:</b>	75

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### **Unit summary**

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

### **Forbidden combination**

This unit must not be taken with unit 54: Implement the Positive Behavioural Model (HSC 3065, T/601/9738).

### **Assessment requirements**

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

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

### **Additional information**

#### **Positive Behavioural Support**

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

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

**Others** may include:

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

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

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

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

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

**Challenging Behaviour** may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive.

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

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

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

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

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

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

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

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

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

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

(See Porterfield, 1987)

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the theoretical background and current policy context of Positive Behavioural Support	1.1 Analyse theories underpinning Positive Behavioural Support 1.2 Evaluate how current policy informs Positive Behavioural Support practice			
2 Be able to conduct a functional analysis of an individual requiring Positive Behavioural Support	2.1 Explain the importance of ensuring functional analysis is based on formal assessment 2.2 Work with others to produce behavioural assessment reports 2.3 Apply indirect assessment schedules and collect direct observation data 2.4 Triangulate and analyse data collected 2.5 Formulate and test hypotheses on the function of identified challenging behaviours			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to design and lead person-centred, primary prevention strategies	3.1 Determine a set of primary prevention interventions with others to address all fast and slow behavioural triggers identified via a functional analysis of challenging behaviour 3.2 Develop a schedule of structured activities and required support with others to maximise an individual's participation throughout each day 3.3 Design a detailed skill teaching procedure with others to address an identified challenging behaviour 3.4 Lead the implementation of agreed person-centred primary prevention interventions 3.5 Apply tests of social validity to all primary interventions designed for an individual			
4 Be able to design and lead secondary prevention strategies	4.1 Identify and define with others the early warning signs of agitation for an individual 4.2 Construct with others a set of secondary prevention strategies derived from the functional analysis of an individual's behaviour 4.3 Lead the implementation of agreed person-centred secondary prevention interventions 4.4 Apply tests of social validity to all secondary interventions designed for an individual			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to assess the appropriateness of reactive strategy use	5.1 Critically compare the use of non aversive and aversive reactive strategies 5.2 Justify the use or absence of reactive strategies for an individual 5.3 Identify the post-incident support needs of an individual and others to include: <ul style="list-style-type: none"> <li>- immediate</li> <li>- intermediate</li> <li>- longer term</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to lead the implementation of a Positive Behavioural Support Plan	<p>6.1 Collaborate with others to produce a Positive Behavioural Support Plan for an individual to promote a helpful culture and environment which contains:</p> <ul style="list-style-type: none"> <li>- primary strategies</li> <li>- secondary strategies</li> <li>- reactive strategies</li> </ul> <p>6.2 Support others to understand the detail of the Positive Behavioural Support Plan</p> <p>6.3 Support others to develop knowledge, understanding and skills to implement the Positive Behavioural Support Plan</p> <p>6.4 Provide others with constructive feedback on their implementation of the Positive Behavioural Support Plan</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to manage and review the implementation of Positive Behavioural Support Plans	7.1 Explain how the attitudes and skills of others may impact on a Positive Behavioural Support Plan 7.2 Work with others to review the plan using the Positive Behaviour Support Plan Checklist 7.3 Make required amendments to the Positive Behavioural Support Plan 7.4 Construct and implement a Positive Monitoring Process 7.5 Develop an individualised Periodic Service Review			

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*(if sampled)*

## **Unit 40: Develop Provision for Family Support**

**Unit code:** CCLD OP 5.12

**Unit reference number:** K/602/3074

**Level:** 5

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit summary**

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop provision for family support.

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation	1.1 Outline the current key policies and legislative frameworks that govern the provision for family support 1.2 Analyse the impact of key policies and legislative frameworks on the range of provision for family support			
2 Be able to develop provision for family support	2.1 Develop the aims and purpose of the provision to meet identified needs 2.2 Plan how the aims and purpose of the provision will be achieved 2.3 Provide detailed, factual and accessible information to others about the provision			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to implement provision for family support	3.1 Work with families and others to identify the specific provision required to meet their needs 3.2 Support workers to identify a range of interventions, tools and resources available to meet the needs of families 3.3 Monitor workers' practice in the provision of family support 3.4 Provide constructive feedback to workers on practice in provision of family support 3.5 Work with families and others to evaluate how their needs have been met by provision 3.6 Ensure that information that will be shared with others is clarified with families			
4 Be able to support others to establish positive relationships with families	4.1 Explain the principles of establishing positive relationships with families 4.2 Support workers to use a solution focussed approach to address difficulties in establishing relationships with families 4.3 Support workers to share best practice in relation to establishing positive relationships with families			

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## **Unit 41: Lead Support for Disabled Children and Young People and their Carers**

**Unit code:** CCLD OP 5.13

**Unit reference number:** M/602/2380

**QCF level:** 6

**Credit value:** 8

**Guided learning hours:** 57

### **Unit summary**

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to lead service provision that supports disabled children and young people and their carers.

### **Assessment requirements**

Assessment of this unit must comply with Skills for Care and Development QCF assessment principles.

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

#### **Additional information**

**Others** may include:

- workers/practitioners
- colleagues
- carers
- volunteers
- students
- other professionals
- advocates.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how legislation and policy influences provision for disabled children and young people and their carers	1.1 Evaluate how emergent thinking and research have influenced legislation and policy over time 1.2 Evaluate how the development of legislation and policies has influenced current provision			
2 Understand the potential impact of disability on children and young people and their carers	2.1 Research the prevalence and cause of disabilities in children and young people 2.2 Explain how disabilities may impact on children and young people 2.3 Explain how disabilities experienced by children and young people may impact on carers 2.4 Explain how early intervention is linked to positive outcomes for disabled children and young people and their carers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to lead child- and young person-centred provision	3.1 Explain the features of child- and young people-centred provision 3.2 Promote an ethos that focuses on the child or young person rather than the disability 3.3 Lead work with children and young people to develop accessible information about service provision 3.4 Lead child- and young person-centred assessments that focus on strengths and abilities to identify the support required 3.5 Work with others to plan provision that meets the identified needs of children and young people 3.6 Implement provision that meets the identified needs of children and young people 3.7 Evaluate with children and young people and their carers how well the service provision meets their needs			
4 Be able to work in partnership with others to promote services for children and young people and their carers	4.1 Analyse how specialist agencies and other professionals impact on wider opportunities for children and young people and their carers 4.2 Share information with others to promote the wellbeing and positive outcomes for children, young people and their carers 4.3 Work in partnership with others to obtain additional support for children, young people and their carers			

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## **Unit 42: Undertake a Research Project within Services for Health and Social Care or Children and Young People**

**Unit code:** CCLD OP 5.25

**Unit reference number:** J/602/3499

**Level:** 5

**Credit value:** 10

**Guided learning hours:** 80

### **Unit summary**

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

### **Assessment requirements**

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

### **Additional information**

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

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project 1.2 Develop the aims and objectives of the research project 1.3 Explain ethical considerations that apply to the area of the research project 1.4 Complete a literature review of chosen area of research			
2 Understand how the components of research are used	2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project 3.2 Formulate a detailed plan for a research project 3.3 Select research methods for the project 3.4 Develop research questions to be used within project 3.5 Conduct the research using identified research methods 3.6 Record and collate data			
4 Be able to analyse research findings	4.1 Use data analysis methods to analyse the data 4.2 Draw conclusions from findings 4.3 Reflect how own research findings substantiate initial literature review 4.4 Make recommendations related to area of research 4.5 Identify potential uses for the research findings within practice			

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## Unit 43: Lead Active Support

<b>Unit code:</b>	LD 503
<b>Unit reference number:</b>	H/601/7354
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	35

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### Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills to lead active support. It is aimed at those whose role includes managing others to deliver direct support and assistance to individuals.

### Assessment requirements

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

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

### Additional information

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

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

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

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

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

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

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

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how the active support model translates values into person-centred practical action with individuals</p>	<p>1.1 Evaluate the extent to which the outcomes for a range of individuals conform to contemporary person-centred values and aims using the principles of the active support model</p> <p>1.2 Analyse the practical changes which need to be made within a work setting to improve individuals' independence, informed choice and quality of life</p> <p>1.3 Explain how to lead the implementation of practical changes within a work setting to improve individuals' independence, informed choice and quality of life</p>			
<p>2 Be able to use practice leadership to promote positive interaction</p>	<p>2.1 Explain the principles behind practice leadership</p> <p>2.2 Demonstrate how others are supported to understand positive interaction</p> <p>2.3 Demonstrate how others are supported to develop skills to interact positively with individuals</p> <p>2.4 Demonstrate how others are supervised and give constructive feedback to others on their positive interaction with individuals</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation	3.1 Demonstrate how others are supported to develop daily plans to promote participation 3.2 Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences 3.3 Support others to identify and take remedial action to ensure a valued range of activities for individuals are available throughout the day, avoiding lengthy periods of disengagement			
4 Be able to use practice leadership in supporting others to maintain individuals' quality of life	4.1 Demonstrate how others are supported to review and revise the quality of support provided to individuals 4.2 Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle 4.3 Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and social image			

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## **Unit 44: Active Support: Lead Interactive Training**

<b>Unit code:</b>	LD 504
<b>Unit reference number:</b>	K/601/7355
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	30

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge, understanding and skills to deliver interactive training. It is aimed at those whose role includes managing or training others to deliver direct support and targeted assistance to individuals.

### **Assessment requirements**

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

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

### **Additional information**

#### **Key factors that make training effective**

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

#### **Three-stage training model**

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

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

#### **Process of person-centred interactive training**

This is an iterative process: the trainer observes others positively interacting with individuals, provides constructive feedback for improvement, observes again and so on until the required performance is achieved.

## **Key others**

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

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

## **Preparation required prior to interactive training**

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

## **Structured format**

Observations of others' performance should be conducted in a systematic way and cover the following aspects:

- preparation of the environment eg equipment available, distractions minimised
- presentation of activity to the individual eg positive, encouraging, clear, promoting informed choice
- task analysis, ie breaking activity into steps and sequencing steps to facilitate participation
- hierarchy of assistance, ie providing only enough help to enable the individual to participate, using levels of help flexibly according to the individual's need for support
- reinforcement, ie ensuring appropriate range of rewards for participation are given promptly
- style, eg tone of voice, facial gesture, body language, verbal economy, age-appropriate interaction, appropriate corrective feedback, positioning.

## **Required skills and process during direct observation of others**

Trainer maintains a discreet distance but remains able to observe clearly, interrupts activity only when necessary, takes notes during observation and interacts respectfully with the individual and others.

## **Required skills and values when giving feedback to others**

Feedback is based on the structured observation. Positive performance is highlighted first, suggestions for improvement are constructive and specific, other is put in lead role. Feedback is conducted in private, and a friendly, supportive atmosphere is created.

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the theoretical background to person-centred interactive training	1.1 Explain what is meant by person-centred interactive training 1.2 Clarify the key factors that make training effective in improving others' performance and the service outcomes 1.3 Explain how the three-stage training model can be used in interactive training 1.4 Summarise the theory of positive interaction 1.5 Explain the process of person-centred interactive training			
2 Be able to plan person-centred interactive training sessions to enhance whole team performance	2.1 Involve key others in developing the training plan, to ensure the needs of individuals are met 2.2 Develop a timetable of scheduled in-situ training sessions for others working directly with individuals 2.3 Explain to others the preparation required prior to person-centred interactive training			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to lead person-centred interactive training sessions in situ	3.1 Clarify aims and process of person-centred interactive training sessions with others to be trained 3.2 Assess the performance of others through direct observation using a structured format 3.3 Demonstrate required skills and process during direct observation of others			
4 Be able to provide support to improve the performance of others	4.1 Give constructive feedback to others on their performance, using a structured format 4.2 Demonstrate required skills and values when giving feedback to others 4.3 Act as a role-model to demonstrate desired performance to others 4.4 Assess when others have achieved a satisfactory level of performance			

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*(if sampled)*



## **Unit 45: Promote Access to Healthcare for Individuals with Learning Disabilities**

<b>Unit code:</b>	LD 509
<b>Unit reference number:</b>	J/601/5645
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	44

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### **Unit summary**

The unit is aimed at those who are leading, supervising or influencing others to support individuals with learning disabilities to access healthcare and meet their healthcare needs.

### **Assessment requirements**

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

Learners must have opportunities to support individuals with learning disabilities to access a range of healthcare services, and manage other workers in the process.

Learning outcomes 5 and 6 must be assessed in a real work environment.

### **Additional information**

**Legislation, policy or guidance** – relevant to the appropriate UK country. This may include codes of practice.

Others significant to the individual may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

**Others** may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

**Plans for healthcare** – In England this refers to/should include Health Action Plans.

**Healthcare needs** – includes: medication, regular check ups etc.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand issues related to access to healthcare services for individuals with learning disabilities</p>	<p>1.1 Explain the rights-based approach to accessing healthcare services</p> <p>1.2 Identify inequalities in access to healthcare services in different sections of the population</p> <p>1.3 Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities</p> <p>1.4 Describe the impact of legislation, policy or guidance underpinning the need for healthcare services to enable access to individuals with a learning disability</p> <p>1.5 Analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment</p>			
<p>2 Understand the healthcare needs that may affect individuals with learning disabilities</p>	<p>2.1 Analyse trends of healthcare needs among individuals with learning disabilities</p> <p>2.2 Explain systematic approaches that may support better health and healthcare for individuals with a learning disability</p> <p>2.3 Research the difficulties in diagnosing some health conditions in individuals with a learning disability</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand good practice in supporting people with a learning disability to access healthcare services	3.1 Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs 3.2 Evaluate different ways of working in partnership to support individuals to meet their healthcare needs 3.3 Explain how to promote access to healthcare through the use of reasonable adjustments 3.4 Analyse the rights of others significant to the individual to be involved in planning healthcare services			
4 Understand how to support others to develop, implement, monitor and review plans for healthcare	4.1 Explain how to champion a person-centred focus to the healthcare planning process 4.2 Explain factors to consider when supporting others to develop and implement plans for healthcare 4.3 Explain how to support others to monitor and review plans for healthcare 4.4 Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals 4.5 Explain how to support others to raise concerns and challenge healthcare services			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability	5.1 Develop a person-centred strategy to underpin work with an individual to identify and meet their healthcare needs 5.2 Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability 5.3 Ensure systems are used by others in meeting the healthcare needs of individuals 5.4 Evaluate the impact of systems in meeting individuals' healthcare needs			
6 Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare	6.1 Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them 6.2 Promote partnership working to meet the healthcare needs of individuals with learning disabilities 6.3 Promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access healthcare services 6.4 Ensure the appropriate involvement of others significant to the individual in planning and delivering healthcare			

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*(if sampled)*

## **Unit 46: Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions**

<b>Unit code:</b>	LD 510
<b>Unit reference number:</b>	A/601/5318
<b>Level:</b>	5
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	53

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### **Unit summary**

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

### **Assessment requirements**

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

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

### **Additional information**

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

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

**Different approaches** should include multi-agency approaches.

**Vulnerability** covers areas such as: being exploited or abused; violating the law without realising s/he is doing something harmful; being the victim of cyber-bullying.

**Behaviour** includes non-verbal communication and behaviour that can present challenges.

**Relevant Professionals** can include: speech and language professionals, psychologists, specialist nurses.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions</p>	<p>1.1 Analyse the defining features of autistic spectrum conditions and the impact on practice</p> <p>1.2 Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum</p> <p>1.3 Identify the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions</p> <p>1.4 Review historical and current perspectives on the causes of autism</p> <p>1.5 Explain the importance of a person-centred approach, focusing on the individual not the diagnosis</p> <p>1.6 Analyse how the stereotyped views and prejudice of others' impact on the lives of individuals with an autistic spectrum condition</p>			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2 Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions	2.1 Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions 2.2 Explain the applicability of legislation, policies and guidance to people, services or situations 2.3 Explain the impact of legislation, policies and guidance on the provision of services 2.4 Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition	4.1 Analyse the implications for practice of the link between behaviour and communication 4.2 Develop strategies to support others to understand the link between behaviour and communication 4.3 Liaise with family/carers and relevant professionals involved with individuals to maximise the effectiveness of communication 4.4 Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them			
5 Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world	5.1 Explain the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience 5.2 Develop, with appropriate professional support, a sensory management strategy 5.3 Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing 5.4 Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual			

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*(if sampled)*



## **Unit 47: Support Families who are Affected by Acquired Brain Injury**

<b>Unit code:</b>	PD OP 3.4
<b>Unit reference number:</b>	M/601/5817
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	30

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### **Unit summary**

This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers, including putting them at the centre of the intervention, recognising the emotional impact of acquired brain injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.

### **Assessment requirements**

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

### **Additional information**

**The individual** is the person with acquired brain injury.

#### **Theories of loss and grief**

- Elizabeth Kublar Ross
- Warden.

#### **Personality changes eg**

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

**Relationships:**

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

**Primary carers:**

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

**Other professionals and Agencies** may include:

- carers' organisations
- social workers
- GPs
- supervisor
- advocate
- carers/family members
- colleagues.

**Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state</p>	<p>1.1 Explain the impact on family of caring for an individual in a minimally responsive or vegetative state</p> <p>1.2 Describe how theories of loss and grief provide a framework for practice</p> <p>1.3 Describe the long-term adjustments families and friends may need to make</p>			
<p>2 Understand the long term effects of acquired brain injury on family</p>	<p>2.1 Explain the emotional impact of acquired brain injury on families</p> <p>2.2 Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury</p> <p>2.3 Describe the socio-economic impact on the family of the long-term effects of acquired brain injury</p> <p>2.4 Explain the impact on families of personality changes in the individual</p> <p>2.5 Describe changes that may occur in relationships as a result of acquired brain injury</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand legislation that is relevant to carers of an individual effected by acquired brain injury	3.1 Identify legislation and policy specific to carers 3.2 Explain the key principles within legislation and policy which are applicable to carers of an individual 3.3 Outline the obligations on social care organisations as a result of legislation			
4 Be able to assess the support required by families who hold the primary caring role	4.1 Assess with primary carers the support they require 4.2 Agree with the primary carer a plan of support 4.3 Identify support which can best be provided by others 4.4 Report where there are unmet needs			
5 Be able to work in partnership with other professionals and agencies	5.1 Explain the role of other professionals and agencies working with individuals with acquired brain injury 5.2 Work in partnership with other professionals and agencies to support families 5.3 Evaluate outcomes for families of partnership working			

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*(if sampled)*



## **Unit 48: Support Families who have a Child with a Disability**

<b>Unit code:</b>	PD OP 3.5
<b>Unit reference number:</b>	D/601/5750
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	23

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### **Unit summary**

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

### **Assessment requirements**

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

### **Additional information**

**Diagnosis eg** A range of:

- physical disabilities
- learning disabilities
- sensory disabilities.

#### **Interpersonal relationships within the family**

Examples are:

- relationships with siblings
- relationships between siblings and parents
- relationships with grandparents.

### **Other professionals and agencies**

- teachers
- educational psychologist
- educational welfare
- physiotherapist
- occupational therapist
- nurse
- GP
- social worker
- dietician
- speech and language therapist.

**Support** can include:

- support with personal care
- support with equipment
- advocacy
- support with benefits
- advice
- housing.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the impact on a family of having a child with a disability</p>	<p>1.1 Describe the emotional impact that a diagnosis can have on families</p> <p>1.2 Explain how the impact of having a child with a disability can be rewarding and/or challenging</p> <p>1.3 Explain the emotional experience that families may have after diagnosis, using theories of loss</p> <p>1.4 Explain how having a child with a disability may affect interpersonal relationships within a family</p> <p>1.5 Identify the changes that may need to be made to family life, social life, work and accommodation</p> <p>1.6 Explain why it is important for family members to have opportunities to explore feelings and experiences</p>			
<p>2 Be able to support families who have a child with a disability</p>	<p>2.1 Establish with the family the support they require</p> <p>2.2 Work with the family to identify different ways that needs can be met</p> <p>2.3 Support family members to discuss feelings and experiences related to having a child with a disability</p>			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3 Be able to support families with a child with a disability to use informal networks and community resources	3.1 Explain what informal networks and community resources there are for children with disabilities and their families 3.2 Give information to a family about community resources and informal networks to enable them to make choices 3.3 Support a family to use community resources and informal networks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1 Identify support and resources that a child with a disability may need 4.2 Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability 4.3 Provide information to a family about professionals and agencies that may provide support 4.4 Identify when referrals should be made to other professionals and/or agencies 4.5 Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability 4.6 Review the outcomes for the family of partnership working 4.7 Identify and report any additional support required by the family			

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*(if sampled)*



## **Unit 49: Support the Development of Community Partnerships**

<b>Unit code:</b>	HSC 3007
<b>Unit reference number:</b>	M/601/9494
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	33

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### **Unit summary**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

### **Assessment requirements**

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

### **Additional information**

**Others** may include:

- individuals
- families and friends of individuals
- colleagues within the organisation
- colleagues outside the organisation.

**Roles and responsibilities** may include:

- contribution of resources
- commitment of time
- allocation of tasks.

**Operating effectively** will include:

- working inclusively
- respecting and valuing all members
- supporting members to participate
- abiding by agreements
- resolving conflicts.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of community partnerships	1.1 Explain the concept of community partnerships 1.2 Analyse the benefits of community partnerships 1.3 Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships			
2 Be able to identify where community partnerships could inform and support practice	2.1 Work with others to identify needs that could be met through community partnerships 2.2 Gather and disseminate information about existing community partnerships that may meet identified needs 2.3 Contribute to evaluating information about existing community partnerships and identifying gaps 2.4 Work with others to determine how a community partnership could fill a gap in provision			
3 Be able to bring people together to set up community partnerships	3.1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision 3.2 Disseminate information about the proposed partnership to those identified 3.3 Invite participation in the proposed partnership			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support the setting up of community partnerships	4.1 Gather information about good practice from partnerships with similar purposes 4.2 Gather information on potential costs and sources of funding for the partnership 4.3 Provide information gathered to potential members of the partnership 4.4 Work with others to agree: <ul style="list-style-type: none"> <li>- membership of the partnership</li> <li>- aims and objectives</li> <li>- roles and responsibilities</li> <li>- activities and practices</li> </ul>			
5 Be able to contribute to the running of community partnerships	5.1 Carry out own responsibilities to support the purpose of the partnership 5.2 Support the community partnership to operate effectively 5.3 Describe ways to support the partnership when a member disengages			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to contribute to the review of community partnerships	6.1 Support members of the partnership to monitor its activities 6.2 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives 6.3 Contribute to evaluating the partnership 6.4 Contribute to agreeing changes to the partnership's practice			

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*(if sampled)*



## **Unit 50: Support Individuals to Access Housing and Accommodation Services**

**Unit code:** HSC 3027

**Unit reference number:** K/601/7906

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 24

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### **Unit summary**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

### **Assessment requirements**

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5, and 6 must be assessed in a real work environment.

### **Additional information**

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

A **plan** may include:

- realistic and achievable goals
- actions the individual will take
- the level and type of support required
- roles and responsibilities
- timescales
- how and when progress towards goals will be reviewed.

**Others** may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing.

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand support available to access housing and accommodation services	1.1 Identify sources of funding and benefits that are available for housing and accommodation services 1.2 Analyse the range of housing and accommodation services available 1.3 Explain how and where to access specialist information and advice about housing and accommodation services			
2 Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1 Work with an individual to identify their accommodation requirements 2.2 Work with the individual to understand the range of accommodation services that could meet their needs 2.3 Support the individual to understand requirements that may be made by housing and accommodation services			
3 Be able to work with individuals to plan to access housing and accommodation services	3.1 Work with the individual and others to agree a plan for accessing housing and accommodation services 3.2 Establish with an individual which housing and accommodation services will be approached			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work with individuals to access housing and accommodation services	4.1 Support the individual to prepare to attend meetings with housing and accommodation services 4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences 4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service 4.4 Describe ways to challenge discrimination in accessing housing and accommodation services			
5 Be able to work with housing and accommodation services to meet the needs of individuals	5.1 Provide housing and accommodation services with information about own role and responsibilities 5.2 Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to contribute to the review of housing and accommodation services for individuals	6.1 Work with the individual and others to: <ul style="list-style-type: none"> <li>- monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences</li> <li>- identify any additional support needed</li> </ul> 6.2 Consult with others about any problems and proposed solutions 6.3 Record and report on the review in line with agreed ways of working			

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*(if sampled)*



## **Unit 51: Promote Positive Behaviour**

<b>Unit code:</b>	HSC 3045
<b>Unit reference number:</b>	F/601/3764
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	44

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

### **Forbidden combination**

This unit must not be taken with unit 54: Implement the Positive Behavioural Model (HSC 3065, T/601/9738)

### **Assessment requirements**

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

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

### **Additional information**

**Challenging behaviour** may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive.

#### **Individual**

Child, young person or adult accessing a service.

**Wellbeing**, eg:

- emotional
- psychological
- physical.

**Factors:**

- communication
- environment
- power imbalance
- excessive demands
- boredom
- inconsistent approaches
- lack of boundaries or goals
- emotional expression
- sensory needs
- physical health
- mental health
- an individual's past experiences
- age and gender.

**Others** may include:

- the individual
- colleagues
- families or carers
- other professionals
- members of the public
- advocates.

**Antecedent, behaviour and consequences:**

**Antecedent** is what happens before the behaviour.

**Behaviour** is the actions that are perceived as challenging behaviour or unwanted.

**Consequences** are what happened as a result of the behaviour.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice 1.2 Define what is meant by restrictive interventions 1.3 Explain when restrictive interventions may and may not be used 1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used 1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour 1.6 Describe safeguards that must be in place if restrictive physical interventions are used			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2 Understand the context and use of proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies 2.2 Identify the proactive and reactive strategies that are used within own work role 2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used 2.4 Explain the importance of maintaining a person- or child-centred approach when establishing proactive strategies 2.5 Explain the importance of reinforcing positive behaviour with individuals 2.6 Evaluate the impact on an individual's wellbeing of using reactive rather than proactive strategies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to promote positive behaviour	3.1 Explain how a range of factors may be associated with challenging behaviours 3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours 3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour 3.4 Demonstrate how to model to others' best practice in promoting positive behaviour			
4 Be able to respond appropriately to incidents of challenging behaviour	4.1 Identify types of challenging behaviours 4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines 4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incidents of challenging behaviour 4.4 Demonstrate how to complete records accurately and objectively in line with work-setting requirements following an incident of challenging behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support individuals and others following an incident of challenging behaviour	5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour 5.2 Describe how an individual can be supported to reflect on an incident, including: <ul style="list-style-type: none"> <li>- how they were feeling at the time prior to and directly before the incident</li> <li>- their behaviour</li> <li>- the consequence of their behaviour</li> <li>- how they were feeling after the incident</li> </ul> 5.3 Describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour 5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour 5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to review and revise approaches to promoting positive behaviour	6.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour 6.2 Work with others to review the approaches to promoting positive behaviour using information from records, debriefing and support activities 6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour			

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*(if sampled)*



## **Unit 52: Support Individuals at the End of Life**

<b>Unit code:</b>	HSC 3048
<b>Unit reference number:</b>	T/601/9495
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	53

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### **Unit summary**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end-of-life care.

### **Assessment requirements**

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

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

### **Additional information**

**Legislation and agreed ways of working** will include policies and procedures, where these apply, and may relate to:

- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults.

**Systems for advance care planning** may include:

- Gold Standard Framework
- Preferred Priorities for Care.

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

**Key people** may include:

- family members
- friends
- others who are important to the wellbeing of the individual.

**Support organisations and specialist services** may include:

- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors.

**Other members of the team** may include:

- line manager
- religious representatives
- specialist nurse
- occupational or other therapist
- social worker
- key people.

**Actions** may include:

- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people.

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1 Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end-of-life care 1.2 Explain how legislation designed to protect the rights of individuals in end-of-life care applies to own job role			
2 Understand factors affecting end-of-life care	2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death 2.2 Explain how the beliefs, religion and culture of individuals and key people influence end-of-life care 2.3 Explain why key people may have a distinctive role in an individual's end-of-life care 2.4 Explain why support for an individual's health and wellbeing may not always relate to their terminal condition			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3 Understand advance care planning in relation to end-of-life care	3.1 Describe the benefits to an individual of having as much control as possible over their end-of-life care 3.2 Explain the purpose of advance care planning in relation to end-of-life care 3.3 Describe own role in supporting and recording decisions about advance care planning 3.4 Outline ethical and legal issues that may arise in relation to advance care planning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to provide support to individuals and key people during end-of-life care</p>	<p>4.1 Support the individual and key people to explore their thoughts and feelings about death and dying</p> <p>4.2 Provide support for the individual and key people that respects their beliefs, religion and culture</p> <p>4.3 Demonstrate ways to help the individual feel respected and valued throughout the end-of-life period</p> <p>4.4 Provide information to the individual and/or key people about the individual's illness and the support available</p> <p>4.5 Give examples of how an individual's wellbeing can be enhanced by:</p> <ul style="list-style-type: none"> <li>- environmental factors</li> <li>- non-medical interventions</li> <li>- use of equipment and aids</li> <li>- alternative therapies</li> </ul> <p>4.6 Contribute to partnership working with key people to support the individual's wellbeing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to address sensitive issues in relation to end-of-life care	5.1 Explain the importance of recording significant conversations during end-of-life care 5.2 Explain factors that influence who should give significant news to an individual or key people 5.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care 5.4 Analyse ways to address such conflicts			
6 Understand the role of organisations and support services available to individuals and key people in relation to end-of-life care	6.1 Describe the role of support organisations and specialist services that may contribute to end-of-life care 6.2 Analyse the role and value of an advocate in relation to end-of-life care 6.3 Explain how to establish when an advocate may be beneficial 6.4 Explain why support for spiritual needs may be especially important at the end-of-life 6.5 Describe a range of sources of support to address spiritual needs			
7 Be able to access support for the individual or key people from the wider team	7.1 Identify when support would best be offered by other members of the team 7.2 Liaise with other members of the team to provide identified support for the individual or key people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to support individuals through the process of dying	8.1 Carry out own role in an individual's care 8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways 8.3 Adapt support to reflect the individual's changing needs or responses 8.4 Assess when an individual and key people need to be alone			
9 Be able to take action following the death of individuals	9.1 Explain why it is important to know about an individual's wishes for their after-death care 9.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working 9.3 Describe ways to support key people immediately following an individual's death			
10 Be able to manage own feelings in relation to the dying or death of individuals	10.1 Identify ways to manage own feelings in relation to an individual's dying or death 10.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death			

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## **Unit 53: Work with Families, carers and Individuals During Times of Crisis**

**Unit code:** HSC 3057

**Unit reference number:** F/601/9029

**Level:** 4

**Credit value:** 5

**Guided learning hours:** 35

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### **Unit summary**

This unit is aimed at health and social care workers working with individuals and their carers and families in times of crisis, to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.

### **Assessment requirements**

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

Learning Outcomes 2, 3 and 4 must be assessed in a real-work environment.

### **Additional information**

**Factors** include:

- economic and social factors
- any illnesses which the individual may have
- risk assessment
- restrictions which may apply under legislation.

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1 Describe current legislation relevant to risk assessment and risk management 1.2 Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider 1.3 Explain the different types of support and intervention available to individuals, carers and families in times of crisis 1.4 Explain the factors that influence the kinds of support offered			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	2.1 Assess the risk of crisis situations occurring 2.2 Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy 2.3 Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy 2.4 Formulate a risk management strategy using risk assessments 2.5 Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties 2.6 Complete documentation in line with agreed ways of working			
3 Be able to respond during times of crisis	3.1 Evaluate the seriousness and urgency of a request for action 3.2 Work with families, carers and individuals to agree the response to a crisis situation 3.3 Record and communicate the agreed actions 3.4 Implement agreed actions promptly in line with agreed ways of working			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to review the outcomes of requests for action during times of crisis	4.1 Explain how to conduct a valid, reliable and comprehensive review 4.2 Review outcomes of actions taken and decisions made 4.3 Analyse the results of the review to inform future risk management strategies and actions to be taken			

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## **Unit 54: Implement the Positive Behavioural Support Model**

<b>Unit code:</b>	HSC 3065
<b>Unit reference number:</b>	T/601/9738
<b>Level:</b>	4
<b>Credit value:</b>	8
<b>Guided learning hours:</b>	61

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### **Unit summary**

This unit is aimed at those working with individuals who have complex needs/continuing health care/severe challenging behaviour.

It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.

### **Forbidden combination**

This unit must not be taken with:

Unit 39: Lead Positive Behavioural Support (032, K/602/2572)

Unit 51: Promote Positive Behaviour (HSC 3045, F/601/3764)

### **Assessment requirements**

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

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

### **Additional information**

#### **Positive Behavioural Support**

An approach to supporting individuals who challenge that combines the technology of applied behaviour analysis with the values base of social role valorisation and the individualised focus of person-centred planning.

#### **Applied Behaviour Analysis (ABA)**

A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

## **Social Role Valorisation (SRV)**

Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.

**Challenging behaviour** may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive.

**Factors** that lead to behaviour being defined as challenging may include:

- culture
- competence and capacity of settings
- social norms
- frequency, intensity and duration of the behaviour
- ability to communicate effectively.

**Environmental risk factors** will include features that are physical or social, such as:

- uncomfortable levels of stimulation (eg too busy, boring)
- institutional-style setting (eg block treatment, rigid routines)
- poor service organisation (eg inexperienced carers)
- inappropriate social environment (eg overly restrictive, limited choice)
- environmental pollutants (eg temperature, noise levels).

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

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

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

## **Time intensity model**

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

## **Functional analysis**

The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.

## **Structured methods**

Measures for monitoring and recording behaviour; may include

- ABC charts
- scatterplots
- incident forms
- behaviour monitoring forms
- direct observation.

## **Primary prevention**

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

## **Secondary prevention**

Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

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

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

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

## **Levels of help**

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

## **Active Support**

A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

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

Post-incident support may include:

- emotional support
- time away from the setting
- first aid
- quiet time
- space
- temporary redeployment
- additional training
- personal reflection
- counselling
- opportunity to express feelings.

### **Positive Behaviour Support Plan**

A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of the Positive Behavioural Support model	1.1 Explain how Positive Behavioural Support has been influenced by: <ul style="list-style-type: none"> <li>- Applied Behaviour Analysis (ABA)</li> <li>- Social Role Valorisation (SRV)</li> </ul> 1.2 Summarise current legislation and policy guidance relating to Positive Behavioural Support			
2 Understand the term 'challenging behaviour'	2.1 Define the term 'challenging behaviour' 2.2 Explain the reasons for the term 'challenging behaviour' coming into use 2.3 Analyse key factors that lead to a behaviour being defined as challenging			
3 Understand the context in which challenging behaviour occurs	3.1 Summarise key environmental risk factors for challenging behaviours 3.2 Explain how slow and fast triggers contribute to challenging behaviour 3.3 Analyse the role of reinforcement in maintaining behaviour 3.4 Explain the time intensity model			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1 Describe the key components of functional analysis 4.2 Explain the key methods of analysing behaviour 4.3 Complete accurate records of behaviour using a structured method 4.4 Identify environmental risk factors for an individual's challenging behaviour 4.5 Identify possible slow and fast triggers for an individual's challenging behaviour 4.6 Identify factors that may contribute to reinforcement of an individual's challenging behaviour 4.7 Evaluate the importance of functional analysis in effective person-centred behavioural intervention for individuals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the key characteristics of Positive Behavioural Support	5.1 Describe the key characteristics of Positive Behavioural Support 5.2 Explain the role within Positive Behavioural Support of: <ul style="list-style-type: none"> <li>- primary prevention strategies</li> <li>- secondary prevention strategies</li> <li>- non-aversive reactive strategies</li> </ul> 5.3 Explain the importance of social validity in the Positive Behavioural Support model			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to implement primary prevention strategies	6.1 Summarise the key primary prevention strategies 6.2 Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice 6.3 Explain the importance of effective communication and positive interaction in primary prevention for individuals 6.4 Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity 6.5 Use effective communication with an individual to promote positive behaviour 6.6 Evaluate the social validity of an agreed primary prevention strategy for an individual			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
7 Be able to use a person-centred approach to develop plans that promote participation	7.1 Explain how active support can help prevent challenging behaviour by improving an individual's quality of life 7.2 Analyse the role of structure and daily planning in primary prevention for individuals 7.3 Review an individual's daily activities to identify areas for increasing participation and choice 7.4 Review an individual's routine to identify opportunities for increasing participation and choice 7.5 Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task 7.6 Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to implement secondary prevention strategies	8.1 Summarise key secondary prevention strategies 8.2 Explain when secondary prevention strategies should be used with individuals 8.3 Identify early warning signs of behavioural agitation in an individual 8.4 Identify possible secondary prevention strategies that may be used with an individual 8.5 Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Be able to implement non aversive reactive strategies	9.1 Explain when reactive strategies should be used with individuals 9.2 Describe the key characteristics and types of reactive strategies 9.3 Assess the risks in the use of reactive strategies 9.4 Identify possible reactive strategies that may be used for an individual 9.5 Implement an agreed non-aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences 9.6 Establish an individual's preferred post-incident support 9.7 Identify own preferred post-incident support			
10 Be able to understand and implement Positive Behavioural Support Plans	10.1 Explain the purpose and importance of Positive Behaviour Support Plans for individuals 10.2 Identify the key components of a Positive Behaviour Support Plan for individuals 10.3 Implement agreed procedures in an individual's Positive Behavioural Support Plan 10.4 Contribute to the review of an individual's Positive Behavioural Support Plan			

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## **Unit 55: Support Individuals to Access Education, Training or Employment**

<b>Unit code:</b>	SS 3.7
<b>Unit reference number:</b>	H/601/3546
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	31

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

### **Assessment requirements**

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

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

### **Additional information**

#### **Wellbeing eg**

- emotional
- psychological
- physical.

#### **Others** could include:

- other professionals
- specialist employment agencies
- careers services
- job coach
- learning providers
- employers
- carers/family members
- advocates
- colleagues.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the value of engagement in training, education or employment for individuals	1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals			
2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment 2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment 2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities			
3 Understand the support available to individuals accessing education, training or employment	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment 3.2 Clarify the support provided by the various agencies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to support an individual to identify and access education, training or employment that meet needs and preferences</p>	<p>4.1 Work with individuals to identify the education, training or employment opportunities taking account of their:</p> <ul style="list-style-type: none"> <li>- aspirations</li> <li>- skills and abilities</li> <li>- interests</li> <li>- experience</li> <li>- qualifications</li> <li>- support needs</li> <li>- preferred career pathway</li> <li>- personal circumstances</li> <li>- language/communication needs.</li> </ul> <p>4.2 Work with the individual and/or others to source accessible information on education, training or employment opportunities</p> <p>4.3 Support the individual to select preferred education, training or employment</p> <p>4.4 Support the individual to complete applications to access education, training or employment</p> <p>4.5 Support the individual to prepare for interview or selection for education, training or employment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support individuals to undertake education, training or employment	5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment  5.2 Work with the individual and/or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment			
6 Be able to evaluate engagement in education, training or employment	6.1 Review with the individual and/or others how well the education, training or employment opportunity has met expectations and identified outcomes  6.2 Review with the individual and/or others the continued support required to undertake education, training or employment  6.3 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences			

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## **Unit 56: Promote Awareness of Sensory Loss**

<b>Unit code:</b>	SS 5.2
<b>Unit reference number:</b>	M/601/5249
<b>Level:</b>	5
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	19

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### **Unit summary**

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

### **Assessment requirements**

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

### **Additional information**

**Sensory loss** could include:

- sight loss
- hearing loss
- deafblindness.

**Others** could include:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to raise awareness of <b>sensory loss</b>	1.1 Identify methods for raising awareness of sensory loss 1.2 Explain how different agencies can provide opportunities to raise awareness			
2 Be able to raise awareness of sensory loss	2.1 Select and agree actions with the individual and/or others to promote awareness of sensory loss 2.2 Support others to carry out the agreed actions			
3 Be able to review action to promote awareness of sensory loss	3.1 Review the outcomes of awareness raising in relation to: <ul style="list-style-type: none"> <li>- individuals with sensory loss</li> <li>- own work</li> <li>- partnership work</li> </ul> 3.2 Review the effectiveness of agreed ways of working in relation to awareness raising 3.3 Provide feedback on the effectiveness of an awareness-raising activity			

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## **Unit 57: Support the use of Assistive Technology**

<b>Unit code:</b>	SS 5.3
<b>Unit reference number:</b>	H/601/5250
<b>Level:</b>	5
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	31

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### **Unit summary**

This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.

### **Assessment requirements**

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

### **Additional information**

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

- human aids
- assistance dogs
- electrical/electronic devices
- low vision aids
- environmental aids.

**Others** could include:

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the contribution that assistive technology can make to the lives of individuals	1.1 Investigate and report on the range and availability of assistive technology 1.2 Research how the use of assistive technology can result in positive outcomes for individuals			
2 Be able to facilitate the use of assistive technology	2.1 Research assistive technology solutions that meet identified needs 2.2 Explain how a range of assistive technology solutions can be adapted according to need and context 2.3 Assess the risks associated with the range of assistive technology solutions 2.4 Describe a range of assessment and referral processes which are used to secure assistive technology 2.5 Support the individual to secure the provision of appropriate assistive technology 2.6 Support the individual to use assistive technology			
3 Be able to develop others to facilitate the use of assistive technology	3.1 Provide information to others about assistive technology 3.2 Provide guidance to others to facilitate the use of assistive technology			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to review the provision of assistive technology	4.1 Review the assessment and referral processes used to secure assistive technology 4.2 Review the outcomes of assistive technology support to individuals against identified needs			

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## **Unit 58: Explore Models of Disability**

<b>Unit code:</b>	SS 5.4
<b>Unit reference number:</b>	K/601/5251
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	32

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### **Unit summary**

This unit provides the knowledge and skills needed to understand models of disability, develop others' understanding and review how they impact on individuals and organisations.

### **Assessment requirements**

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

### **Additional information**

**Others** could include:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the complexities of models of disability	1.1 Explain different theoretical models of disability 1.2 Analyse how individuals experience different theoretical models of disability 1.3 Analyse how different theoretical models of disability shape organisational structures and outcomes			
2 Be able to review how models of disability underpin organisational practice	2.1 Analyse how agreed ways of working can promote particular models of disability 2.2 Make recommendations for agreed ways of working that actively promote empowerment and participation 2.3 Implement agreed actions in the context of own role			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Develop others' awareness of models of disability	3.1 Develop activities that increase others' understanding of: <ul style="list-style-type: none"> <li>- models of disability</li> <li>- how they are experienced by individuals</li> <li>- how they shape organisational structure and agreed ways of working</li> </ul> 3.2 Implement planned activities 3.3 Review the outcomes of planned activities			

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## **Unit 59: Support Individuals with Sensory Loss with Communication**

<b>Unit code:</b>	SS 5.5
<b>Unit reference number:</b>	M/601/5252
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	37

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### **Unit summary**

This unit provides the knowledge and skills needed to discriminate between language and communication and to support the use of a range of communication methods.

### **Assessment requirements**

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

### **Additional information**

**Sensory loss** could include:

- sight loss
- hearing loss
- deafblindness.

**Others** could include:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand language development	1.1 Explain the difference between language and communication 1.2 Analyse the relationship between culture and language 1.3 Explain how an understanding of language and communication informs practice			
2 Understand factors that affect the language and communication of an individual with sensory loss	2.1 Compare and contrast the impact of congenital and acquired sensory loss on: <ul style="list-style-type: none"> <li>- communication</li> <li>- language</li> </ul> 2.2 Explain the potential impacts of a deteriorating condition on an individual's communication			
3 Understand the complexities of specialist communication systems	3.1 Identify when specialist communication systems may be used 3.2 Evaluate the strengths and weakness of specialist communication systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support the individual with communication	4.1 Evaluate the suitability of a range of communication methods to meet the needs of the individual 4.2 Demonstrate a range of suitable communication methods to the individual and/or others 4.3 Adapt communication methods according to need and context			
5 Be able to support others to make use of specialist communication	5.1 Advise others about specialist communication 5.2 Support others to make use of specialist communication with the individual			
6 Review communication work	6.1 Review how communication support to individuals meets identified needs in relation to: <ul style="list-style-type: none"> <li>- own work</li> <li>- agreed ways of working</li> <li>- work with others</li> </ul>			

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## **Unit 60: Support Individuals with Multiple Conditions and/or Disabilities**

<b>Unit code:</b>	SS 5.6
<b>Unit reference number:</b>	T/601/5253
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	34

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### **Unit summary**

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

### **Assessment requirements**

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

### **Additional information**

**Multiple conditions and/or disabilities** could include a combination of factors relating to:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health.

**Others** could include:

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

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the implications of multiple conditions and/or disabilities for the individual	1.1 Explain the correlation between conditions and <ul style="list-style-type: none"> <li>- disability</li> <li>- gender</li> <li>- age</li> <li>- ethnicity</li> <li>- socio-economic status</li> </ul> 1.2 Explain how multiple conditions and/or disabilities can impact on the individual 1.3 Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities			
2 Be able to support an individual with multiple conditions and/or disabilities	2.1 Work collaboratively with the individual and/or others to support the individual 2.2 Provide advice and expertise to support the assessment and/or referral of an individual with multiple conditions and/or disabilities 2.3 Use referral processes to secure services for the individual			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to develop others to support the individual with multiple conditions and/or disabilities	3.1 Advise and inform others about the implications of multiple conditions 3.2 Devise strategies to improve the practice of others: - at and individual level - at an organisational level			
4 Be able to review service provision in respect of individuals with multiple conditions and/or disabilities	4.1 Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities 4.2 Evaluate, with others, the extent to which provision meets the needs of individuals with multiple conditions and/or disabilities 4.3 Implement actions agreed as a result of evaluation within own role			

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## **Unit 61: Support Children’s Speech, Language and Communication**

<b>Unit code:</b>	EYMP5
<b>Unit reference number:</b>	T/600/9789
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	30

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### **Unit summary**

The unit aims to provide a basis for understanding the importance of speech, language and communication for a child’s overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

### **Assessment requirements**

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

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

### **Additional information**

Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process and the many factors which can affect it underpins effective communication in practice.

**Explain** taken from a leaflet produced by the Communications Consortium ‘*Explaining Speech, Language and Communication Needs (SLCN)*’,

“Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.

Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term ‘needs’ refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.”

**Ways** may include:

- the words and levels of language adults use with children (including the use of questions)
- their conversations/interactions with children
- information and activities used
- work with parents/carers.

**Positive effects** may include improvements in:

- speech, language and communication skills
- social interaction
- behaviour
- emotional development/self confidence.

**Methods** may include:

- adapting own language
- scaffolding the child's language
- giving children the time and opportunity to communicate
- facilitating communication between children with each other
- learning through play
- working with carers.

**Key Factors** may include:

- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the child
- appropriate involvement of carers.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the importance of speech, language and communication for children's overall development</p>	<p>1.1 Explain each of the terms:</p> <ul style="list-style-type: none"> <li>- speech</li> <li>- language</li> <li>- communication</li> <li>- speech, language and communication needs</li> </ul> <p>1.2 Explain how speech, language and communication skills support each of the following areas in children's development:</p> <ul style="list-style-type: none"> <li>- learning</li> <li>- emotional</li> <li>- behaviour</li> <li>- social</li> </ul> <p>1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term</p>			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years 2.2 Explain the relevant positive effects of adult support for the children and their carers 2.3 Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to provide support for the speech, language and communication development of the children in own setting</p>	<p>3.1 Demonstrate methods of providing support taking into account the:</p> <ul style="list-style-type: none"> <li>- age</li> <li>- specific needs</li> <li>- abilities</li> <li>- home language where this is different to that of setting</li> <li>- interests</li> </ul> <p>of the children in own setting</p> <p>3.2 Demonstrate how day-to-day activities within the setting can be used to encourage speech, language and communication development in young children</p> <p>3.3 Demonstrate in own practice how to work with children to develop speech, language and communication in:</p> <ul style="list-style-type: none"> <li>- 1:1 basis</li> <li>- groups</li> </ul> <p>3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1 Explain the importance of the environment in supporting speech, language and communication development 4.2 Review evidence about the key factors that provide a supportive speech, language and communication environment 4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children			

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## **Unit 62: Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage**

<b>Unit code:</b>	CYPOP 17
<b>Unit reference number:</b>	F/600/9777
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	40

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### **Unit summary**

To provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people.

### **Assessment requirements**

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

### **Additional information**

**Factors:** there are many factors impacting on children and young peoples life chances the following are examples eg

- poverty
- social and community pressures
- health status
- abuse and neglect
- violent and/or offending family or personal backgrounds
- race, gender, sexual orientation
- asylum seeking or victims of trafficking.

### **'Vulnerable child' (young person)**

A child (young person) (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the factors that may impact on the outcomes and life chances of children and young people</p>	<p>1.1 Identify the factors that impact on outcomes and life chances for children and young people</p> <p>1.2 Explain the critical importance of poverty in affecting outcomes and life chances</p> <p>1.3 Analyse a strategic national or local policy that has a positive impact on outcomes and life chances for children and young people</p> <p>1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people</p>			
<p>2 Understand how poverty and disadvantage affect children and young people's development</p>	<p>2.1 Analyse how poverty and disadvantage may affect children and young people's:</p> <ul style="list-style-type: none"> <li>- physical development</li> <li>- social and emotional development</li> <li>- communication development</li> <li>- intellectual development</li> <li>- learning</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1 Explain what is meant by both disadvantage and vulnerability 3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people 3.3 Evaluate the impact of early intervention			
4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1 Research the policy and guidance impacting on support services at national level and evaluate how this operates at local level 4.2 Explain how carers can be engaged in the strategic planning of services 4.3 Analyse how practitioners can encourage carers to support children and young people's learning and development 4.4 Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account			
5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self-confidence 5.2 Explain why it is important for practitioners to have high expectations of, and ambitions for all children and young people regardless of their circumstances and background 5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting			

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## **Unit 63: Independent Mental Capacity Advocacy**

<b>Unit code:</b>	ADV 305
<b>Unit reference number:</b>	F/502/3295
<b>Level:</b>	4
<b>Credit value:</b>	12
<b>Guided learning hours:</b>	35

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### **Unit summary**

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

### **Forbidden combinations**

This unit must not be taken with:

- Unit 64: Independent Mental Health Advocacy (Advo 306, J/502/3296)
- Unit 65: Providing Independent Advocacy to Adults (Advo 308, R/502/3298)
- Unit 67: Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards (Advo 310, F/502/3300)

### **Assessment requirements**

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

### **Additional information**

#### **Good Practice**

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

**Key principles:** including the five key principles and best interests framework

**Provisions:** new provisions within the Act including advance decisions to refuse treatment, Court of Protection, office of public guardian, lasting power of attorney and Court appointed deputies

**Challenges:** including working with people who cannot instruct, working with professionals, challenging decisions, time constraint of role

**Differences:** a range of differences between IMCA and general advocacy including differences in confidentiality boundaries, information sharing, seeking consent, taking instructions, accepting referrals and securing outcomes

**Dilemmas and challenges:** dilemmas faced when taking referrals, challenging decisions and accessing information

**Evaluate:** identify requirements of the assessment of capacity and how IMCAs can raise concerns about the person's capacity to make the referral decision.

**Area:** including serious medical treatment, change of accommodation, protection of vulnerable adults and accommodation review.

**Range of methods:** including verbal and non-verbal communication

**Information:** taken from inspection reports

**Types of accommodation:** including supported living, residential care, nursing homes, sheltered housing and receiving support in one's own home

**Regulatory bodies:** including CQC and CSSIW

**Decision:** the impact a range of decisions could have on the individual including end-of-life decisions and Do not Attempt Resuscitation orders.

**Guidelines:** ADASS guidance on the criteria for the use of IMCAs in safeguarding adult cases.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand and use the Mental Capacity Act	1.1 Explain key principles of the Mental Capacity Act 2005 1.2 Analyse powers within the Mental Capacity Act 2005 1.3 Use research skills to identify a range of provisions within the Mental Capacity Act 2005 1.4 Explain who may be affected by the Mental Capacity Act 2005 and why 1.5 Use the Code of Practice			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Challenge decisions made by the decision maker	4.1 Map out the decision-making process within each area an IMCA may be involved 4.2 Raise concerns during the decision-making process 4.3 Highlight concerns after the decision is made			
5 Work with people who lack capacity	5.1 Use a range of methods to communicate with 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 outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Work with accommodation and care review referrals	6.1 Research information and establish options 6.2 Evaluate the differences and similarities in a range of types of accommodation 6.3 Identify a range of possible care packages to enable people to stay at home 6.4 Assess the suitability of types of accommodation to individuals 6.5 Assess the impact the decision will have on the individual 6.6 Use a range of information sources to suggest alternative courses of action 6.7 Explain the function of a range of regulatory bodies			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Construct an Independent Mental Capacity Advocacy written report that meets statutory requirements	9.1 Identify a range of issues that should be addressed within an IMCA report 9.2 Identify what should never be in an IMCA report 9.3 Write an IMCA report 9.4 Identify good practice in recording case work 9.5 Explain the impact of data protection legislation on the recording of work			

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## **Unit 64: Independent Mental Health Advocacy**

**Unit code:** ADVO 306

**Unit reference number:** J/502/3296

**Level:** 4

**Credit value:** 7

**Guided learning hours:** 35

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### **Unit summary**

The unit will support learners to develop the skills and knowledge required to provide Independent Health Advocacy (IMHA) as detailed within the Mental Health Act.

### **Forbidden combinations**

This unit must not be taken with units:

Unit 63: Independent Mental Capacity Advocacy (Advo 305, F/502/3295)

Unit 65: Providing Independent Advocacy to Adults (Advo 308, R/502/3298)

Unit 67: Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards (Advo 310, F/502/3300)

### **Assessment requirements**

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

#### **Additional information**

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work-based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

**Mental Health legislation:** including the Mental Health Act 1983 and Codes of Practice (England and Wales)

**Process of compulsion:** for individual patients who are detained or who are liable to be detained; individuals under guardianship or SCT

**Safeguards:** including the Tribunal, Hospital Managers' hearing and statutory advocacy.

**Roles and responsibilities:** including listening, accessing information and promoting rights

**Rights:** including access to records, patients and staff

**Potential dilemmas:** including information sharing, supporting people who may experience delusional beliefs and supporting people affected by mental distress

**Common advocacy issues:** including appeals, complaints, accessing information, changing medication, applying for leave and discharge

**How:** impact on the individual such as living on locked wards, accessing private spaces.

**Range of people:** including the individual, nearest relative, RC, AMHP, therapist, care manager

**Range of advocacy services:** including IMCA, generic and specialist advocacy services (ie older people).

**Range of people and services:** people and services the IMHA is likely to come into contact with, including RC, AMHP and care manager

**Communicate:** communicate the IMHA role to a range of people including AMHP, RC nearest relative, care manager.

**Impact on daily living:** living with a range of mental health needs including hearing voices, having delusional beliefs and paranoia

**Needs of an individual:** including individuals from BME groups and people who use languages other than English

**Specialist support services:** including specialist BME services

**Personal and cultural identity:** impact on the advocacy relationship of different aspects of identify including age, ethnicity, sexual orientation, geographical location and religious beliefs.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how Mental Health legislation affects Independent Mental Health Advocacy qualifying patients	1.1 Explain key principles of Mental Health legislation 1.2 Analyse powers within the Mental Health Act 1983 as amended by the Mental Health Act 2007 1.3 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to explain the process of compulsion 1.4 Research a range of safeguards enshrined within the Mental Health Act 1983 as amended by the Mental Health Act 2007			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Provide Independent Mental Health Advocacy	2.1 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to identify when an individual is entitled to receive IMHA support 2.2 Analyse the roles and responsibilities of an IMHA 2.3 Summarise rights afforded to an IMHA within the Mental Health Act 2.4 Prioritise a range of case work 2.5 Assess a range of potential dilemmas which IMHAs can face in practice 2.6 Resolve practice dilemmas 2.7 Summarise and respond to a range of common advocacy issues for qualifying patients 2.8 Understand treatment options available to an individual who is subject to compulsion under the Mental Health Act 2.9 Signpost qualifying patients to other services 2.10 Identify a range of information that should and must be recorded 2.11 Work within different environments 2.12 Understand how physical environment can impact on individuals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Respond to requests for Independent Mental Health Advocacy support	3.1 Identify a range of people who can refer to the IMHA service 3.2 Use referral processes 3.3 Implement and review referral processes 3.4 Respond to referrals 3.5 Know when to refer to a range of advocacy services			
4 Engage with professionals	4.1 Research and identify a range of people and services the IMHA is likely to come into contact with 4.2 Communicate the IMHA's role to a range of people 4.3 Use strategies to negotiate with professionals 4.4 Respond to dilemmas and challenges which may be faced			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Respond to individuals who have diverse needs	5.1 Describe how having mental health needs can impact on daily living 5.2 Offer support to individuals who have mental health needs 5.3 Use a range of methods to communicate with people who have mental health needs 5.4 Respond to the cultural and spiritual needs of an individual 5.5 Identify dimensions of diversity 5.6 Signpost a range of specialist support services that a qualifying patient may wish to access 5.7 Evaluate how the personal and cultural identity of an IMHA can impact on the advocacy relationship			
6 Work safely	6.1 Identify situations that present potential risks 6.2 Respond to risk 6.3 Summarise adult (or) child protection procedures 6.4 Commit to using supervision			

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## **Unit 65: Providing Independent Advocacy to Adults**

**Unit code:** Advo 308

**Unit reference number:** R/502/3298

**Level:** 4

**Credit value:** 5

**Guided learning hours:** 35

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### **Unit summary**

The unit aims to provide learners with a detailed understanding and the practical skills needed to provide Independent Advocacy to adults in a range of settings including: care homes, hospital wards, community settings, secure settings, supported housing, prisons, day centres and police stations.

### **Forbidden combinations**

This unit must not be taken with:

Unit 63: Independent Mental Capacity Advocacy (Advo 305, F/502/3295)

Unit 64: Independent Mental Health Advocacy (Advo 306, J/502/3296)

Unit 67: Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards (Advo 310, F/502/3300)

### **Assessment requirements**

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

### **Additional Information**

#### **Good Practice**

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

**Settings:** including prisons, day centres, hospital and locked wards and their impact on the adult receiving advocacy support

**Dilemmas:** including maintaining confidentiality, remaining person led and information sharing

**Local or national standards:** UKAN, Mind, Action 4 Advocacy: Advocacy Charter and Code of Practice

**Communication methods:** verbal and non-verbal methods of communication

**Barriers:** including financial, time, personal and organisational

**Different people** common myths and assumptions about people including those with learning and physical disabilities, sensory impairments, mental health needs and dementia

**Sources of information:** including reports, records, medical information and rights

**Legislation:** including the Human Rights Act 1998, NHS + Community Care Act 1990, Mental Health Acts 1983 and 2007, Disability and Discrimination Act 2005, Care Standards Act 2000

**Meetings:** including review, assessment, planning, safeguarding and complaints meetings

**Range of people:** including social workers, care managers, day centre staff, therapists, GP's, managers

**Support:** including attending a meeting, empowering an individual, representing an individual at the meeting and working with an individual before the meeting

**Review and take further steps:** review the outcome of the meeting and help the individual decide if any further action is required

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Provide Independent Advocacy support to adults in a range of settings	1.1 Identify a range of settings and their impact on adults who may require the support of an advocate 1.2 Analyse and address the potential negative impact of the environment 1.3 Promote the advocacy service in a range of settings 1.4 Identify and address a range of dilemmas advocates can face in practice 1.5 Support adults to self-advocate 1.6 Apply local or national standards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Treat the individual receiving advocacy support as an individual	2.1 Identify personal values 2.2 Use communication methods appropriate to the individual 2.3 Resolve barriers that can prevent people being treated as an individual 2.4 Use underpinning advocacy principles of empowerment and person centred to treat people as individuals 2.5 Describe how cultural backgrounds can impact on the advocacy relationship 2.6 Recognise common myths and assumptions about different people 2.7 End the advocacy relationship a positive manner.			
3 Assist the individual receiving advocacy support to explore choices and potential consequences	3.1 Help individuals to access a range of sources of information on options available 3.2 Support an individual to explore options available and make choices 3.3 Use UK and European legislation to identify human, service and legal rights 3.4 Act on the choices and preferred options of an individual			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Support adults through a range of meetings	4.1 Explain the purpose and function of a range of meetings 4.2 Describe the roles and responsibilities of a range of people who attend meetings 4.3 Support an individual to participate in a range of meetings 4.4 Review and take further steps as appropriate			
5 Work safely	5.1 Use supervision to identify good practice and areas for improvement 5.2 Maintain accurate records 5.3 Summarise local adult protection procedures 5.4 Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality 5.5 Respond to disclosures of abuse			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 66: Independent Advocacy with Children and Young People**

<b>Unit code:</b>	Advo 309
<b>Unit reference number:</b>	Y/502/3299
<b>Level:</b>	4
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	35

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### **Unit summary**

The unit will support learners to develop the skills and knowledge required to provide independent advocacy to children and young people, particularly:

- children in need
- children who are looked after by the local authority
- children who are involved in family group or child protection conferences
- young people in the secure estate
- disabled children and young people
- children and young people in education
- children and young people receiving mental health support.

### **Assessment requirements**

This unit must be assessed according to Skills for Care and Development's QCF assessment principles.

### **Additional information**

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work-based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

**Groups:** including disabled children, looked-after children, care leavers, children in need, children with mental health needs and children in the secure estate

**Common advocacy issues:** including support with complaints, attending meetings, contact or accessing services

**Standards:** select and apply National Minimum Standards for the Provision of Children's advocacy Services

**Variety of methods:** variety of communication methods including verbal and non-verbal

**Key principles:** key principles of a range of legislation including Children Act 1989 and 2004, United Nations Convention on the Rights of the Child, Working Together and Human Rights Act 1998

**People:** including the child, parent, carer, social worker and IRO

**Range of support services:** including counselling, social services, connexions and YOT

**Complaints:** stages of Local Authority Complaints Procedure (under Children Act 1989) and a range of options from negotiation to judicial review

**Meetings:** including statutory review, child protection conferences, family group conferences, appeals and complaint meetings

**Range of people:** including children and young people, social workers, foster carers, elected members and residential staff

**Services and systems:** including social services, health, education and youth justice

**Range of people:** including social workers, judges, guardian, CAMHS workers, IRO's and personal advisor

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Provide Independent Advocacy support to children and young people	1.1 Analyse which groups of children and young people access advocacy support 1.2 Analyse the roles and responsibilities of a children’s advocate 1.3 Assess a range of common advocacy issues for children and young people 1.4 Respond to a range of common advocacy issues 1.5 Identify a range of dilemmas children’s advocates can face in practice 1.6 Respond to practice dilemmas 1.7 Support children and young people to self-advocate 1.8 Select and use skills to support children and young people to express their wishes, feelings and preferred course(s) of action 1.9 Distinguish between best interests and wishes and feelings 1.10 Select and apply relevant standards which govern the service and practitioner 1.11 Use a variety of methods to communicate with children and young people 1.12 Recognise the impact on communication of behaviour, emotional state, feelings, confidence and of gender 1.13 Make positives endings when the advocacy relationship finishes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Use UK, European and International legislation to promote children's rights	2.1 Summarise key principles and powers in a range of legislation and guidance affecting children 2.2 Use the Children Act 1989 and 2004 to identify a range of safeguards and rights 2.3 Use opportunities to promote the rights of children and young people 2.4 Explain to young people the rights they are entitled to claim 2.5 Empower young people with strategies to claim rights			
3 Respond to requests for advocacy support	3.1 Identify a range of people who can refer to children's advocates 3.2 Implement child-friendly referral processes 3.3 Refer to a range of support services			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
4 Assist the child or young person to explore choices and potential consequence	4.1 Use UK and European legislation to identify children’s service, ethical and legal rights 4.2 Treat the child as an individual and accept their preferred choices 4.3 Access information to allow children and young people to make informed choices 4.4 Support children and young people who wish to make complaints or representations about the services they receive 4.5 Support children and young people to understand the potential short-, medium- and long-term consequences of the choice(s) they are making.			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
5 Support children and young people through a range of meetings and decision-making processes	5.1 Explain the purpose and function of a range of meetings 5.2 Summarise the role of an Independent Advocate within a range of meetings 5.3 Attend a range of meetings 5.4 Support a child or young person to attend a range of meetings 5.5 Represent a child or young person at meetings 5.6 Support a young person to have his/her voice heard at a range of meetings 5.7 Support a young person to evaluate the outcomes of a range of meetings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Engage with professionals	6.1 Explain the role of a children’s advocate to a range of people 6.2 Summarise a range of services and systems children and young people are likely to come into contact with 6.3 Represent the views and wishes of children and young people to professionals responsible for making decisions 6.4 Summarise the roles and responsibilities of a range of people who support children and young people 6.5 Explain jargon and terminology to children and young people			
7 Use child protection systems to keep children and young people safe	7.1 Explain the role of Safeguarding Boards 7.2 Summarise local child protection procedures 7.3 Use child protection procedures to identify when it is appropriate to disclose information and breach confidentiality 7.4 Respond to disclosures or concerns of abuse			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 67: Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards**

<b>Unit code:</b>	Advo 310
<b>Unit reference number:</b>	F/502/3300
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	35

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### **Unit summary**

The unit aims to provide candidates with the practical skills and knowledge required to provide IMCA DOLS.

### **Forbidden combinations**

This unit must not be taken with:

Unit 63: Independent Mental Capacity Advocacy (Advo 305, F/502/3295)

Unit 64: Independent Mental Health Advocacy (Advo 306, J/502/3296)

Unit 65: Providing Independent Advocacy to Adults (Advo 308, R/502/3298)

### **Assessment requirements**

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

### **Additional information**

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work-based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

**Instructed:** including:

- representing people who are being assessed for standard authorisation or being assessed for a potential unlawful deprivation of liberty(39A)
- standing in as a person’s representative (39C) for people who are subject to an authorisation when no other representative is available
- supporting the person who is subject to an authorisation or his/her representative where the persons’ representative is unpaid (39D).

**Methods:** including non-verbal and verbal

**Information:** including rights, the assessment process review of a standard authorisation and access to the Court of Protection

**Report:** including reports to assessors as part of the assessment process and IMCA reports provided to the supervisory body for 39A, 39C and 39D roles

**Potential routes:** formal routes to include complaints procedures, the review process for standard authorisation, access to the Court of Protection and alert of potential unlawful deprivation of liberty to a supervisory body

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand legislation which affects people who may be subject to Deprivation of Liberty Safeguards or the formal provisions of the Mental Health Act	1.1 Identify when a IMCA DOLS must be instructed 1.2 Identify a range of factors which may determine whether a person is or is not being deprived of their liberty 1.3 Identify the managing authority and supervisory body in situations where someone may be deprived of their liberty 1.4 Analyse key principles and powers of the Mental Capacity Act 2005 1.5 Summarise the interplay between the Mental Capacity Act 2005 and Mental Health Act 1.6 Use the Code of Practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Provide the statutory Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards service	2.1 Distinguish between standard and urgent authorisations 2.2 Identify the requirements of each of the six assessments for authorisations and who should undertake them 2.3 Summarise the roles and responsibilities for the three IMCA DOLS’ roles 2.4 Identify factors which may or may not make a deprivation of liberty in a person’s best interest 2.5 Evaluate the different ways the IMCA can make representations in the assessment process 2.6 Use a range of methods to communicate with people who lack capacity 2.7 Use non-instructed advocacy to ascertain the wishes, feelings or preferences of an individual 2.8 Provide a range of information to help an individual understand the process of deprivation of liberty 2.9 Support an individual to engage with the process 2.10 Represent an individual during assessment 2.11 Support an individual to appeal			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Construct an IMCA DOLS written report that meets statutory requirements	3.1 Identify a range of issues that should be addressed within an IMCA DOLS report 3.2 Write an IMCA DOLS report 3.3 Identify good practice in recording case work 3.4 Explain the impact of data protection legislation on the recording of work			
4 Challenge decisions	4.1 Map out the potential routes for formal challenges 4.2 Know how to raise informal and formal concerns and provide feedback 4.3 Use opportunities to highlight concerns			

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 68: Recognise Indications of substance Misuse and Refer Individuals to Specialists**

<b>Unit code:</b>	ASM1
<b>Unit reference number:</b>	M/601/0648
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	24

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### **Unit summary**

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

### **Assessment requirements**

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

Learners must provide the assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

#### **Special Considerations:**

Simulation is **not** permitted for this unit.

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

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

#### **Required sources of performance and knowledge evidence:**

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

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

### **Other sources of performance and knowledge evidence:**

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

**Work Products:** These are non-confidential records made, or contributed to, by the learner eg promotional material relating to the effects of substance misuse and the services available in the local community.

**Confidential Records:** These may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio eg case records, care plans and referral forms.

**Questioning:** Questions may be oral or written. In each case the question and the learner's answer will need to be recorded eg what are the risks that have to be managed in accessing services and facilities for the individual in question?

**Professional discussion:** this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application eg how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.

**Original Certificates:** certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.

**Case Studies,** projects, assignments and learner/reflective accounts of the learner's work:

These methods are most appropriately used to cover any outstanding areas of the qualification.

Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a learner/reflective account to provide some of the evidence for this unit eg the risk to the individual and to others which may result from substance misuse.

### **Witness Testimony**

Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. The assessor will help you to identify the appropriate use of witnesses.

### **Unit Guidance**

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential case records and referrals, and
- c the learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Recognise indications of substance misuse	1.1 Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents) 1.2 Identify possible indications of substance misuse (eg physical, behavioural, social, emotional) 1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse 1.4 Show how to obtain specialist assistance where required 1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up to date.			
2 Assess and monitor risk	2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures 2.2 Review the assessment of risk and explain why this is important 2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Handle information and maintain records	3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so 3.2 Identify the rights of individuals and the principle of confidentiality			
4 Refer individuals to appropriate services	4.1 Identify the range of services relevant to substance misuse available locally and nationally 4.2 Demonstrate how to refer individuals to services in line with organisational requirements 4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements			

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 69: Identify and Act Upon Immediate Risk of Danger to Substance Misusers**

<b>Unit code:</b>	ASM4
<b>Unit reference number:</b>	D/501/0585
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	24

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### **Unit summary**

This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

### **Assessment requirements**

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

The learner must provide the assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways, taking into account any of the special considerations below.

#### **Special Considerations:**

Simulation **is permitted** for this unit.

The nature of this unit means that **most** of the learner's evidence must come from real work activities. However simulation may be used as long as it meets the criteria for its use. This can be found in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

#### **Required sources of performance and knowledge evidence:**

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

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real-work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

### **Other sources of performance and knowledge evidence:**

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities: Assessment criteria 2.5.

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

**Work Products:** these are non-confidential records made, or contributed to, by the learner eg promotional material relating to the risks of misuse.

**Confidential Records:** these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio eg case records and incident reports.

**Questioning:** questions may be oral or written. In each case the question and the learner's answer will need to be recorded eg in what circumstances should support/first-aid treatment be requested?

**Professional discussion:** this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application eg explain the relevant policies and procedures for dealing with risk of danger to individuals and others.

**Original Certificates:** certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice eg Certificate in First Aid.

### **Case Studies, projects, assignments and candidate/reflective accounts of your work:**

These methods are most appropriately used to cover any outstanding areas of the learner's qualification.

Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit eg describe the signs of immediate risk of danger which may include overdose and individuals causing injury or harm to themselves or others.

### **Witness Testimony**

Colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of their performance. The assessor will help the learner to identify the appropriate use of witnesses.

## **Unit Guidance**

The evidence for this unit is likely to come from:

- a. The observation of the learner working with an individual
- b. Confidential case records and incident reports, and
- c. The learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify immediate risk of danger to substance misusers	1.1 Describe the range of different substances subject to misuse and their effects (eg illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents)  1.2 Describe any signs of immediate risk of danger which may include risk of: a overdose b individuals causing injury or harm to themselves or others (eg family members)  1.3 Explain the relevant policies and procedures for dealing with risk of danger to individuals and others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Act upon immediate risk of danger to substance misusers	2.1 Describe how to make the individual aware that they are available and willing to help 2.2 Obtain information on the substance used from the individual or any person near the individual 2.3 Obtain personal details from the individual or any person near the individual 2.4 Encourage the individual to describe any pain or discomfort they may be experiencing 2.5 Take actions which are appropriate to the substance used and the effect it has had on the individual eg a calming the individual, if the individual is in an agitated state, if safe to do so b reviving the individual, if the individual seems to be in a withdrawn state 2.6 Show how to interact with the individual in a manner which recognises their needs and rights 2.7 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety 2.8 Demonstrate when and how to request any first-aid treatment/support			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (eg to access to relevant agencies and services)  2.10 Record all information and report to appropriate person in the required format			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 70: Support Individuals to Stay Safe from Harm or Abuse**

<b>Unit code:</b>	HSC 3067
<b>Unit reference number:</b>	T/504/2202
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	27

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### **Unit summary**

The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals to stay safe from harm or abuse.

### **Assessment requirements**

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

#### **Additional Guidance:**

**Safeguarding** is working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies.

**Individuals** refers to an adult, child or young person who is accessing a social care service.

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship.

**Harm or abuse** may include neglect; physical; emotional; sexual; financial abuse; bullying; self-harm.

**Factors** would include factors that make someone more vulnerable, these may relate to the individual, to their personal circumstances, to the work setting or to their environment.

**Electronic communications** may include the use of mobile phones and the internet, including social networking sites.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how legislative frameworks support the <b>safeguarding of individuals</b>	1.1 Outline legislation and national policies that relate to the safeguarding of individuals 1.2 Explain the relationship between local procedures and guidelines for safeguarding and legislative framework			
2 Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to <b>harm or abuse</b>	2.1 Identify the <b>factors</b> that make an individual vulnerable to harm or abuse 2.2 Work with an individual and <b>key people</b> to identify actions, behaviours and situations that may lead to harm or abuse to the individual 2.3 Describe the common features of perpetrator behaviour 2.4 Support an individual to gain understanding of when the behaviour of others may be acceptable 2.5 Support an individual to gain understanding of the risks associated with the use of <b>electronic communications</b>			
3 Be able to support individuals to gain understanding about how to stay safe	3.1 Support an individual to gain understanding about their right to stay safe 3.2 Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe 3.3 Work with an individual to balance their rights, responsibilities and risks 3.4 Explain how to challenge behaviours or actions that may lead to harm or abuse			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work in ways that support individuals to stay safe	4.1 Engage with an individual in a way that supports trust and rapport 4.2 Support an individual to express fears, anxieties or concerns they may have about their safety 4.3 Explain what actions to take where there are concerns that an individual might have been harmed or abused 4.4 Take action to deal with risks that may lead to harm or abuse 4.5 Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse 4.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court 4.7 Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, times, dated and signed 4.8 Explain the actions that should be taken if reported concerns are not acted upon 4.9 Access support in situations that are outside your expertise, experience , role and responsibility 4.10 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Further information

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To get in touch with us visit our 'Contact us' pages:

- Edexcel: **[www.edexcel.com/contactus](http://www.edexcel.com/contactus)**
- BTEC: **[www.edexcel.com/btec/Pages/Contactus](http://www.edexcel.com/btec/Pages/Contactus)**
- Pearson Work Based Learning and Colleges:  
**[www.edexcel.com/about.wbl/Pages/Contact-us](http://www.edexcel.com/about.wbl/Pages/Contact-us)**
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [www.edexcel.com/btec/delivering-BTEC/quality/Pages](http://www.edexcel.com/btec/delivering-BTEC/quality/Pages)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at:  
[www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

## How to obtain National Occupational Standards

To obtain the National Occupational Standards go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

# Professional development and training

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Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [www.edexcel.com/resources/Training/Pages](http://www.edexcel.com/resources/Training/Pages). You can request customised training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: [www.edexcel.com/btec/delivering-BTEC/training/Pages](http://www.edexcel.com/btec/delivering-BTEC/training/Pages)

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

## Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: [www.edexcel.com/Aboutus/contact-us/Pages](http://www.edexcel.com/Aboutus/contact-us/Pages)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [www.edexcel.com/aboutus/contact-us/ask-expert/Pages](http://www.edexcel.com/aboutus/contact-us/ask-expert/Pages) and we will make sure your query is handled by a subject specialist.

## Contact us

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We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.



## Annexe A: Quality assurance

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Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

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

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier will be allocated.

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

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the *UK NVQ Quality Assurance Centre Handbook* and the *Pearson NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at [pearson.qualifications.com](http://pearson.qualifications.com).



## Annexe B: Registration and Certification

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### Registration

Details of the process for registration of learners for the qualifications in this specification are provided in our *UK Information Manual*, published annually.

Centres must register learners promptly on their chosen qualification and by the registration deadlines given in our *UK Information Manual*.

### What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. For details, please refer to *Access to qualifications for learners with disabilities or specific needs*.

### Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

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

Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at [qualifications.pearson.com](http://qualifications.pearson.com)

## **Certification**

Details of the process for reporting learners' success to Pearson and for claiming certification are given in our *UK Information Manual*, published annually.

Certificates are issued weekly according to the schedule of dates published in our *UK Information Manual*.

Results should be reported only if the centre has clearance to certificate through reports from Standards Verifiers. Subject to this, results must be reported immediately following programme completion so that certificates can be issued as soon as possible.

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Pearson will maintain the integrity of Pearson QCF NVQs, SVQs and competence qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

Pearson's approach in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

# Annexe C: Assessment Principles

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## Skills for Care and Development's Assessment Principles

### 1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality-assurance processes of Awarding Organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skills for Health will also use these assessment principles.

### 2. Assessment Principles

2.1 Assessment decisions for competence-based learning outcomes (eg those beginning with 'to be able to') must be made in a real-work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real-work environment.

2.2 Assessment decisions for competence-based learning outcomes must be made by an assessor qualified to make assessment decisions.

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

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

2.5 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

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

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge-based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality-assurance decisions.

### **4. Definitions**

#### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty, the SSCs will be consulted.

#### **4.4 Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### **4.5 Expert witness:**

An expert witness must:

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

## Annexe D: Qualifications for Assessors

Skills for Care and Development (SfCD) has specified that each Assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. In conjunction with other awarding organisations, SfCD has prepared a provisional and indicative list of qualifications to include any of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Pearson Edexcel Level 3 Award in Assessing Competence in the Work Environment (QCF) (*for competence / skills Learning outcomes only*)
- Pearson Edexcel Level 3 Award in Assessing Vocationally Related Achievement (QCF) (*for knowledge Learning outcomes only*)
- Pearson Edexcel Level 3 Certificate in Assessing Vocational Achievement (QCF)
- Qualified Teacher Status
- Certificate in Education in Post-Compulsory Education (PCE)
- The Practice Teacher Award
- Mentorship and Assessment in Health and Social Care Settings
- Preparing to Teach in the Lifeline Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

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**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

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