Qualification Specification

Highfield Level 5 Diploma in Leadership and Management for Adult Care (RQF)

Qualification Number: 603/3594/4

Contents

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Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 5 Diploma in Leadership and Management for Adult Care (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

This qualification is supported by Skills for Care, the sector skills council for the adult social care sector in England.

Key facts

Qualification number:	603/3594/4
Learning aim reference:	60335944
Credit value:	80
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	582
Total qualification time (TQT):	800

Qualification overview and objective

The objective of this qualification is to support a role in the workplace. The content is appropriate for learners who manage care and support services for adults in England.

The qualification aims to develop learners' skills and knowledge in leadership and management to ensure that services can respond fully to the needs and aspirations of those that use their provision. The qualification develops leadership skills, innovation and entrepreneurial skills, the importance of embedding robust values and commitment to partnership working.

This qualification will be the named on-programme qualification in the Leader in Adult Care apprenticeship standard (once live).

Entry requirements

It is a requirement that learners have access to the appropriate workplace and role to be able to successfully meet the knowledge and skills requirements of this qualification. Centres must ensure that learners can complete all competence requirements of units selected from the structure.

There are no prerequisites for this qualification, however It is advised that learners have a minimum of Level 2 in literacy or numeracy or equivalent, and able to demonstrate prior achievement of qualifications at either level 3 or 4.

This qualification is approved for delivery to learners aged 19+.

Geographical coverage

This qualification is suitable for delivery in England.

Guidance on delivery

The total qualification time for this qualification is 800 and of this 582 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Within the mandatory units, amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

Guidance on assessment

This qualification is assessed through completion of a portfolio of evidence which will be assessed and internally quality assured by the centre. EQS (External Quality Support) activity from Highfield will also take place to support the achievement of direct claim status. Suggested paperwork is available on the Highfield website, if a centre would like to use alternative paperwork, this must be sent to the Quality Support team for approval before commencement of the course.

Within the mandatory units, amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

Please refer to the Skills for Care and Development Assessment Principles for guidance on simulation and expert witnesses.

Each individual unit provides additional guidance/requirements on assessment, which is available in Appendix 1.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield require Centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

EQS visits from Highfield will take place until direct claim status is achieved. Highfield will support centres with quality assurance by conducting engagement visits to ensure and verify the effective and efficient delivery and assessment of qualifications.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield, in line with the Skills for Care and Development assessment principles, require nominated Assessors to:
- be occupationally knowledgeable and occupationally competent in the area they are assessing;
- hold or be working towards* a recognised assessor qualification. Examples include:
  - o Level 3 Award in Assessing Competence in the Work Environment;
  - o Level 3 Certificate in Assessing Vocational Achievement;
  - o A1 Assess Learner performance Using a Range of Methods;
  - o D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence; and
- maintain evidence of continuous professional development within the sector

*For more information on those assessment decisions made by an unqualified assessor, please refer to counter-signing strategy requirements within this specification.

For more information, please refer to the Skills for Care and Development assessment principles which is on the Highfield website.

Internal quality assurance (IQA) requirements

This qualification is assessed and Internally Quality Assured. IQA requirements are outlined in the Skills for Care and Development assessment principles and must be referred to.

This includes that approved IQA (Internal Quality Assurers) must:
- Hold or be working towards** an IQA qualification, such as:
  - o Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
  - o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
  - o D34 or V1 Verifier Awards; and
- Be occupationally knowledgeable in the unit they are assessing/health and adult care settings.

**For more information on those assessment decisions made by an unqualified IQA, please refer to counter-signing strategy requirements below.

For more information, please refer to the Skills for Care and Development assessment strategy and the Skills for Health assessment principles which is on the Highfield website.

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:
- Specialist qualifications in adult care or healthcare
- qualifications in coaching or mentoring

Useful websites

Skills for Care and Development: www.skillsforcareanddevelopment.org.uk

Skills for Care: www.skillsforcare.org.uk

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:
https://www.gov.uk/government/organisations/national-counter-terrorism-security-office

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:
• follow the link: http://ct.highfieldelearning.com/org/TheHighfieldGroup
• answer the questions
• click start

Appendix 1: Qualification structure

To complete the **Highfield Level 5 Diploma in Leadership and Management for Adult Care (RQF)**, learners must complete the following:

- **all units** contained within the mandatory group **totaling 60 credits**
- a minimum of **20 credits** across the optional groups:
    - a **maximum** of **6 credits** from optional group A
    - the remaining credits from optional group B, **minimum of 14 credits**

Mandatory group

Learners must achieve **all units** in this group.

Unit reference	Unit title	Level	GLH	Credit
D/617/2078	Principles of Leadership and Management in Adult Care	5	50	6
H/617/2079	Team Leadership in Adult Care	5	32	4
Y/617/2080	Principles of Governance in Adult Care	5	16	2
D/617/2081	Principles of Regulatory Processes for Adult Care	5	22	2
H/617/2082	Communication and Information Management in Adult Care	5	24	3
K/617/2083	Partnership working in Adult Care	4	28	4
M/617/2084	Outcomes based person centred practice in Adult Care	5	28	4
T/617/2085	Equality, Diversity and Inclusion in Adult Care	5	28	4
A/617/2086	Continuous Improvement in Adult Care	5	15	2
F/617/2087	Principles of Professional Development in Adult Care	5	15	2
J/617/2088	Supervision and Performance Management in Adult Care	5	40	5
L/617/2089	Principles of Resource Management in Adult Care	5	16	2
F/617/2090	Safeguarding and Protection in Adult Care	5	40	5
J/617/2091	Health and Safety in Adult Care	4	12	2
L/617/2092	Risk taking and risk management in Adult Care	5	16	2
R/617/2093	Managing Concerns and Complaints in Adult Care	5	16	2
Y/617/2094	Self-management for leadership in Adult Care	5	16	2
D/617/2095	Decision making in Adult Care	5	18	3
H/617/2096	Entrepreneurial skills in Adult Care	5	16	2
K/617/2097	Principles of innovation and change in adult care	5	16	2

Optional group A Learners may achieve a **maximum** of **6 credits** from this group.

Unit reference	Unit title	Level	GLH	Credit
J/601/3538	Understand the process and experience of dementia	3	22	3
J/601/6150	Understand Physical disability	3	22	3
M/601/3467	Understand sensory loss	3	21	3
L/617/2111	Understand the impact of acquired brain injury on individuals	3	28	4
A/503/8135	Understand Advance Care Planning	3	25	3
J/503/8137	Understand how to support individuals during the last days of life	3	28	3
D/602/3170	Understand how to manage a team	4	20	3
Y/602/2860	Understand safeguarding of children and young people for those working in the adult sector	3	10	1
T/602/3188	Understand partnership working	4	7	1
D/504/2243	Understand the factors affecting older people	3	17	2

Optional group B
Learners must achieve a minimum of **14 credits** from this group.

Unit reference	Unit title	Level	GLH	Credit
J/601/5242	Assess the individual in a health and social care setting	5	41	6
L/602/2337	Manage domiciliary services	5	39	6
H/601/5250	Support the use of assistive technology	5	31	4
T/602/3174	Lead and manage group living for adults	5	39	5
T/503/8134	Lead and manage end of life care services	5	45	7
F/503/8685	Support individuals during the last days of life	4	33	5
R/502/3298	Providing Independent Advocacy to Adults	4	35	5
F/502/3295	Independent Mental Capacity Advocacy	4	35	12
F/602/2853	Lead the management of transitions	5	29	4
Y/504/2208	Lead and manage infection prevention and control within the work setting	5	38	6
R/617/2112	Recruitment and selection within health and social care settings	4	26	3
Y/617/2113	Manage induction in health and social care settings	4	21	3
D/617/2114	Manage quality in health and social care settings	5	36	5
J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	40	6
K/600/9711	Manage physical resources	4	25	3

H/617/2115	Manage finance within own area of responsibility in a health and social care setting	4	31	4
J/602/3499	Undertake a research project within services for health and social care or children and young people	5	80	10
K/601/5251	Explore models of disability	5	32	5
K/617/2116	Facilitate change in health and social care settings	5	42	6
M/617/2117	Facilitate coaching and mentoring of practitioners in health and social care settings	5	43	6
T/617/2118	Professional practice in health and social care for adults	5	43	6
K/601/7355	Active support: lead interactive training	5	30	4
A/617/2119	Manage an inter-professional team in health and social care settings	6	48	7
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	25	6
A/504/2198	Develop, maintain and use records and reports	4	23	3
L/602/2578	Promote professional development	4	33	4
F/602/2335	Use and develop systems that promote communication	5	24	3
M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	35	5
H/601/7354	Lead active support	5	35	5
D/602/2844	Lead person centred practice	5	29	4
H/504/2213	Lead practice which supports individuals to take positive risks	5	30	4
D/504/2212	Lead and manage practice in dementia care	5	41	6
M/601/5252	Support individuals with sensory loss with communication	5	37	5
M/601/5249	Promote awareness of sensory loss	5	19	3
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	34	5
L/503/8138	Lead a service that supports individuals through significant life events	5	31	4
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	24	4
J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	44	6
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	53	7
J/502/3296	Independent Mental Health Advocacy	4	35	7

Barred combinations

This qualification contains the following barred combinations. Learners must achieve either one or the other, not both.

Unit reference	Unit Title	Unit reference	Unit Title
J/503/8137	Understand how to support individuals during the last days of life	F/503/8685	Support individuals during the last days of life
F/502/3295	Independent Mental Capacity Advocacy	J/502/3296	Independent Mental Health Advocacy
		R/502/3298	Providing Independent Advocacy to Adults
J/502/3296	Independent Mental Health Advocacy	F/502/3295	Independent Mental Capacity Advocacy
		R/502/3298	Providing Independent Advocacy to Adults
R/502/3298	Providing Independent Advocacy to Adults	F/502/3295	Independent Mental Capacity Advocacy
		J/502/3296	Independent Mental Health Advocacy

Appendix 2: Qualification content

Unit 1: Principles of Leadership and Management in Adult Care
Unit number: D/617/2078
Credit: 6
GLH: 50
Level: 5

Unit Introduction
The purpose of this unit is to develop and assess the learner's knowledge and understanding of leadership and management in Adult Care.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand how theories of leadership and management apply to Adult Care settings	1.1 Explain theories of **leadership and management** 1.2 Analyse how theoretical **models of leadership and management** are applied to practice
2. Understand the relationship between leadership and management	2.1 Evaluate the **interdependencies** between leadership and management 2.2 Analyse potential **conflicts** arising from the application of leadership and management models 2.3 Describe how to address conflicts between leadership and management models
3. Understand leadership and management in adult care settings	3.1 Compare the skills required to be an effective leader and an effective manager 3.2 Explain why managers in adult social care need both leadership and management skills 3.3 Analyse how leadership skills influence the values and culture of an organisation 3.4 Explain the need to adapt leadership and management styles to manage different situations 3.5 Explain how to establish a culture of continual learning and development in an adult care setting 3.6 Explain the importance of learning from experience

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. Understand the impact of policy drivers on leadership and management in adult care services	4.1 Identify and explain factors that influence policy drivers 4.2 Analyse emerging themes and trends that impact on leadership and management of adult care services
5. Be able to lead commitment to a vision for the service	5.1 Communicate own ideas and enthusiasm about the service and its future confidently and in a way which engages others 5.2 Support Stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them 5.3 Build support for the vision and ensure it is shared and owned by those who will be implementing and communicating it

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment. AC1.1: **Theories of leadership and management** could include (all should be assessed): • Situation leadership • Similarities between leadership and management • System theories • Performance and development AC1.2: **Models of leadership and management** could include (all should be assessed): • Democratic Model • Situational Leadership Model • 8-Step Change Model • Cultural Iceberg Model AC2.1: **Interdependencies**: reliance between 2 or more groups within a mutual context AC2.2: **Conflicts** means challenges both ethical and organisational that cause debate and discussion AC3.3: **Culture** is: the shared characteristics, beliefs, ideas and norms of a group or organisation

AC4.2: **Themes and trends** could include (at least 2 themes and 2 trends):
- Outcome based practice
- Direct funding
- Organisational structure
- Legislation changes and updates
- Stakeholders requirements
- Funding
- Contracts
- Coproduction
- Development and performance
- Quality systems and checks

AC 4.1 **Policy Drivers**: the aims, targets, objectives that need to be considered when compilation of policies to include government bodies and legislation

AC5.2: **Stakeholders:** persons who have an interest in the running or organisation within a business this could be individuals, carer or directors.

AC 5.2 **Stakeholders** should include (at least 2)
- Individuals
- Family
- Staff
- Directors
- Owner of business
- Local authority funding authority
- Volunteers
- Partners in delivery of service

AC 5.3 **Vision:** a plan for the present and the future

Additional unit guidance
Learning outcome 5 must be assessed in the work setting. SFC Unit Reference: DILMAC 1A: Leadership and Management in Adult Care

Unit 2: Team Leadership in Adult Care

Unit number: H/617/2079
Credit: 4
GLH: 32
Level: 5

Unit Introduction

The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading and managing a team in an adult care setting.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Be able to provide leadership for a team in adult care	1.1 Establish trust and accountability within the team 1.2 Build team commitment to the service and its values by consistently demonstrating own commitment and expressing own vision 1.3 Adapt leadership styles to reflect stages in the team's development 1.4 Develop, implement and review strategies to support a positive **values-based** culture in the team 1.5 Model and promote a team practice that champions diversity, equality and inclusion and challenges discrimination and exclusion
2. Be able to manage team work	2.1 Facilitate the participation of team members in agreeing team objectives 2.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives 2.3 Encourage creativity and innovation in planning how to meet team objectives and agree a team plan 2.4 Agree roles, responsibilities and personal work objectives with team members taking account of their individual skills, interests, knowledge, expertise and development needs
3. Be able to manage team performance	3.1 Support team members to work towards personal and team objectives and monitor progress

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.2 Provide feedback on performance both individually and to the team as a whole 3.3 Work with team members to address any issues with performance and identify opportunities for continuing development 3.4 Provide recognition for progress achieved towards team and personal work objectives

Amplification / Indicative content

The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

AC1.3: Stages in the teams' development could include (all should be assessed):

- Five Stages of Team Development
- Group Development/Dynamics
- Four-phase model of group development
- Integrated Model of Group Development

AC1.4 Values-based – based on person centred values could include (at least 3 should be covered):
- informed choice and rights
- privacy/dignity
- respect
- independence
- partnership
- individuality
- empowerment
- shared vision
- inclusion
- Outcome based practice

AC 2.3: **creativity and innovation** refers to the encouragement of trailing new ideas that aim to improve a service

Additional unit guidance

This unit must be assessed in a work setting.

SFC Unit Reference: DILMAC 1B: Team Leadership in Adult Care

Unit 3: Principles of Governance in Adult Care

Unit number: Y/617/2080
Credit: 2
GLH: 16
Level: 5

Unit Introduction

The purpose of this unit is to develop and assess the learner's knowledge and understanding of governance of adult care generally and within their own organisation

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand legislation and statutory requirements that underpin adult care provision	1.1 Explain legislation and statutory frameworks that apply to service providers 1.2 Evaluate the impact of legislation and policy on person centred and **outcome**s-based procedures and practice 1.3 Explain how to use **forums** to draw attention to potential conflicts between statutory frameworks and principles of good practice
2. Understand internal governance within own organisation	2.1 Describe the governance mechanisms and explain how these relate to the identity of own organisation as a statutory, private, voluntary or independent organisation 2.2 Explain own position of accountability within the governance structure 2.3 Evaluate how **agreed ways of working** such as protocols, policies and procedures relate to governance and accountability

Amplification / Indicative content
AC 1.2: Outcome refers to an aim or objective that an individual would like to achieve, or which needs to happen – for example, continuing to live at home, or being able to go out and about. **AC 1.3: Forums** can include at the local and/or national level **AC 2.1: Governance mechanisms** could include (all should be assessed) • Legislative requirements • Government bodies • Quality measures • Risk management

- Sharing of information
- Duty of Candour

AC 2.3: Agreed ways of working: systems of work set out in line with organisation policy, procedures and legislation requirements.

SFC Unit Reference: DILMAC 2A: Governance of Adult Care

Additional unit guidance
SFC Unit Reference: DILMAC 2A: Governance of Adult Care

Unit 4: Principles of Regulatory Processes for Adult Care
Unit number: D/617/2081
Credit: 2
GLH: 22
Level: 5

Unit Introduction
The purpose of this unit is to develop and assess the learner's knowledge and understanding of regulatory processes and the key roles, remits and responsibilities in registered services.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand systems and requirements for the regulation of adult care services	1.1 Explain the reasons for the inspection system in England, **key drivers** and the legislation underpinning it 1.2 Identify which services are subject to registration and inspection 1.3 Identify key areas of enquiry for inspection 1.4 Explain the grading system used in inspection 1.5 Evaluate the implications for the organisation of each grade that can be awarded 1.6 Identify **sources of information and support**
2. Understand key roles, remits and responsibilities in registered services	2.1 Analyse the role, remit and responsibilities of the **registered manager** 2.2 Analyse the role, remit and responsibilities of the Nominated Individual and who may be appointed to this role 2.3 Analyse the role, remit and responsibilities of the 'fit and proper person' 2.4 Analyse the role, remit and responsibilities of Inspectors
3. Understand the inspection process	3.1 Identify who needs to be aware of or involved in the inspection process 3.2 Describe how to prepare for an inspection 3.3 Explain what is involved during an inspection and the information required 3.4 Evaluate ways to address the outcome and impact of an inspection

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. Understand the range of regulatory requirements that apply to adult care services	4.1 Identify the range of **regulatory requirements** that apply to adult care services 4.2 Describe the types of information required for each regulatory requirement 4.3 Analyse where different regulatory frameworks may present conflicting requirements and ways to address such conflicts

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment. **AC 1.1 Key Drivers** could include (at least 2): • Customer satisfaction • Organisation procedures • Service provided • Outcome based assessment • Staff development • Safety and security • KLoe's   **AC 1.6: Sources of information and support** refers to support for professional development including (at least 4 should be covered): • Supervision • Appraisal • Mentoring/coaching • Mandatory training • Specialist within the field • Formal support • Informal support AC 2.1 **Registered manager** refers to someone appointed by the provider to manage regulated activities are carried out AC 4.1: **Regulatory requirements** could include (all must be assessed):

- Legislation
- National Occupational Standards
- Local Authority contracts

Additional unit guidance
SFC Unit Reference: DILMAC 2A: Governance of Adult Care

Unit 5: Communication and Information Management in Adult Care
Unit number: H/617/2082
Credit: 3
GLH: 24
Level: 5

Unit Introduction
The purpose of this unit is to assess the learner's knowledge, understanding and skills in relation to developing communication systems and practices that support positive outcomes and implementing systems for effective information management.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand models of communication	1.1 Explain **theoretical models** of communication 1.2 Describe how to recognise models of communication used in the work setting and why this is important 1.3 Evaluate the need of different systems of communication depending on context and people in adult care settings 1.4 Analyse how communication underpins: • sustainable relationships • positive **outcomes** for **individuals**, • families and **carers** • leadership and management of teams • conflict resolution • **partnership working** • information sharing
2. Be able to develop communication systems and practices that support positive outcomes	2.1 Monitor and evaluate the effectiveness of communication **systems and practices** used in own workplace 2.2 Propose improvements to communication systems and practices 2.3 Lead the implementation of improvements to communication systems and practices
3. Be able to implement systems for information management	**3.1** Lead the implementation of systems for information management to meet **legal and ethical requirements** 3.2 Explain legal and ethical tensions between maintaining confidentiality and sharing information

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.3 Lead practice to address legal or ethical conflicts that arise between maintaining confidentiality and sharing information

Amplification / Indicative content

The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

AC 1.1: Theoretical models could include (all should be assessed):

- Transactional
- Linear
- Interactive

AC 1.4: Outcomes refers to an aim or objective that an individual would like to achieve, or which needs to happen – for example, continuing to live at home, or being able to go out and about.

AC 1.4: Individual refers to the person using the care or support service

AC 1.4: Carer refers to a person who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help.

AC 1.4: Partnership working refers to working effectively together with professionals, agencies and organisations to enhance well-being and support positive and improved outcomes.

AC 2.1: Systems and practices could include (at least 2 should be covered):

- Management Information systems
- Recording and reporting systems
- Data protection systems
- Auditing practice
- Quality checks
- Management of team performance
- Review of care and risk

AC 3.1: Legal and ethical requirements could include (all should be assessed):
- Human rights
- MCA/Deprivation of Liberty Safeguarding
- Consent
- Risk management

- Restrictive practice

Additional unit guidance
Learning outcomes 2 and 3 must be assessed in the work setting. SFC Unit Reference: DILMAC 3A: Communication and Information Management in Adult Care

Unit 6: Partnership working in Adult Care
Unit number: K/617/2083
Credit: 4
GLH: 28
Level: 4

Unit Introduction
The purpose of this unit is to assess the learner's knowledge and understanding of the context of relationships and partnership working and leadership and management skills in relation to relationship management.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the context of relationships and partnership working	1.1 Explain how legislation and regulation influence working relationships with others 1.2 Analyse how relationships with **individual**s and **carers** underpin person centred practice and affect the achievement of positive outcomes for individuals and their families 1.3 Evaluate how networking with agencies and community groups brings benefits both for those using the service and for the sustainability of the organisation 1.4 Evaluate how **integrated working** with agencies delivers better outcomes for individuals and the place of **systems leadership** in this 1.5 Describe the features of effective partnership working across agencies 1.6 Describe ways to overcome barriers to effective partnership working 1.7 Analyse own role and responsibilities in establishing positive relationships within and beyond the organisation
2. Be able to lead effective relationships with individuals, carers and families	2.1 Model open, respectful and supportive relationships with individuals, **carers** and their families 2.2 Support others to recognise the value of **co-production** including the contribution and expertise of individuals, **carers** and families 2.3 Ensure individuals and **carers** are aware of their statutory rights

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.4 Implement systems that engage individuals and those important to them for routine practice, decision-making and review
3. Be able to manage working relationships with colleagues in the organisation to achieve positive outcomes for individuals	3.1 Develop procedures to facilitate effective working relationships with colleagues in the organisation 3.2 Develop and agree common objectives when working with colleagues 3.3 Implement systems and practices that allow colleagues to make contributions using their specific expertise 3.4 Deal constructively with conflicts or dilemmas that arise 3.5 Evaluate own working relationships with colleagues
4. Be able to work in partnership with professionals in other agencies	4.1 Negotiate with professionals in other agencies to agree objectives, roles and responsibilities, procedures and ways of working for a specific task or area of work 4.2 Use **agreed ways of working** to carry out own role and support others to carry out their responsibilities 4.3 Deal constructively with any challenges that arise 4.4 Implement communication and recording systems that comply with current legislation for information sharing between agencies 4.5 Address poor practice or failure to work in agreed ways in a way that promotes positive changes 4.6 Evaluate the effectiveness of partnership work and underpinning processes 4.7 Reach agreements for improvements to partnership work and underpinning processes

Amplification / Indicative content

The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

Partnership working refers to working effectively together with professionals, agencies and organisations to enhance well-being and support positive and improved outcomes.

AC 1.2: Carers refers to people who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help.

AC 1.2: Individual refers to the person using the care or support service

AC 1.4: Integrated working: working in a co-productive manner aiming to meet the preferred needs of the individual with support from other professions, carers and family

AC 1.4: Systems leadership refers to seeking to affect change for good across interconnecting systems e.g. health and social care, through leadership and collaboration that extends the usual limits of resources and responsibility

AC 2.2: Co-production is in regard to people who use social care, their families and carers as equal partners in decision-making, recognising that people who use support services and their families have expertise that can be used to help make services better not only for themselves but for others too

AC 4.2: Agreed ways of working refers to systems of work set out in line with organisation policy and legislation requirements.

Additional unit guidance

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

SFC Unit Reference: DILMAC 4A: Partnership working in Adult Care.

Unit 7: Outcomes based person centred practice in Adult Care

Unit number: M/617/2084
Credit: 4
GLH: 28
Level: 5

Unit Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of outcomes based and person-centred practice and skills in leading practice to facilitate positive outcomes.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand outcomes based and person-centred practice	1.1 Analyse the features, principles and values of outcomes based practice and how outcomes based practice relates to the **wellbeing** of individuals
	1.2 Explain the features, principles and values of person-centred practice and how **person-centred practice** relates to choice and control
	1.3 Analyse how outcomes based practice and person centred practice interlink to support positive change for individuals
	1.4 Explain how **active participation** contributes to wellbeing and the achievement of positive outcomes
	1.5 Identify ways of working needed for individuals to have choice and control over decisions affecting them and the outcomes they wish to achieve
	1.6 Evaluate how integrated service provision that crosses **traditional boundaries** achieves better outcomes for individuals
2. Be able to lead practice to facilitate positive outcomes for individuals through person centred practice	2.1 Facilitate a culture that considers in routine practice all aspects of individuals' well-being and their history, preferences, wishes, needs and strengths
	2.2 Develop and implement a plan to ensure team members have the training and development they need to support individuals in person centred ways for the achievement of positive outcomes

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.3 Manage others to work with individuals and to adapt approaches in response to individuals' evolving needs and preferences 2.4 Manage the review of individuals' preferences, wishes, needs, strengths and the approaches used in their care and support 2.5 Manage **resources** in ways that support individuals to make choices, promote good health and healthy choices and achieve positive outcomes 2.6 Implement **systems and processes** for recording the identification, progress towards and achievement of outcomes 2.7 1.7 Implement systems and processes for recording the implementation of person-centred practice
3. Be able to lead practice to achieve healthcare outcomes	3.1 Support others to recognise and record individuals' current and emerging health needs 3.2 Support others to understand why early identification is important 3.3 Support others to maintain healthcare records in line with requirements 3.4 Support others to implement **protocols** for involving healthcare professionals 3.5 Use **appropriate healthcare methods** to work towards health outcomes with individuals 3.6 Work with healthcare professionals to ensure team members have training to carry out healthcare procedures where required 3.7 Ensure lines of accountability for continuing healthcare procedures are understood and agreed

Amplification / Indicative content

The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

AC 1.1: Outcomes refer to aims or objectives that an individual would like to achieve or which need to happen – for example, continuing to live at home, or being able to go out and about. And how we enable the achievement of the outcomes

AC 1.1: Wellbeing refers to a broad concept relating to the following areas in particular: personal dignity, physical and mental health, emotional wellbeing, protection from abuse and neglect, control over day-to-day life (including control over care and support and the way it is provided), participation in work, education or training, participation in recreation, social and economic wellbeing, and domestic, family and personal relationships

AC 1.2: Person centred practice refers to an approach that puts the person receiving care and support at the centre of the way it is planned and delivered and ensuring the service fits the person rather than making the person fit the service.

AC 1.4 Active participation refers to 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

AC 1.6: Traditional boundaries may refer to boundaries between health, housing, and social care, community services etc.

AC 2.5: Resources include (at least 3): staff, volunteers, facilities, financial experts, legal advisory services

AC 2.6: Systems and processes may include (at least 2): could include:
- Care plan and review process,
- Staff rotas
- Systems that record achievement of required outcomes
- Risk assessments
- Policies and procedures
- Recruitment

AC 3.4: Protocols may include (at least 3):
- Checking the credentials
- Checking the appropriateness of an intervention with an individual
- Checking records,
- Gaining consent
- Referrals
- Initial assessments

- Capacity assessments

3.5 Appropriate healthcare methods may include (2 to be assessed):
- Regular health checks
- Agreed therapeutic activities
- Administering prescribed medication or medical treatment
- Promoting and supporting healthy lifestyle choices

Additional unit guidance
Learning outcomes 2 and 3 must be assessed in the work setting. SFC Unit Reference: DILMAC 5A: Outcomes based person centred practice in Adult Care

Unit 8: Equality, Diversity and Inclusion in Adult Care

Unit number: T/617/2085
Credit: 4
GLH: 28
Level: 5

Unit Introduction

The purpose of this unit is to assess the learner's knowledge, understanding and skills in relation to being a champion of equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding in relation to promotion, support, evaluation and improvement of policies and systems to achieve positive outcomes.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the legal context underpinning equality, diversity and inclusion and the effects of discrimination and inclusion**	1.1 Explain **models of practice** that underpin equality, diversity and inclusion in adult care 1.2 Analyse the potential effects of barriers to equality and inclusion in adult care 1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in adult care
2. **Be able to champion equality, diversity and inclusion to achieve positive outcomes**	2.1 Promote equality, diversity and inclusion to encourage positive outcomes 2.2 Support others to challenge discrimination and exclusion in ways that are likely to achieve change and promote positive outcomes
3. **Understand how to evaluate and improve policies, systems, processes and practices that promote equality, diversity and inclusion**	3.1 Analyse how **systems and processes** can promote equality and inclusion or reinforce discrimination and exclusion 3.2 Evaluate and improve policies, systems, processes and practices that promote equality, diversity and inclusion

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment. **AC 1.1: Models of practice** may include (at least 2**):** • Challenge discrimination • Outcome based practice

- Social inclusion
- Equal opportunity approach
- 6 C's

AC 3.1: Systems and processes may include (at least 2):
- Recruitment and retention;
- Quality Monitoring and Improvement Systems;
- Management policies and procedures;
- System for implementing person-centred care
- Information governance
- Duty of Candour

Additional unit guidance
Learning outcomes 2 must be assessed in the work setting.
SFC Unit Reference: DILMAC 5B: Equality, Diversity and Inclusion in Adult Care.

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Unit 9: Continuous Improvement in Adult Care

Unit number: A/617/2086
Credit: 2
GLH: 15
Level: 5

Unit Introduction

The purpose of this unit is to assess the learner's understanding and skills in leading improvements to systems, processes and practice.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Be able to monitor progress toward and identify best practice in achieving positive outcomes	1.1 Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person-centred practice 1.2 Identify and use methods to listen to the views of **individual**s and **carers** about the care and support the service provides 1.3 Use evidence-based research to identify best practice in outcomes based and **person-centred practice**
2. Be able to lead continuous improvement in Adult Care	2.1 Evaluate ways to develop a culture that encourages all team members to take responsibility for quality improvement 2.2 Identify and act on lessons learned from **incidents** that occur 2.3 Evaluate and review the extent to which systems, processes and practice facilitate positive **outcomes** 2.4 Plan for and lead the implementation of improvements to systems, processes and practice 2.5 Explain how to measure and evaluate the impact of changes made

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment. **1.2 Individuals** refers to the people using the care or support service

1.2 Carers refers to the people who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help.

AC 1.3: Person-centred places the individual at the centre of their care empowering them to make decisions and informed choice of how they wish their care to be provided or where Capacity is an issue that best interest decisions are made with the individuals at the centre of the decisions.

AC 1.3: Evidence-based research includes means reviewing evidence within a specific situation and evaluating to make a decision based on factual information

AC 2.2: Incidents means an event that causes harm or damage to either an individual or the organisation. May refer to accidents, errors, 'near misses' etc

2.2 Outcomes refer to aims or objectives that an individual would like to achieve, or which need to happen – for example, continuing to live at home, or being able to go out and about. And how we enable the achievement of the outcomes

Additional unit guidance

This unit must be assessed in a work setting.

SFC Unit Reference: DILMAC 5C: Continuous Improvement in Adult Care

Unit 10: Principles of Professional Development in Adult Care

Unit number: F/617/2087
Credit: 2
GLH: 15
Level: 5

Unit Introduction

The purpose of this unit is to develop and assess the learner's knowledge and understanding of professional development in Adult Care in relation to their own knowledge and practice and that of the team

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand principles of professional development in adult care	1.1 Justify the importance of continually improving own knowledge and practice and that of the team 1.2 Identify mechanisms and resources that support learning and development in adult care 1.3 Evaluate potential barriers and constraints in relation to professional development in adult care settings 1.4 Evaluate how different **sources and systems of support** assist professional development
2. Understand the principles of reflective practice, skills and activities for keeping up to date in support of adult care	2.1 Assess the importance of reflective practice for improving performance and the different **models** that support this 2.2 Assess the importance of literacy, numeracy and digital skills in adult care 2.3 Analyse the factors to consider when selecting and commissioning activities for keeping knowledge and practice up to date

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment. **AC 1.4: Sources and systems of support** refers to support for professional development including (at least 4 should be covered): • Supervision

- Appraisal
- Mentoring/coaching
- Mandatory training
- Specialist within the field
- Formal support
- Informal support

AC2.1: Models of reflective practice may include (all should be assessed):

- Kolb's Reflective Cycle,
- Gibb's Reflective Cycle,
- Helen Anderson Four plus one questions

SFC Unit Reference: DILMAC 6A: Professional Development in Adult Care

Unit 11: Supervision and Performance Management in Adult Care
Unit number: J/617/2088
Credit: 5
GLH: 40
Level: 5

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the purpose and practice of professional supervision in adult care settings	1.1 Analyse the **principles, scope and purpose** of professional supervision 1.2 Outline **theories and models** of professional supervision 1.3 Explain how the requirements of legislation, codes of practice and **agreed ways of working** influence professional supervision 1.4 Explain how findings from research, critical reviews and inquiries are used within professional supervision 1.5 Explain how professional supervision can protect the supervisor, the supervisee **individuals**, **carers** and families
2. Understand how to use professional supervision to inform performance management	2.1 Explain the rationale for using a 'performance management cycle' model 2.2 Explain how to use performance indicators to measure practice 2.3 Analyse fact**o**rs which result in a power imbalance in professional supervision and how to address them 2.4 Explain the use of **conflict resolution models** to address challenges arising during professional supervision 2.5 Evaluate how to use appraisal processes alongside supervision to manage and improve performance
3. Be able to prepare for professional supervision with supervisees	3.1 Establish agreement with the supervisee on key areas such as • confidentiality, boundaries, roles and accountability

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	• the frequency and location of supervision sessions • sources of **data** and evidence that can be used to inform supervision • actions to be taken in preparation for **supervision** 3.2 Analyse information from a range of perspectives to build an evidence based understanding of the supervisee's performance
4. Be able to provide professional supervision	4.1 Support the supervisee to reflect on their practice using the range of information available and their own insights 4.2 Provide **constructive feedback** that can be used to improve performance 4.3 Support supervisee to identify their own development needs 4.4 Review and revise targets to meet objectives of the work setting and individual objectives of the supervisee 4.5 Support supervisee to explore different methods of addressing challenging situations in their work 4.6 Record agreed supervision decisions 4.7 Adapt own approaches to professional supervision in light of feedback from supervisees and others
5. Understand procedures to address performance management and related issues	5.1 Explain the organisation's procedures for addressing conduct and performance issues and the learner's own role in them 5.2 Explain the organisation's discipline and grievance procedures and the learner's own role in them

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is

covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

AC1.1: Principles means clarification of expectations, to review and monitor performance and development within professional boundaries.
scope means within job role and expertise
purpose means to evaluate performance, development and achievements within job role and boundaries or their role.

AC 1.2: Theories and models include (all must be assessed):
- Integrated approach
- Reflection model
- Solution focused
- Teaching and Learning

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

1.5 **Individuals** refers to the people using the care or support service

1.5 Carers refers to the people who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help.

AC 2.4: Conflict resolution models may include (all should be assessed):
- Thomas-Kilmann Model,
- Courageous Conversations,
- Other People's Shoes, Conflict between People
- Co-production

3.1 Data includes research, reports, statistics, internal and external feedback, suggestions, complaints

3.1 Supervision includes but is not limited to annual appraisal processes

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Additional unit guidance
Learning outcomes 3 and 4 must be assessed in the work setting SFC Unit Reference: DILMAC 6B: Supervision and Performance Management in Adult Care

Unit 12: Principles of Resource Management in Adult Care

Unit number: L/617/2089
Credit: 2
GLH: 16
Level: 5

Unit Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of effective financial, physical and human resource management.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the principles of effective resource management	1.1 Analyse the impact of **national and local strategies** and **priorities** on resource planning and management in relation to financial, physical and human resources 1.2 Explain why **accurate forecasting** for resource requirements is important 1.3 Evaluate the value of using assets and resources outside traditional services and in the community 1.4 Explain the role of **technology** as a resource in service delivery and service management 1.5 Explain the meaning of sustainability in terms of resource management in adult care 1.6 Outline roles, responsibilities and accountabilities for resource management within the organisation
2. Understand principles of human resource management	2.1 Assess **factors and approaches** for improving recruitment and retention of adult care staff 2.2 Explain recruitment, selection and induction processes in the organisation and learner's own role in them 2.3 Explain why it is important to ensure employment practices are free from discrimination and harassment 2.4 Explain how to identify the numbers and patterns of staffing required to provide a person-centred outcomes-based service

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.5 Explain how to manage staffing patterns and adjust them to meet changing circumstances

Amplification / Indicative content

The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

AC1.1: National and local strategies and priorities may include (all should be assessed):
- Legislation
- Care Quality Commission
- Local Authorities
- Department of Health
- Policies and procedures

AC 1.2 **accurate forecasting means accurate business planning looking at all aspects of the business.**

AC 1.3: Assets may include (at least 3):
- Neighbours,
- Community groups,
- Private investments
- Charitable donations
- Voluntary groups
- Local schools
- Grant funding

AC 1.4: **technology may include (at least 2):**

- Recording and reporting systems
- Communication systems
- Online rota/scheduling systems
- IT systems
- Assistive technology

AC2.1: Factors and approaches may include (all to be assessed):

- Values Based Recruitment,
- Targeting under-represented groups,
- Developing career pathways and marketing materials,
- Use of social media,
- Involving the workforce in developing employee benefits

Additional unit guidance
SFC Unit Reference: DILMAC 7A: Resource Management in Adult Care

Unit 13: Safeguarding and Protection in Adult Care
Unit number: F/617/2090
Credit: 5
GLH: 40
Level: 5

Unit Introduction
The purpose of this unit is to assess the learner's knowledge, understanding and skills required for safeguarding and protection in adult care. The unit requires learners to understand the legal and regulatory basis for safeguarding and protection and to know the actions to take and procedures to follow. The unit also includes an understanding of how to support safeguarding of children and young people encountered in an adult care service.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand requirements for safeguarding of vulnerable adults	1.1 Explain the legislative framework that underpins the safeguarding of vulnerable adults 1.2 Analyse how **national and local guidelines, policies and procedures** for safeguarding affect • day to day work with individuals • the managers' responsibilities towards **individuals**, their families, **carers** and team members 1.3 Describe legal provisions in relation to whistle-blowing
2. Be able to lead the implementation of policies and procedures to support safeguarding of vulnerable adults	2.1 Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements 2.2 Support team members to develop the knowledge and skills needed to safeguard vulnerable adults 2.3 Plan and implement the **review and revision of policies and procedures** to ensure continuous improvement in safeguarding of vulnerable adults 2.4 Follow agreed protocols to participate in inter-agency, joint or integrated working in order to protect vulnerable adults
3. Be able to support safeguarding of children and young people encountered in an adult care service	3.1 Explain local systems for safeguarding children and young people and the manager's responsibilities

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.2 Support team members to understand why everyone has a responsibility to act on concerns about the abuse of a child or young person, and the actions to take if a concern, disclosure or allegation arises
4. Understand the use and impact of restrictive practices	4.1 Define 'restrictive practices', 'restraint' and 'hidden restraint' 4.2 Explain the impact on safety, dignity, relationships and wellbeing if restrictive practices are used 4.3 Explain how person centred practice and accurate assessment can minimise the use of restrictive practices 4.4 Outline organisational requirements and legal implications relating to restrictive practices including their use as a last resort

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment. **AC 1.2: National and local guidelines, policies and procedures** could include (all should be assessed) • Legislation • Complaints procedure • Duty of Candour • Information governance • Referral process • Confidentiality policy • Fundamental standards **1.2 Individuals** refers to the people using the care or support service **1.2 Carers** refers to people who provide unpaid support to a partner, family member, friend or neighbour who could not manage without this help **AC 2.3: Policies and procedures to support safeguarding** may include (all should be assessed): • Sharing concerns and recording/ reporting incidents • Dealing with allegations; whistleblowing; duty of care

- Quality checks (surveys)
- Duty of candour
- Consent
- GDPR
- Capacity assessment procedures
- Local authority procedures

LO4: Restrictive practices may include any type of practice or intervention that limits the rights or freedom of movement of a person

Additional unit guidance
Learning outcomes 2 and 3 must be assessed in the work setting SFC Unit Reference: DILMAC 8A: Safeguarding and Protection in Adult Care

Unit 14: Health and Safety in Adult Care
Unit number: J/617/2091
Credit: 2
GLH: 12
Level: 4

Unit Introduction
The purpose of this unit is to assess the learner's understanding and skills in leading implementation of procedures for health and safety requirements.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Be able to lead the implementation of procedures for health and safety requirements	1.1 Explain the legislative framework for health and safety in adult care settings 1.2 Support others to comply with legislative and organisational health and safety policies, procedures and practices relevant to their work and setting 1.3 Ensure others are aware of actions if procedures and practices are not complied with
2. Be able to monitor issues and improve health and safety policies, procedures and practices	2.1 Complete records and reports on health and safety issues according to legislative and **organisational requirements** 2.2 Evaluate and improve health and safety policies, procedures and practices

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment. AC 21 **organisational requirements** may include (at least 1) • Accident reporting • Auditing systems • Health and safety checks • Risk assessment procedures • Training matrix

Additional unit guidance

This unit must be assessed in the work setting.

SFC Unit Reference: DILMAC 8B: Health and Safety in Adult Care

Unit 15: Risk Taking and Risk Management in Adult Care
Unit number: L/617/2092
Credit: 2
GLH: 16
Level: 5

Unit Introduction
The purpose of this unit is to develop and assess the learner's understanding of positive risk taking as well as issues around mental capacity and **consent**. It also assesses knowledge and skills in leading implementation of policies, procedures and practices to manage risk.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the principles of positive risk-taking	1.1 Explain how risk-taking contributes to the achievement of positive outcomes for individuals 1.2 Explain the impact of a **risk-averse culture** on person centred practice and the well-being of individuals 1.3 Explain how supporting others to balance risks and rights informs practice
2. Understand issues relating to mental capacity and consent	2.1 Evaluate the links between consent, risk management and safeguarding 2.2 Identify the **key provisions** of legislation regarding mental capacity and explain how these relate to the service 2.3 Describe the support available when mental capacity needs to be assessed 2.4 Describe the **systems** that support individuals to give informed consent 2.5 Explain ways to address situations where consent cannot be given
3. Be able to lead the implementation of policies, procedures and practices to manage risk	3.1 Contribute to the development of policies, procedures and practices to identify, assess and manage risk 3.2 Balance the management of risks with an individual's rights and the duty of care of the organisation 3.3 Work with others to assess and manage risks and issues

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Evaluate own practice in leading a balanced approach to risk taking and risk management

Amplification / Indicative content

The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

LO1 Consent refers to an informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent

AC 1.2: Risk-averse culture means a culture that focuses on avoiding all risk and having a 'safety first approach' rather than individualised culture taking into considerations uniqueness of the individuals they support.

AC 2.2: Key provisions means the necessity or arrangement to meet particular needs

AC 2.4: Systems may include guidelines or procedures within: (at least 2):
- Capacity assessment
- Best interest Meeting
- Personalisation
- Co-production
- Consent documentation
- Positive risk management
- Care planning
- End of life planning
- Restrictive practice

Additional unit guidance

Learning outcome 3 must be assessed in the work setting

SFC Unit Reference: DILMAC 8C: Risk taking and risk management in Adult Care

Unit 16: Managing Concerns and Complaints in Adult Care
Unit number: R/617/2093
Credit: 2
GLH: 16
Level: 5

Unit Introduction
The purpose of this unit is to develop and assess the learner's understanding of how to manage concerns and complaints and the links to risk management and safeguarding. It then assesses knowledge and skills in leading practice to address concerns and complaints.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the management of concerns and complaints	1.1 Identify links between the management of concerns, complaints, risk management and safeguarding 1.2 Explain the **regulatory requirements, codes of practice and guidance** for managing concerns and complaints 1.3 Evaluate why those using services may be reluctant to raise concerns or make complaints 1.4 Describe attitudes and approaches that ensure concerns and complaints prompt continuous improvement of the service
2. Be able to lead practice to address concerns and complaints	2.1 Support team members to understand systems and procedures relating to concerns and complaints 2.2 Ensure information and support is in place to enable those using services and their **carers** to raise concerns and make complaints when they wish to 2.3 Implement systems and procedures that address and respond to concerns and complaints within agreed time frames 2.4 Use outcomes from concern and complaint investigations to make improvements to the service

Amplification / Indicative content

The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is

covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

AC 1.2: Regulatory requirements, codes of practice and guidance may include legislation and procedures within (at least 4)
- Human rights
- Mental Capacity
- Recording and reporting
- Health and Safety systems
- National standards
- Whistleblowing
- Kloe's (Key Lines of Enquiry)
- Code of conduct for adult social care workers

AC 2.1: Systems and procedures may include (at least 2 systems and 2 procedures):
Procedures
- Outcome based practice
- Mental Capacity procedures
- Complaints procedures
- Whistleblowing

Systems
- Risk management
- Safeguarding systems
- Recording and reporting systems
- Information governance

2.2 Carers refers to people who provide unpaid support to a partner, family member, friend or neighbour who could not manage without this help.

Additional unit guidance
Learning outcome 2 must be assessed in the work setting SFC Unit Reference: DILMAC 8D: Managing Concerns and Complaints in Adult Care

Unit 17: Self-management for leadership in Adult Care

Unit number: Y/617/2094
Credit: 2
GLH: 16
Level: 5

Unit Introduction

The purpose of this unit is to develop and assess the learner's understanding of the importance of self-awareness. It then assesses knowledge and skills in using this awareness to manage their own behaviour and workload and take responsibility for their own professional development.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the importance of self-awareness	1.1 Explain how own values, belief systems and experiences affect working practice 1.2 Explain how own emotions affect own behaviour and the behaviour of **others** 1.3 Identify **strategies** for keeping aware of own stress levels and for maintaining well-being 1.4 Evaluate how to use feedback and reflective practice to increase own self-awareness
2. Be able to manage own behaviour	2.1 Ensure own actions reflect a high standard of personal integrity 2.2 Manage own emotions when interacting with others 2.3 Adapt actions and behaviour in response to feedback 2.4 Adapt communication in response to the emotional context and communication style of others 2.5 Ensure own words and actions reinforce the vision and values of the service 2.6 Challenge views, actions, systems and routines that do not match the vision and values of the services
3. Be able to manage own workload	3.1 Use **strategies and tools** to identify priorities for work 3.2 Plan ways to meet responsibilities and organisational priorities while maintaining own wellbeing 3.3 Use digital technology to enhance own efficiency

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Delegate responsibilities appropriately to others
	3.5 Revise plans to take account of changing circumstances
4. Be able to undertake own professional development	4.1 Evaluate own knowledge and performance against **standards and benchmarks** and feedback from others
	4.2 Prioritise own development goals and targets and produce a plan to meet these using learning opportunities that meet objectives and reflect **own learning style**
	4.3 Establish a process to evaluate the effectiveness of own professional development plan
	4.4 Evaluate how own practice has been improved through reflection on feedback from others, failures, mistakes, successes and achievements
	4.5 Evaluate how the implementation of the professional development plan has improved own practice

Amplification / Indicative content

The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

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

AC 1.3: Strategies may include (all should be assessed):
- Self-awareness
- Resilience training
- Knowing own capability

AC 3.1: Strategies and tools may include (at least 2 strategies and 2 tools):

Tools
- Handovers
- Support records
- Team meetings
- Work schedules (rota)
- Care plans
- Job description

Strategies
- Peer supervision
- Technology
- Policies/procedures
- Systems of work

4.1 Standards and benchmarks may include (all should be assessed):
- Codes of practice/conduct
- Regulations
- Minimum / essential standards
- National occupational standards

Additional unit guidance
Learning outcomes 2, 3 and 4 must be assessed in a work setting SFC Unit Reference: DILMAC 9A: Manage self for leadership in Adult Care

Unit 18: Decision making in Adult Care
Unit number: D/617/2095
Credit: 3
GLH: 18
Level: 5

Unit Introduction
The purpose of this unit is to develop and assess the learner's understanding of effective decision making. It then assesses knowledge and skills in carrying out effective decision making.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand effective decision making	1.1 Outline purposes and situations for which decisions can be required as a manager in social care 1.2 Explain the role of evidence-based decisions in improving quality 1.3 Describe key stages in formal and informal decision-making processes 1.4 Explain the relationship between **data,** information and intelligence 1.5 Outline how to analyse and use data to ensure decisions are evidence based 1.6 Evaluate the purposes and benefits of engaging with **individuals** and others and respecting their contributions during the decision-making process 1.7 Identify the range of stakeholders to whom the decision may need to be communicated 1.8 Explain the importance of reviewing decisions made and the decision-making process
2. Be able to carry out effective decision making	2.1 Research relevant and accurate information 2.2 Engage others in the decision-making process 2.3 Structure factual data, recommendations, suggestions and ideas in accordance with logic and for future reference 2.4 Review all available information and make a valid decision 2.5 Present conclusions and rationale cogently to stakeholders so that the decision wins support

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.6 Review the decision-making process including own research and thought processes, the contributions made by others and the impact of decisions made
	2.7 Record and disseminate learning points so as to improve future decision-making in the service

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment. **AC 1.1: Purposes and situations** may include (At least 4 to be assessed): • Best interest • Recruitment • Disciplinary decisions • Policy review • Technology systems • Information governance • Care planning • End of life plans • Systems of work • Safety and security • Complaint management • Compliance **AC 1.2: Evidence-based decisions** means: reviewing evidence within a specific situation and evaluating to make a decision based on factual information **1.4 Data** includes research, reports, statistics, internal and external feedback, suggestions, complaints **1.6 Individuals** refers to people using the care or support service AC 2.1 **Research refers to a practice that means** to complete a systematic review of information, data and practice to evaluate and gain a conclusion to the subject matter **AC 2.1: research may include (at least 2)** • Quallitive

- Quantative
- Historical
- Correlational

Additional unit guidance
Learning outcome 2 must be assessed in a work setting
SFC Unit Reference: DILMAC 10A: Decision making in Adult Care

Unit 19: Entrepreneurial Skills in Adult Care

Unit number: H/617/2096
Credit: 2
GLH: 16
Level: 5

Unit Introduction

The purpose of this unit is to develop and assess the learner's understanding of the market of provision for adult care services. It then assesses skills in working with others to support an entrepreneurial culture within this context.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the market of provision for adult care services	1.1 Explain how services are commissioned, procured and funded 1.2 Identify drivers shaping adult care, funding mechanisms and related services 1.3 Outline how own service relates to the wider market 1.4 Identify gaps in market provision 1.5 Explain why **entrepreneurial skills** are important in ensuring that the market is able to meet future demand for adult care services
2. Be able to work with others to support an entrepreneurial culture	2.1 Recognise and identify aspects of the organisation that are no longer effective in providing a person-centred service 2.2 Work with others to identify opportunities for growth and development or redesign as a service and a business 2.3 Maintain a culture that supports innovation, change and growth in relation to the service provided and recognises the resource available in the expertise of those using or working in the service

Amplification / Indicative content
The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

AC 1.2 Drivers may include: (at least 2 to be assessed)
- Political
- Regulatory
- Demographics
- Customer
- Stakeholders
- Funding
- Contractual based

AC 1.3: wider market may include (at least 2 to be assessed)
- National services
- Local services
- Voluntary services
- Charitable
- Non-profit
- Local government

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

Additional unit guidance
Learning outcome 2 must be assessed in a work setting. SFC Unit Reference: DILMAC 11A: Entrepreneurial skills in Adult Care

Unit 20: Principles of innovation and change in Adult Care

Unit number: K/617/2097
Credit: 2
GLH: 16
Level: 5

Unit Introduction

The purpose of this unit is to develop and assess the learner's understanding of how to develop a vision for the future of their service and the principles of effective change management.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand how to develop a vision for the future of the service	1.1 Explain own role within the wider organisation in relation to developing a vision for the service 1.2 Identify ways to engage with **colleagues and key influencers** about the future of the service 1.3 Analyse factors likely to have an impact on service provision and the organisation 1.4 Outline how to use evidence-based research, analysis and reflection to formulate options for the future of the service and develop a vision which is bold, innovative and embodies core values of adult care 1.5 Describe how to express the vision succinctly in a way which engages and inspires others including a 'statement of purpose' 1.6 Explain how to monitor developments within the wider adult care system to review the vision and ensure it continues to be compatible and appropriate
2. Understand principles of effective change management	2.1 Explain how to critically evaluate theories and models of good practice about change management 2.2 Explain how to use change management tools and techniques to support innovation and business development

Amplification / Indicative content

The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

1.2 Colleagues and key influencers refers to people who use services and others in the organisation and the local community

AC 1.4: E**vidence-based research** means: systematically reviewing factual data, information to enable an evaluation of the evidence to be made.

AC 2.1: Change management theories and models may include (at least 1 theory and 1 model):
- D Klobe 'The learning cycle' theory
- Klubber Ross 'the change curve' theory

- The McKinsey 7-S Model
- J Hiatt ADKAR model
- Satir's 'Change Management 'model
- K Lewin 'change management model' model

AC 2.2: C**hange management tools and techniques** may include (at least 1 tool and 1 technique):
Technique
- Outcome based practice
- Reflective practice
- Supporting transition
- Communication management
- Coaching

Tools
- Quality assurance/Quality Improvement Plan
- PESTLE Analysis
- Organisational Needs Analysis

Additional unit guidance

SFC Unit Reference: SFC Unit Reference: DILMAC 11B: Innovation and change in Adult Care

Unit 21: Understand the process and experience of dementia
Unit number: J/601/3538
Credit: 3
GLH: 22
Level: 3

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the neurology of dementia	1.1 Describe a range of causes of **dementia syndrome** 1.2 Describe the types of memory impairment commonly experienced by **individuals** with dementia 1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia 1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia 1.5 Explain why the abilities and needs of an individual with dementia may fluctuate
2. Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working 2.3 Explain the process of reporting possible signs of dementia within agreed ways of working 2.4 Describe the possible impact of receiving a diagnosis of dementia on: • the individual • their family and friends
3. Understand how dementia care must be underpinned by a person centred approach	3.1 Compare a person centred and a non-person centred approach to dementia care 3.2 Describe a range of different techniques that can be used to meet the fluctuating

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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

Amplification
Dementia syndrome: Dementia caused by a combination of conditions, sometimes called a mixed dementia An **individual** is someone requiring care or support. **Carers** e.g. • Partner • Family • Friends • Neighbors

Unit 22: Understand Physical Disability
Unit number: J/601/6150
Credit: 3
GLH: 22
Level: 3

Unit Introduction
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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the importance of differentiating between the individual and the disability	1.1 Explain the importance of recognising the centrality of the **individual** rather than the disability 1.2 Explain the importance of an assessment being person centred 1.3 Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only

2. Understand the concept of physical disability	2.1 Define the term physical disability
	2.2 Describe the following terminology used in relation to physical disability:
	   • congenital
	   • acquired
	   • neurological
	2.3 Compare a congenital disability with a neurological disability, including causes
	2.4 Explain the emotional impact of a **progressive** disability on the individual
	2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have

3. Understand the impact of living with a physical disability within society	3.1 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability 3.2 Analyse the socio-economic effects of physical disability on an individual 3.3 Explain the changes that have occurred in society as a result of Disability legislation

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Analyse the extent of improvements for the individual as a result of Disability legislation
	3.5 Explain the effects of physical disability on an individual's **life choices**
	3.6 Explain how attitudes either promote a positive or negative perception of disability
4. Understand the importance of promoting inclusion and independence	4.1 Explain the importance of independence and inclusion for individuals with physical disabilities
	4.2 Analyse ways that inclusion and independence can be promoted
	4.3 Explain the importance of the individual having control of choices and decisions
	4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities
	4.5 Explain how to encourage the individual to take positive risks while maintaining safety
	4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

Amplification
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 e.g. 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

Unit 23: Understand Sensory Loss

Unit number: M/601/3467
Credit: 3
GLH: 21
Level: 3

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the **factors** that impact on an individual with **sensory loss**	1.1 Analyse how a range of factors can impact on individuals with sensory loss 1.2 Analyse how societal attitudes and beliefs impact on individuals with sensory loss 1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision
2 Understand the importance of effective communication for individuals with **sensory loss**	2.1 Explain the methods of communication used by individuals with: Sight loss Hearing loss Deafblindness 2.2 Describe how the environment facilitates effective communication for people with sensory loss 2.3 Explain how effective communication may have a positive impact on lives on individuals with sensory loss
3 Understand the main causes and conditions of **sensory loss**	3.1 Identify the main causes of sensory loss 3.2 Define congenital sensory loss and acquired sensory loss 3.3 Identify the demographic factors that influence the incidence of sensory loss in the population
4 Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken	4.1 Identify the indicators and signs of: Sight loss Hearing loss Deafblindness

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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

Amplification / Indicative content
Sensory Loss could include: • Sight loss   • Hearing loss   • Deafblindness   **Factors** could include: • Communication   • Information   • Familiar layouts and routines   • Mobility

Highfield Qualifications®

Unit 24: Understand the impact of Acquired Brain Injury on individuals
Unit number: L/617/2111
Credit: 4
GLH: 28
Level: 3

Unit Introduction
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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand Acquired Brain Injury	1.1 Define Acquired Brain Injury 1.2 Describe possible causes of Acquired Brain Injury 1.3 Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury 1.4 Describe brain injuries that are a) mild b) moderate c) severe
2. Understand the impact on individuals of Acquired Brain Injury	2.1 Discuss initial effects of Acquired Brain Injury on the individual 2.2 Explain the long-term effects of Acquired Brain Injury to include a) physical b) functional c) cognitive d) behavioural effects 2.3 Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers
3. Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1 Define dysphasia and dysarthria 3.2 Explain the effects of dysphasia and dysarthria on communication 3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria 3.4 Evaluate different intervention strategies and assistive tools that support communication

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. Understand the impact that personality changes can have on an individual and those providing support	4.1 Explain the impact of personality changes on the individual 4.2 Explain the impact of personality changes on those caring for the individual 4.3 Explain how lack of self-awareness/insight may affect the individual 4.4 Explain the skills needed to support the individual and family/carers to come to terms with personality changes
5. Understand the impact of behaviour that challenges	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 behaviour that challenges 5.4 Explain the process for reporting and referring behaviour that challenges

Amplification

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 Kublar 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

Behaviour that challenges:
- Physical attack
- Threatening language
- Sexual disinhibition

Measures – actions required to manage risk e.g.
- Policies
- Supervision
- Support from colleagues
- Make a risk assessment
- Risk management plan

Unit 25: Understand Advance Care Planning

Unit number: A/503/8135
Credit: 3
GLH: 25
Level: 3

Unit Introduction

The purpose of this unit is to assess the learner's knowledge and understanding of advance care planning.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the principles of advance care planning	1.1 Describe the difference between a care or support plan and an Advance Care Plan 1.2 Explain the purpose of advance care planning 1.3 Identify the national, local and organisational agreed ways of working for advance care planning 1.4 Explain the legal position of an Advance Care Plan 1.5 Explain what is involved in an 'Advance Decision to Refuse Treatment' 1.6 Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order
2. Understand the process of advance care planning	2.1 Explain when advance care planning may be introduced 2.2 Outline who might be involved in the advance care planning process 2.3 Describe the type of information an individual may need to enable them to make informed decisions 2.4 Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning 2.5 Explain how the individual's capacity to discuss advance care planning may influence their role in the process 2.6 Explain the meaning of informed consent 2.7 Explain own role in the advance care planning process

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.8 Identify how an Advance Care Plan can change over time
	2.9 Outline the principles of record keeping in advance care planning
	2.10 Describe circumstances when you can share details of the Advance Care Plan
3. Understand the person centred approach to advance care planning	3.1 Describe the factors that an individual might consider when planning their Advance Care Plan
	3.2 Explain the importance of respecting the values and beliefs that impact on the choices of the individual
	3.3 Identify how the needs of others may need to be taken into account when planning advance care
	3.4 Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning
	3.5 Explain how individual's care or support plan may be affected by an Advance Care Plan

Amplification
Advance Care Planning is a process of discussion between an individual and people who provide care. It specifically allows the individual to make advance decisions about their future care and may include preferred place of death, funeral arrangements, specific requests for their care as they are dying and following death. It is not the same as the more general care planning process.

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

Others may include:
• Partner;
• Family;
• Friends;
• Neighbours;
• Care worker;
• Colleague;
• Manager;
• Social Worker;
• Occupational Therapist; |

- GP;
- Speech & Language Therapist;
- Physiotherapist;
- Pharmacist;
- Nurse;
- Psychologist;
- Independent Mental Capacity Advocate;
- Community Psychiatric Nurse; and/or
- Clinical nurse specialists.

Unit 26: Understand how to support individuals during the last days of life
Unit number: J/503/8137
Credit: 3
GLH: 28
Level: 3

Unit Introduction
The purpose of this unit is to assess the learner's knowledge and understanding of how to support individuals during the last days of life.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand common features of support during the last days of life	1.1 Describe the common signs of approaching death 1.2 Define the circumstances when life-prolonging treatment can be stopped or withheld 1.3 Analyse the importance of any advance care plan in the last days of life 1.4 Identify the signs that death has occurred
2. Understand the impact of the last days of life on the individual and others	2.1 Describe the possible psychological aspects of the dying phase for the individual and others 2.2 Explain the impact of the last days of life on the relationships between individuals and others 2.3 Outline possible changing needs of the individual during the last days of life
3. Know how to support individuals and others during the last days of life	3.1 Describe a range of ways to enhance an individual's wellbeing during the last days of life 3.2 Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life 3.3 Describe how to use an integrated care pathway according to agreed ways of working 3.4 Define key information about the process following death that should be made available to appropriate people according to agreed ways of working

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. Understand the actions to be taken following an individual's death	4.1 Explain national guidelines, local policies and procedures relating to care after death 4.2 Explain the importance of being knowledgeable about an individual's wishes for their after-death care 4.3 Explain the importance of acting in ways that respect the individual's wishes immediately after death 4.4 Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person 4.5 Describe ways to support others immediately following the death of a close relative or friend
5. Know how to manage own feelings in relation to an individual's dying or death	5.1 Define possible impact of an individual's death on own feelings 5.2 Identify available support systems to manage own feelings in relation to an individual's death

Amplification
Agreed ways of working could include policies and procedures where these exist. **Individual** is the person receiving support or care in the work setting. **Others** may include: • Partner; • Family; • Friends; • Neighbours; • Care worker; • Colleague; • Manager; • Social Worker; • Occupational Therapist; • GP; • Speech and Language Therapist;

- Physiotherapist;
- Pharmacist;
- Nurse;
- Psychologist;
- Independent Mental capacity Advocate;
- Community Psychiatric Nurse; and/or
- Clinical nurse specialist.

Range of ways may include:
- Appropriate comfort measures in the final hours of life;
- Environmental factors;
- Non-medical interventions;
- Use of equipment and aids; and/or
- Alternative therapies.

Unit 27: Understand how to manage a team

Unit number: D/602/3170
Credit: 3
GLH: 20
Level: 4

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the attributes of effective team performance**	1.1 Define the key features of effective team performance 1.2 Compare the models used to link individual roles and development with team performance
2. **Know how to support team development**	2.1 Analyse the stages of team development 2.2 Identify barriers to success and how these can be overcome 2.3 Analyse the effect group norms may have on team development 2.4 Differentiate between beneficial conflict and destructive conflict in teams 2.5 Evaluate methods of dealing with conflict within a team 2.6 Compare methods of developing and establishing trust and accountability within a team
3. **Know how to promote shared purpose within a team**	3.1 Evaluate ways of promoting a shared vision within a team 3.2 Review approaches that encourage sharing of skills and knowledge between team members
4. **Know how to promote a 'no-blame culture' within a team**	4.1 Define the meaning of a 'no blame culture' 4.2 Evaluate the benefits of a 'no blame culture' 4.3 Describe how systems and processes can be used to support a no blame culture 4.4 Describe strategies for managing risks associated with a no blame culture

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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

Amplification
Models may include: • Team development activities • Induction into a new team **Approaches** may include groups such as quality circles.

Unit 28: Understand safeguarding of children and young people for those working in the adult sector

Unit number: Y/602/2860
Credit: 1
GLH: 10
Level: 3

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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

Unit 29: Understand partnership working

Unit number: T/602/3188
Credit: 1
GLH: 7
Level: 4

Unit Introduction

The purpose of this unit is to assess the learner's knowledge required to understand partnership working.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand partnership working**	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with a) Colleagues b) Other professionals c) Others 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working

Amplification
Others may include: • Individuals   • Children and young people   • Families   • Carers   • Friends of the individual   • Advocates

Unit 30: Understand the factors affecting older people

Unit number: D/504/2243
Credit: 2
GLH: 17
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the impact of the ageing process on older people.**	1.1 Describe changes that may come with ageing. 1.2 Explain how the experience of the ageing process is unique to each individual. 1.3 Analyse the potential impact of factors associated with ageing on older people to include a) Physical b) Emotional c) Social d) Cognitive e) Environmental f) Financial /Economic. 1.4 Describe how a positive approach to ageing can contribute to the health & wellbeing of an individual.
2. **Understand attitudes of society to older people**	2.1 Describe the contributions to society made by older people. 2.2 Explain what is meant by age discrimination. 2.3 Explain how societal attitudes and beliefs impact on older people. 2.4 Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people.
3. **Understand the importance of using person centred approaches with older people.**	3.1 Describe how the effects of ageing can affect the day to day life of older people. 3.2 Describe ways of using a person centred approach to support older people to maintain health and well being in day to day life. 3.3 Explain the importance of social inclusion for older people. 3.4 Outline barriers to social inclusion for older people.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.5 Describe ways of using a person centred approach to enable older people to make positive contributions to their community.
4. Understand the importance of independence for older people.	4.1 Explain how independence can contribute to the well being of older people. 4.2 Describe how to support older people to maintain independence. 4.3 Describe how older people can be in control of decision making about their care and support needs. 4.4 Explain how to encourage older people to take positive risks.

Unit 31: **Assess the individual in a health and social care setting**
Unit number: J/601/5242
Credit: 6
GLH: 41
Level: 5

Unit Introduction
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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand assessment processes**	1.1 Compare and contrast the range and purpose of different forms of assessment 1.2 Explain how partnership work can positively support assessment processes
2. **Be able to lead and contribute to assessments**	2.1 Initiate early assessment of the individual 2.2 Support the active participation of the individual in shaping the assessment process 2.3 Undertake assessments within the boundaries of own role 2.4 Make recommendations to support referral processes
3. **Be able to manage the outcomes of assessments**	3.1 Develop a care or support plan in collaboration with the individual that meets their needs 3.2 Implement interventions that contribute to positive outcomes for the individual
4. **Be able to promote others' understanding of the role of assessment**	4.1 Develop others' understanding of the functions of a range of assessment tools 4.2 Develop others' understanding that assessment may have a positive and/or negative impact on an individual and their families 4.3 Develop others' understanding of their contribution to the assessment process
5. **Review and evaluate the effectiveness of assessment**	5.1 Review the assessment process based on feedback from the individual and/or others

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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

Amplification
Others could include: • Other professionals;   • Carers / family members;   • Advocates; and   • Colleagues.

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

Unit 32: Manage domiciliary services
Unit number: L/602/2337
Credit: 6
GLH: 39
Level: 5

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

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

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

Amplification
Others may include: • Self;

- Workers / Practitioners;
- Carers;
- Significant others; and
- Visitors to the work setting.

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

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Additional unit guidance

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

Unit 33: Support the use of assistive technology

Unit number: H/601/5250
Credit: 4
GLH: 31
Level: 5

Unit Introduction

This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the contribution that **assistive technology** can make to the lives of individuals	1.1 Investigate and report on the range and availability of assistive technology 1.2 Research how the use of assistive technology can result in positive outcomes for individuals
2 Be able to facilitate the use of **assistive technology**	2.1 Research assistive technology solutions that meet identified needs 2.2 Explain how a range of assistive technology solutions can be adapted according to need and context 2.3 Assess the risks associated with the range of assistive technology solutions 2.4 Describe a range of assessment and referral processes which are used to secure assistive technology 2.5 Support the individual to secure the provision of appropriate assistive technology 2.6 Support the individual to use assistive technology
3 Be able to develop **others** to facilitate the use of assistive technology	3.1 Provide information to others about assistive technology 3.2 Provide guidance to others to facilitate the use of assistive technology
4 Be able to review the provision of **assistive technology**	4.1 Provide information to others about assistive technology 4.2 Provide guidance to others to facilitate the use of assistive technology 4.3 Review the assessment and referral processes used to secure assistive technology

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.4 Review the outcomes of assistive technology support to individuals against identified needs

Amplification
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; and
- Environmental aids.

Others could include:

- Other professionals;
- Carers/family members;
- Advocates; and
- Colleagues.

Unit 34: Lead and manage group living for adults

Unit number: T/602/3174
Credit: 5
GLH: 39
Level: 5

Unit Purpose

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Be able to develop the physical group living environment to promote positive outcomes for individuals	1.1 Review current theoretical approaches to group living provision for adults 1.2 Evaluate the impact of legal and regulatory requirements on the physical group living environment 1.3 Review the balance between maintaining an environment that is safe and secure and promoting freedom and choice 1.4 Explain how the physical environment can promote well being 1.5 Justify proposals for providing and maintaining high quality decorations and furnishings for group living 1.6 Develop an inclusive approach to decision making about the physical environment
2 Be able to lead the planning, implementation and review of daily living activities	2.1 Evaluate the impact of legislation and regulation on daily living activities 2.2 support others to plan and implement daily living activities that meet individual needs and preferences 2.3 Develop systems to ensure individuals are central to decisions about their daily living activities 2.4 Oversee the review of daily living activities
3 Be able to promote positive outcomes in a group living environment	3.1 Evaluate how group living can promote positive outcomes for individuals 3.2 Review the ways in which group activities may be used to promote the achievement of individual positive outcomes

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.3 Ensure that individuals are supported to maintain and develop relationships 3.4 Demonstrate effective approaches to resolving any conflicts and tensions in group living
4 Be able to manage a positive group living environment	4.1 Evaluate the effects of the working schedules and patterns on a group living environment 4.2 Recommend changes to working schedules and patterns as a result of evaluation 4.3 Develop a workforce development plan for the group living environment 4.4 Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with individuals 4.5 Use appropriate methods to raise staff awareness of the group dynamics in a group living environment 4.6 Review the effectiveness of approaches to resource management in maintaining a positive group living environment

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

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

Unit 35: Lead and manage end of life care services

Unit number: T/503/8134
Credit: 7
GLH: 45
Level: 5

Unit Purpose

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Be able to apply current legislation and policy in end of life care in order to develop end of life services	1.1 Summarise current legislation relating to the provision of best practice end of life care services 1.2 Apply local and national policy guidance for end of life care to the setting in which you work 1.3 Analyse legal and ethical issues relating to decision making at end of life 1.4 Explain how issues of mental capacity could affect end of life care
2 Understand current theory and practice underpinning end of life care	2.1 Describe the theoretical models of grief, loss and bereavement 2.2 Explain how grief and loss manifest in the emotions of individuals who are dying and others 2.3 Analyse how a range of tools for end of life care can support the individual and others 2.4 Explain the pathway used by your local health authority 2.5 Critically reflect on how the outcomes of national research can affect your workplace practices
3 Be able to lead and manage effective end of life care services	3.1 Explain the qualities of an effective leader in end of life care 3.2 Manage own feelings and emotions in relation to end of life care, using a range of resources as appropriate 3.3 Use effective communication to support individuals at end of life and others 3.4 Use effective mediation and negotiation skills on behalf of the individual who is dying

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	that others will determine care and treatment for the person at the end of life 5.6 Access appropriate learning and development opportunities to equip staff and others for whom you are responsible 5.7 Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care 5.8 Provide feedback to staff on their practices in relation to end of life care
6 Be able to continuously improve the quality of the end of life care service	6.1 Analyse how reflective practice approaches can improve the quality of end of life care services 6.2 Critically reflect on methods for measuring the end of life care service against national indicators of quality 6.3 Use outcomes of reflective practice to improve aspects of the end of life care service

Amplification / Indicative content
End of life care services may include those services provided at diagnosis, during treatment or palliative care, including the dying phase, or following death. **Individual** is the person receiving support or care in the work setting. **Others** may include: - Care or support staff;   - Colleague;   - Manager;   - Non direct care or support staff;   - Carers;   - Families;   - Visitors;   - Volunteers;   - Health professionals;   - Other organisations;   - Social Worker;   - Occupational Therapist;   - GP;   - Speech & Language Therapist;

- Physiotherapist;
- Pharmacist;
- Nurse;
- Macmillan Nurse;
- Independent Mental Capacity Advocate; and/or
- Clinical nurse specialists.

Tools for end of life care may include e.g.
- Liverpool Care Pathway;
- Gold Standards Framework or equivalent;
- Preferred priorities of care;
- Advance care plan approaches; and/or
- Welsh integrated care pathway.

Range of resources may include:

- De-briefing;
- Mentoring;
- Supervision; and/or
- Counselling services.

Unit 36: Support individuals during the last days of life
Unit number: F/503/8685
Credit: 5
GLH: 33
Level: 4

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.3 Support the individual when their condition changes according to agreed ways of working
5 Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	5.1 Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working 5.2 Provide care for the individual after death according to national guidelines, local policies and procedures 5.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care 5.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person 5.5 Explain ways to support others immediately following the death of the individual
6 Be able to manage own feelings in relation to an individual's dying or death	6.1 Identify ways to manage own feelings in relation to an individual's death 6.2 Use support systems to manage own feelings in relation to an individual's death

Unit 37: Providing Independent Advocacy to Adults
Unit number: R/502/3298
Credit: 5
GLH: 35
Level: 4

Unit Purpose
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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Provide Independent Advocacy support to adults in a range of settings	1.1 Identify a range of settings and their impact on adults who may require the support of an Advocate 1.2 Analyse and address the potential negative impact of the environment 1.3 Promote the Advocacy service in a range of settings 1.4 Identify and address a range of dilemmas Advocates can face in practice 1.5 Support adults to self-advocate 1.6 Apply local or national standards
2 Treat the individual receiving Advocacy support as an individual	2.1 Identify personal values 2.2 Use communication methods appropriate to the individual 2.3 Resolve barriers that can prevent people being treated as an individual 2.4 Use underpinning Advocacy principles of empowerment and person centred to treat people as individuals 2.5 Describe how cultural backgrounds can impact on the Advocacy relationship 2.6 Recognise common myths and assumptions about different people 2.7 End the Advocacy relationship a positive manner
3 Assist the individual receiving Advocacy support to explore choices and potential consequences	3.1 Help individuals to access a range of sources of information on options available 3.2 Support an individual to explore options available and make choices

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.3 Use UK and European legislation to identify human, service and legal rights
	3.4 Act on the choices and preferred options of an individual
4 Support adults through a range of meetings	4.1 Explain the purpose and function of a range of meetings
	4.2 Describe the roles and responsibilities of a range of people who attend meetings
	4.3 Support an individual to participate in a range of meetings
	4.4 Review and take further steps as appropriate
5 Work safely	5.1 Use supervision to identify good practice and areas for improvement
	5.2 Maintain accurate records
	5.3 Summarise local adult protection procedures
	5.4 Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality
	5.5 Respond to disclosures of abuse

Amplification / Indicative content

 LO1:
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.

LO2:
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.

LO3:
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, Equality Act 2010 (Disability Discrimination Act 2005), Care Standards Act 2000.

LO4:

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.

Additional unit guidance

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

Simulation can only be used in exceptional circumstances for example:
- Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

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

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:
- Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:
The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.

- Work products;
- Professional discussion;
- Candidate/ reflective accounts;
- Questions asked by assessors;
- Witness testimonies;
- Projects/Assignments/RPL; and

- Case studies.

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.

Unit 38: Independent Mental Capacity Advocacy
Unit number: F/502/3295
Credit: 12
GLH: 35
Level: 4

• Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand and use the Mental Capacity Act	1.1 Explain key principles of the Mental Capacity Act 2005 1.2 Analyse powers within the Mental Capacity Act 2005 1.3 Use research skills to identify a range of provisions within the Mental Capacity Act 2005 1.4 Explain who may be affected by the Mental Capacity Act 2005 and why 1.5 Use the Code of Practice
2 Provide Independent Mental Capacity Advocacy (IMCA)	2.1 Use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA 2.2 Analyse the role and responsibilities of an IMCA 2.3 Summarise rights afforded to an IMCA within the Mental Capacity Act 2005 2.4 Prioritise a range of case work 2.5 Assess a range of potential challenges which IMCAs can face in practice 2.6 Resolve practice dilemmas 2.7 Evaluate the differences between IMCA and general Advocacy 2.8 Assess and resolve conflicts of interest 2.9 Summarise the role of commissioners 2.10 Commit to using supervision 2.11 Signpost qualifying people to other services
3 Work with the decision maker	3.1 Identify the decision maker 3.2 Identify good practice in partnership working between the decision maker and the IMCA 3.3 Resolve a range of dilemmas and challenges which may be faced

• Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Use referral processes which identify legal requirements for accepting a new client
	3.5 Evaluate the correctness of the assessment of capacity
	3.6 Identify the requirements for accepting referral when family are involved
	3.7 Identify which IMCA service is responsible to represent an individual in different geographical areas
	3.8 Respond to decision makers who do not practice partnership working
	3.9 Present to decision makers on what an IMCA can contribute
4 Challenge decisions made by the decision maker	4.1 Map out the decision making process within each area an IMCA may be involved
	4.2 Raise concerns during the decision making process
	4.3 Highlight concerns after the decision is made
5 Work with people who lack capacity	5.1 Use a range of methods to communicate with of people who lack capacity
	5.2 Use non instructed advocacy to identify the wishes and preferences of people receiving IMCA support
	5.3 Use strategies to work with people with dementia or learning disabilities
	5.4 Ascertain the wishes and preferences of people who lack capacity
6 Work with accommodation and care review referrals	6.1 Research information and establish options
	6.2 Evaluate the differences and similarities in a range of types of accommodation
	6.3 Identify a range of possible care packages to enable people to stay at home
	6.4 Assess the suitability of types of accommodation to individuals
	6.5 Assess the impact the decision will have on the individual
	6.6 Use a range of information sources to suggest alternative courses of action

• Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	6.7 Explain the function of a range of regulatory bodies
7 Work with serious medical treatment referrals	7.1 Summarise the criteria for serious medical treatment 7.2 Research and gather information 7.3 Assess the impact the decision will have on the individual 7.4 Use a range of information sources to suggest alternative courses of action 7.5 Obtain a second medical opinion where appropriate 7.6 Explain the importance of seeking a second medical opinion 7.7 Identify risks, benefits and ethical issues connected to medical treatments 7.8 Explain the process of referral in medical systems to access treatment
8 Work with adult protection referrals	8.1 Identify the different stages at which the IMCA may be instructed within Adult Protection Procedures 8.2 Identify a range of situations the IMCA may represent the individual during adult protection meetings 8.3 Analyse and use local and national adult protection procedures 8.4 Use the guidelines for IMCA in adult protection proceedings referrals 8.5 Research and gather information 8.6 Attend meetings where necessary 8.7 Identify a range of protection plans which may be formulated within Adult Protection strategy meetings 8.8 Summarise the issues involved in communicating with families in adult protection cases
9 Construct an IMCA written report that meets statutory requirements	9.1 Identify a range of issues that should be addressed within an IMCA report

• Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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

Amplification / Indicative content

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

Simulation can only be used in exceptional circumstances for example:
- Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

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

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:
- Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:
The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.

- Work products-;
- Professional discussion;
- Candidate/ reflective accounts;
- Questions asked by assessors;
- Witness testimonies;
- Projects/Assignments/RPL; and
- Case studies.

Unit 39: Lead the management of transitions

Unit number: F/602/2853
Credit: 4
GLH: 29
Level: 5

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the impact of change and transitions on the well-being of individuals	1.1 Explain ways in which transitions and significant life events affect individuals' well being 1.2 Analyse how theories on change inform approaches to the management of transitions. 1.3 Explain the concept of resilience in relation to transitions and significant life events 1.4 Analyse the factors that affect individuals' ability to manage transitions and changes
2 Be able to lead and manage provision that supports workers to manage transitions and significant life events	2.1 Explain how solution focused practice is used to support the management of transitions. 2.2 Promote a culture that supports and encourages individuals to explore challenges. 2.3 Support workers to encourage individuals to identify their own strengths and abilities. 2.4 Support workers to engage with individuals and others to identify outcomes and targets that build on their strengths and abilities. 2.5 Ensure workers support individuals to implement plans to meet identified outcomes and targets 2.6 Enable workers to identify any additional support they may require to support individuals through transition and change

Amplification / Indicative content
Factors may include:

- Positive/negative identity and self-esteem;
- Stable/unstable relationships and networks;
- Secure/insecure attachments;
- Experience of discrimination/social exclusion; and
- Experience of abuse or harm.

Others may include:
- Self;
- Workers / Practitioners;
- Carers;
- Significant others;
- Other professionals; and
- People who use services.

Additional support may include:
- Training;
- Emotional support; and
- Support to manage tensions and dilemmas.

Learning outcome 2 must be assessed in the work setting.

Unit 40: Lead and manage infection prevention and control within the work setting

Unit number: Y/504/2208
Credit: 6
GLH: 38
Level: 5

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand current infection prevention and control policies, procedures and practices.	1.1 Summarise national and local policies for infection prevention and control. 1.2 Evaluate how policies, procedures and practices in own work setting meet infection prevention and control regulatory requirements. 1.3 Explain role and responsibilities in relation to infection prevention and control.
2 Be able to lead the implementation of policies and procedures for infection prevention and control.	2.1 Analyse the differences between applying infection prevention policies and procedures in an individual's own home to that of a residential care setting. 2.2 Explain how to ensure a proportionate approach to the implementation of policies and procedures in a range of settings. 2.3 Communicate policies and procedures for infection prevention and control to others within the work setting. 2.4 Allocate roles and responsibilities to meet infection prevention and control procedures within own work setting. 2.5 Manage compliance with procedures for infection prevention and control. 2.6 Explain actions to take when infection prevention and control procedures and practices are not being complied with.
3 Be able to manage the exchange of information about infections.	3.1 Explain why it is important to share information with others. 3.2 Provide information on infections to others. 3.3 Manage processes for the exchange of information about infection between others. 3.4 Manage systems for keeping records of suspected or diagnosed infections.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*

4 Be able to lead the practice of infection prevention and control	4.1 Explain why infection prevention and control practice should be included in:
	    a. job descriptions
	    b. performance management
	4.2 Support staff to recognise their role in minimising the risk of spreading infection through:
	    a. Supervision
	    b. Appraisal
	4.3 Provide access to resources for staff to minimise the risks of infection.
	4.4 Monitor infection prevention and control practice.
	4.5 Provide feedback to staff on their practice of infection prevention and control.
	4.6 Manage the learning and development needs for staff about infection prevention and control:
	    a. During induction
	    b. Continuing professional development

5 Be able to manage risk management in infection prevention and control.	5.1 Manage the implementation of risk assessment processes to minimise infection. 5.2 Manage the implementation of controls identified from risk assessment processes in partnership with the individual and others. 5.3 Manage risk management records. 5.4 Manage the reporting of risks and hazards that are outside your area of responsibility.
6 Be able to review the effectiveness of policies, procedures and practices for infection prevention and control.	6.1 Assess trends of reported patterns of infections in own work setting. 6.2 Identify factors that contribute to spread and/or reduction of infection in own work setting. 6.3 Evaluate the implementation of infection prevention and control procedures in own work setting. 6.4 Make recommendations for changes to infection prevention and control policies,

Learning Outcomes	Assessment Criteria
The learner will	**The learner can**
	procedures and practices in own work setting.

Unit 41: Recruitment and selection within health and social care settings
Unit number: R/617/2112
Credit: 3
GLH: 26
Level: 4

Unit Purpose
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 settings.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the recruitment and selection processes in health and social care settings	1.1 Explain the impact on selection and recruitment processes, in own setting, of: 1.2 Legislative requirements 1.3 Regulatory requirements 1.4 Professional codes 1.5 Agreed ways of working 1.6 Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection 1.7 Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people.
2 Be able to contribute to the recruitment process in health and social care settings	2.1 Review job descriptions and person specifications to meet work setting objectives 2.2 Work with others to establish the criteria that will be used in the recruitment and selection process 2.3 Work with others to establish the methods that will be used in the recruitment and selection process 2.4 Involve individuals in the recruitment process
3 Be able to participate in the selection process in health and social care settings	3.1 Use agreed methods to assess candidates 3.2 Use agreed criteria to select candidates 3.3 Communicate the outcome of the selection process according to the policies and procedures of own setting

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4 Be able to evaluate the recruitment and selection processes in health and social care 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

Amplification / Indicative content
Agreed ways of working will include policies and procedures where these exist. **Others** may include: • Human resource personnel; • Workers / Practitioners; • Carers; and • Significant others. **Individual** is someone accessing care or support. **Recruitment process** can include consultation or practical involvement in the process. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Unit 42: Manage induction in health and social care settings
Unit number: Y/617/2113
Credit: 3
GLH: 21
Level: 4

Unit Purpose

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

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

Additional Information

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• Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 **Understand the purpose of induction for health and social care 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 and social care settings**	2.1 Explain the factors that influence induction processes for practitioners 2.2 Develop an induction programme in agreement with others 2.3 Manage the induction process for practitioners
3 **Be able to support the implementation of induction processes in health and social care settings**	3.1 Identify different methods that can be used to support the induction process for practitioners

• Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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 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 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

Amplification / Indicative content
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; and   • 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; and
- Individual needs.

Others may include:
- Workers / Practitioners;
- Carers;
- Significant others;
- Individuals who access services;
- Line managers; and

Other professionals.

Unit 43: Manage quality in health and social care settings

Unit number: D/617/2114
Credit: 5
GLH: 36
Level: 5

Unit Purpose

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the context of quality assurance in a health and social care setting	1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting 1.2 Analyse how quality standards influence positive outcomes for individuals 1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards
2 Be able to implement quality standards in a health and social care setting	2.1 Work with team members and others to a. agree quality standards for the service b. select indicators to measure agreed standards c. identify controls to support the achievement of agreed standards 2.2 Develop systems and processes to measure achievement of quality standards 2.3 Support team members to carry out their roles in implementing quality controls 2.4 Explain how quality assurance standards relate to performance management
3 Be able to lead the evaluation of quality processes in a health and social care 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: a. areas of best practice b. areas for improvement 3.4 Work with others to develop an action plan to improve quality of service

Amplification / Indicative content

Individuals are those accessing care or support.

Others may include:
- Individuals;
- Advocates;
- Family members; and

Others important to the individual's well-being.

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

Unit 44: Develop procedures and practice to respond to concerns and complaints

Unit number: J/602/2336

Credit: 6

GLH: 40

Level: 5

Unit Purpose

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 **Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints**	1.1 Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work 1.2 Analyse how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work
2 **Be able to develop procedures to address concerns and complaints**	2.1 Explain why individuals might be reluctant to raise concerns and make complaints 2.2 Outline steps that can be taken to encourage individuals to raise concerns or complaints 2.3 Work with others in the development of procedures to address concerns and complaints 2.4 Ensure information on how to raise concerns and make complaints is available in accessible formats 2.5 Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance
3 **Be able to lead the implementation of procedures and practice for addressing concerns and complaints**	3.1 Promote a person centred approach to addressing concerns and complaints 3.2 ensure that others are informed about the procedure for raising concerns or making complaints 3.3 Use supervision to support workers to recognise and address concerns and complaints.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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

Amplification / Indicative content
Others may include: •   Workers / Practitioners; •   Carers; •   Significant others; •   Other professionals; and •   People who use services. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Unit 45: Manage physical resources

Unit number: K/600/9711
Credit: 3
GLH: 25
Level: 4

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

Unit 46: Manage finance within own area of responsibility in a health and social care setting
Unit number: H/617/2115
Credit: 4
GLH: 31
Level: 4

Unit Purpose
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 setting.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand financial management in own work setting	1.1 Explain the importance of effective financial management systems within own work setting 1.2 Outline sources of funding that are used to construct the budget for own work setting 1.3 Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting
2 Be able to plan budget requirement for own area of responsibility	2.1 Work with others to calculate the financial resources required to meet objectives within own area of responsibility 2.2 Communicate budget requirements within remit of role and responsibility to inform overall budget build 2.3 Analyse the impact of an insufficient budget on service delivery 2.4 Work with others to prioritise budget allocation in own area of responsibility
3 Be able to manage a budget	3.1 Explain the financial management systems that are available to monitor budget for own area of responsibility 3.2 Agree roles and responsibilities of others in recording financial expenditure 3.3 Calculate planned expenditure over the financial period 3.4 Monitor actual spend against planned expenditure 3.5 Analyse variances between planned and actual expenditure

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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

Amplification / Indicative content
Others may include: • Individuals and those important to them; • Team members; • Trustees, owners or other senior decision-makers; and • Regulators or commissioners. **Financial period** may include: • Monthly; • Quarterly; • Half year; and • Full year. **New developments** may include: • Change to service provision; • External economic factors; • Government initiatives; and • Human Resource requirements.

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

Highfield Qualifications®

Unit 47: Undertake a research project within services for health and social care or children and young people
Unit number: J/602/3499
Credit: 10
GLH: 80
Level: 5

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project 1.2 Develop the aims and objectives of the research project 1.3 Explain ethical considerations that apply to the area of the research project 1.4 Complete a literature review of chosen area of research
2 Understand how the components of research are used	2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research
3 Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project 3.2 Formulate a detailed plan for a research project 3.3 Select research methods for the project 3.4 Develop research questions to be used within project 3.5 Conduct the research using identified research methods 3.6 Record and collate data
4 Be able to analyse research findings	4.1 Use data analysis methods to analyse the data 4.2 Draw conclusions from findings 4.3 Reflect how own research findings substantiate initial literature review

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.4 Make recommendations related to area of research
	4.5 Identify potential uses for the research findings within practice

Amplification / Indicative content

1.1 Research project - When selecting a topic, it is wise to consider how much previous research and information there is on the topic to be able to meet Assessment Criteria 1.4.

1.2 Aims and objectives – the reasons, understanding and methods for conducting the research project.

1.2 **Develop the aims and objectives of the research project -** If the learner has not completed research previously would recommend for the learner to research how to write aims and objectives.

1.3 Ethical considerations – confidentiality, sensitivity of data, seeking agreements with participants.

1.3 **Explain ethical considerations that apply to the area of the research project -** The learner needs to consider all aspects of ethical considerations, such as Data Protection, participant consent, any Regulatory Bodies ethical requirements etc.

1.4 **Complete a literature review of chosen area of research -** The learner needs to research recognised literature that has previously been published on the subject (please note some websites, such as Wikipedia, are not recognised literature as they have not been validated. Anyone can add information, which may not be correct). A literature review should demonstrate different ideas, thoughts and arguments, usually for or against, on the chosen subject. This shows that the learner has read a number of different documents and has considered other people's findings on the topic. Do they agree? Do they disagree? If the learner makes a statement or an assumption, is there any literature which supports this? Is there any literature that argues this?

Literature can be from a number of sources, websites, books, journals, leaflets, magazines etc. The literature should be referenced in a bibliography, preferably using a recognised referencing system.

2.1 **Critically compare different types of research -** The learner needs to consider all types of research to meet this assessment criteria. Should it be qualitative or quantitative? What methodology should they use? They need to research different methodologies, then discuss the pros and cons of each and, finally, how they choose the particular method they have decided to use. Why is it the most effective for their subject? The learner needs to reference in the bibliography their reading on research methodologies.

2.2 **Evaluate a range of methods that can be used to collect data -** The learner should discuss the pros and cons of different methods of gathering data, for example should they do a questionnaire, should they interview, should they conduct observations? Should it be face to face, electronic or by telephone? How large is it going to be? Who are going to be the participants? Are they selecting a sample of people, if so how big a sample are they going to use and why? Can they be sure that the data is reliable?

2.3 **Identify a range of tools that can be used to analyse data -** Once they have gathered the data then how are they going to analyse it. This is where qualitative/ quantitative considerations and question design factor. Can they produce a graph? Are they looking at averages (mean, median or modal analysis?) Are there certain responses or key words they are looking for? Is it certain actions or improvements over a period of time? Again, the learner needs to state why they chose this particular method to analyse the data collected.

2.4 **Explain the importance of validity and reliability of data used within research -** The learner needs to discuss how they are going to ensure that they gather honest and accurate data. Why is this important? What would happen if the data collected is not reliable?

3.6 **Record and collate data** - The learner needs to plan, write the questions and conduct the research then present as evidence to meet the above assessment criteria.

4.5 **Identify potential uses for the research findings within practice -** The learner needs to analyse the data and conclude against the aim and objectives they have set for this research. Does the data confirm/ meet the aim and objectives? Does it agree or disagree with the findings of the literature review? How can it be used/ developed further? Is there anything differently that the learner would do, for example would they use a bigger sample of participants?

Unit 48: Explore models of disability
Unit number: K/601/5251
Credit: 5
GLH: 32
Level: 5

Unit Purpose
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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the complexities of models of disability	1.1 Explain different theoretical models of disability 1.2 Analyse how individuals experience different theoretical models of disability 1.3 Analyse how different theoretical models of disability shape organisational structures and outcomes
2 Be able to review how models of disability underpin organisational practice	2.1 Analyse how agreed ways of working can promote particular models of disability 2.2 Make recommendations for agreed ways of working that actively promote empowerment and participation 2.3 Implement agreed actions in the context of own role
3 Develop others' awareness of models of disability	3.1 Develop activities that increase others' understanding of • models of disability • how they are experienced by individuals • how they shape organisational structure and agreed ways of working 3.2 Implement planned activities 3.3 Review the outcomes of planned activities

Amplification / Indicative content
Others could include: • Other professionals; • Carers/family members; • Advocates; and • Colleagues.

Unit 49: Facilitate change in health and social care settings

Unit number: K/617/2116
Credit: 6
GLH: 42
Level: 5

Unit Purpose

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the principles of change management in health and social care 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 settings	2.1 Promote the benefits of change 2.2 Analyse challenges that may arise during the process of change 2.3 Enable others to express views about proposed change 2.4 Agree with others the changes that need to be made
3 Be able to develop an approved change management plan in health and social care 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 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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.3 Use strategies that address resistance to change 4.4 Implement a communication strategy to support others to understand a proposed change
5 Be able to implement approved change management plans in health and social care 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 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.

Amplification / Indicative content
Factors may include: • Internal; and • External. **Challenges** may include: • Anxiety; • Stress; • Resistance; • Fear; • Resources; and • Competence. **Others** may include: • Individuals; • Practitioners; • Families and friends of individuals; • Advocates;

- Colleagues;
- Other professionals within and beyond the organisation; and
- Others with an interest in the service.

Impact may include:
- Risks;
- Costs; and
- Benefits.

Service provision may include:
- Individuals;
- Team members;
- Practitioners;
- Stakeholders; and
- 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; and
- 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; and
- Updating information as necessary.

Individuals are those accessing care or services.

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

Unit 50: Facilitate coaching and mentoring of practitioners in health and social care settings

Unit number: M/617/2117
Credit: 6
GLH: 43
Level: 5

Unit Introduction

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 settings. It includes the ability to understand the benefits of coaching and mentoring and to plan implement and evaluate the impact of coaching and mentoring in the work setting.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the benefits of coaching and mentoring practitioners in health and social care settings**	1.1 Analyse the differences between coaching and mentoring 1.2 Explain circumstances when coaching would be an appropriate method of supporting learning at work 1.3 Explain circumstances when mentoring would be an appropriate method of supporting learning at work 1.4 Explain how coaching and mentoring complement other methods of supporting learning 1.5 Analyse how coaching and mentoring at work can promote the business objectives of the work setting 1.6 Evaluate the management implications of supporting coaching and mentoring in the work setting 1.7 Explain how coaching and mentoring in the work setting can contribute to a learning culture 1.8 Explain the importance of meeting the learning needs of coaches and mentors
2. **Be able to promote coaching and mentoring of practitioners in health and social care 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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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 settings	3.1 Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting
	3.2 Plan coaching and mentoring activities
4. Be able to implement coaching and mentoring activities in health and social care 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 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

Amplification / Indicative content
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; and
- Service users who have different needs.

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

Unit 51: Professional practice in health and social care for adults
Unit number: TBC
Credit: 6
GLH: 43
Level: 5

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand theories that underpin practice within health and social care	1.1 Analyse theories that underpin practice within health and social care, including: a) Human development and growth b) Identity and self esteem c) Loss and change d) Psychological and sociological perspectives of social issues e) Discrimination in contemporary society.
2 Be able to lead the implementation of values, principles and statutory frameworks that underpin service provision in own area of work.	2.1 Analyse how values, principles and statutory frameworks underpin service provision in own area of work. 2.2 Implement in own setting, values and principles that underpin service provision. 2.3 Implement in own setting, statutory frameworks that underpin service provision. 2.4 Support others to implement values and principles that underpin service provision.
3 Be able to use evidence based practice in the provision of health and social care services.	3.1 Analyse how evidence based practice can be used to inform service provision. 3.2 Lead the implementation of evidence based practice in own setting. 3.3 Evaluate use of evidence based practice in own setting.
4 Be able to engage others in reflective practice.	4.1 Analyse the use of models of reflective practice in own setting. 4.2 Model the use of: a) Reflection on practice b) Reflection in practice. 4.3 Encourage a culture that supports reflective practice. 4.4 Support others to engage in reflective practice.

Unit 52: Active support: lead interactive training

Unit number: K/601/7355
Credit: 4
GLH: 30
Level: 5

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 **Understand the theoretical background to person-centred interactive training**	1.1 Explain what is meant by person-centred interactive training 1.2 Clarify the key factors that make training effective in improving others performance and the service outcomes 1.3 Explain how the three-stage training model can be used in interactive training 1.4 Summarise the theory of positive interaction 1.5 Explain the process of person-centred interactive training
2 **Be able to plan person-centred interactive training sessions to enhance whole team performance**	2.1 Involve key others in developing the training plan, to ensure the needs of individuals are met 2.2 Develop a timetable of scheduled in situ training sessions for others working directly with individuals 2.3 Explain to others the preparation required prior to person-centred interactive training
3 **Be able to lead person-centred interactive training sessions in situ**	3.1 Clarify aims and process of person-centred interactive training sessions with others to be trained 3.2 Assess the performance of others through direct observation using a structured format 3.3 Demonstrate required skills and process during direct observation of others

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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

Amplification / Indicative content

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 other's performance should be conducted in a systematic way and cover the following aspects:
- Preparation of the environment, e.g. equipment available, distractions minimized;
- Presentation of activity to the individual, e.g. positive, encouraging, clear, promoting informed choice;
- Task analysis, i.e. breaking activity into steps and sequencing steps to facilitate participation;
- Hierarchy of assistance, i.e. providing only enough help to enable the individual to participate, using levels of help flexibly according to the individual's need for support;
- Reinforcement, i.e. ensuring appropriate range of rewards for participation are given promptly; and
- Style, e.g. 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.

Additional unit guidance
Learning Outcomes 2, 3, and 4 must be assessed in a real work environment.

Unit 53: Manage an inter-professional team in health and social care settings

Unit number: A/617/2119
Credit: 7
GLH: 48
Level: 6

Unit Introduction

The purpose of this unit is to assess the learner's knowledge, understanding and skills to manage inter-professional team.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the principles of inter-professional working within health and social care	1.1 Analyse how inter-professional working promotes positive outcomes for individuals 1.2 Analyse the complexities of working in inter-professional teams 1.3 Explain how inter-professional teamwork is influenced by: a) legislative frameworks, b) regulation c) government initiatives d) professional codes of practice or professional standards e) service objectives
2 Be able to manage service objectives through the inter-professional team	2.1 Work with others to identify how team objectives contribute to service objectives 2.2 Establish plans to meet service objectives 2.3 Allocate roles and responsibilities to meet service objectives
3 Be able to promote inter-professional team working	3.1 Establish governance arrangements within inter-professional working arrangements to include; a) Accountability b) Lines of communication c) Professional supervision d) Continuing professional development 3.2 Establish protocols within inter-professional working arrangements to include; a) Confidentiality and information sharing b) Record keeping c) Resources d) Concerns and complaints

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	e) Identify supports available to enhance inter-professional working
	3.3 Support others to understand distinctive roles within the team
	3.4 Facilitate communication within the inter-professional team
	3.5 Work with the team to resolve dilemmas that may arise
4 Be able to manage processes for inter-professional work with individuals	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	5.1 Work with others to monitor the effectiveness of the inter-professional team against service objectives
	5.2 Work with others to identify:
	a) areas of best practice
	b) areas for improvement
	5.3 Work with others to develop an action plan to improve inter-professional team work

Amplification / Indicative content
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; and
- Carers.

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

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

Unit 54: Develop and evaluate operational plans for own area of responsibility

Unit number: Y/600/9588
Credit: 6
GLH: 25
Level: 5

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Be able to align objectives of own area of responsibility with those of own organisation.	1.1 Identify operational objectives within own area of responsibility. 1.2 Analyse objectives of own area of responsibility in relation to those of own organisation.
2 Be able to implement operational plans in own area of responsibility.	2.1 Assess risks associated with operational plans and include contingency arrangements. 2.2 Identify support from relevant stakeholders. 2.3 Implement operational plan within own area of responsibility.
3 Be able to monitor and evaluate operational plans in own area of responsibility.	3.1 Monitor procedures within the operational plan. 3.2 Evaluate operational plans and implement any necessary actions.

Unit 55: Develop, maintain and use records and reports

Unit number:　A/504/2198
Credit:　　　　3
GLH:　　　　　23
Level:　　　　4

Unit Introduction

The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions.

Amplification / Indicative content
Agreed ways of working: Policies and procedures where they exist. **Reports**: Providing information in a formal way which presents focused relevant content to a specific audience. This may include either verbally or in a written format. An **individual** is someone requiring care or support. **Records**: Summary of information in a written format with specific regard to an individual or situation. **Others** may include: •   Team members and colleagues; and/or •   Other professionals.

Unit 56: Promote professional development
Unit number: L/602/2578
Credit: 4
GLH: 33
Level: 4

Unit Introduction
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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand principles of professional development	1.1 Explain the importance of continually improving knowledge and practice 1.2 Analyse potential barriers to professional development 1.3 Compare the use of different sources and systems of support for professional development 1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date
2 Be able to prioritise goals and targets for own professional development	2.1 Evaluate own knowledge and performance against standards and benchmarks 2.2 Prioritise development goals and targets to meet expected standards
3 Be able to prepare a professional development plan	3.1 Select learning opportunities to meet development objectives and reflect personal learning style 3.2 Produce a plan for own professional development, using an appropriate source of support 3.3 Establish a process to evaluate the effectiveness of the plan
4 Be able to improve performance through reflective practice	4.1 Compare models of reflective practice 4.2 Explain the importance of reflective practice to improve performance 4.3 Use reflective practice and feedback from others to improve performance 4.4 Evaluate how practice has been improved through:

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	a) reflection on best practice b) reflection on failures and mistakes

Unit 57: Use and develop systems that promote communication

Unit number: F/602/2335
Credit: 3
GLH: 24
Level: 5

Unit Introduction

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.

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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

Amplification / Indicative content
Means of communication may include: • Verbal;   • Non-verbal;   • Sign;   • Pictorial;   • Written;   • Electronic;   • Assisted;   • Personal;   • Organisational;   • Formal;   • Informal; and   • Public (information/promotional).   **Partnership Working:**   Working effectively together with people, professionals, agencies and organisations to enhance the well-being of people and support positive and improved outcomes.

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

Unit 58: Manage health and social care practice to ensure positive outcomes for individuals

Unit number: M/602/2850
Credit: 5
GLH: 35
Level: 5

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 **Understand the theory and principles that underpin outcome based practice**	1.1 Explain 'outcome based practice' 1.2 Critically review approaches to outcome based practice 1.3 Analyse the effect of legislation and policy on outcome based practice 1.4 Explain how outcome based practice can result in positive changes in individuals' lives
2 **Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well being**	2.1 Explain the psychological basis for well-being 2.2 Promote a culture among the workforce of considering all aspects of individuals' well-being in day to day practice 2.3 Review the extent to which systems and processes promote individual well being
3 **Be able to lead practice that promotes individuals' health**	3.1 Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision 3.2 Use appropriate methods to meet the health needs of individuals 3.3 Implement practice and protocols for involving appropriate professional health care expertise for individuals 3.4 Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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
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

Amplification / Indicative content
Approaches to outcome based practice may include: • Results based accountability; • Outcomes Management; • Outcomes into Practice; and • Logic Model. **Appropriate methods** may include:

- Agreed therapeutic/development activities;
- Regular health checks;
- Administering prescribed medication/treatment; and
- 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; and
- Mentoring for conflict resolution.

Additional unit guidance

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

Unit 59: Lead active support

Unit number: H/601/7354
Credit: 5
GLH: 35
Level: 5

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand how the active support model translates values into person-centred practical action with individuals	1.1 Evaluate the extent to which the outcomes for a range of individuals conform to contemporary person-centred values and aims using the principles of the active support model 1.2 Analyse the practical changes which need to be made within a work setting to improve individuals' independence, informed choice and quality of life 1.3 Explain how to lead the implementation of practical changes within a work setting to improve individuals' independence, informed choice and quality of life
2 Be able to use practice leadership to promote positive interaction	2.1 Explain the principles behind practice leadership 2.2 Demonstrate how others are supported to understand positive interaction 2.3 Demonstrate how others are supported to develop skills to interact positively with individuals 2.4 Demonstrate how others are supervised and given constructive feedback to others on their positive interaction with individuals
3 Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation	3.1 Demonstrate how others are supported to develop daily plans to promote participation 3.2 Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences 3.3 Support others to identify and take remedial action to ensure a valued range of activities

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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.

Amplification / Indicative content
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.

Additional unit guidance
Learning Outcomes 2, 3, and 4 must be assessed in a real work environment.

Unit 60: Lead person-centred practice

Unit number: D/602/2844

Credit: 4

GLH: 29

Level: 5

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the theory and principles that underpin person centred practice	1.1 Explain person centred practice 1.2 Critically review approaches to person centred practice 1.3 Analyse the effect of legislation and policy on person centred practice 1.4 Explain how person centred practice informs the way in which consent is established with individuals 1.5 Explain how person centred practice can result in positive changes in individuals' lives
2 Be able to lead a person-centred practice	2.1 Support others to work with individuals to establish their history, preferences, wishes and needs 2.2 Support others to implement person centred practice 2.3 Support others to work with individuals to review approaches to meet individuals' needs and preferences 2.4 Support others to work with individuals to adapt approaches in response to individuals' emerging needs or preferences
3 Be able to lead the implementation of active participation of individuals	3.1 Evaluate how active participation enhances the wellbeing and quality of life of individuals 3.2 Implement systems and processes that promote active participation 3.3 Support the use of risk assessments to promote active participation in all aspects of the lives of individuals

Amplification / Indicative content

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; and
- 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.

Additional unit guidance

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

Unit 61: Lead practice which supports individuals to take positive risks

Unit number: H/504/2213
Credit: 4
GLH: 30
Level: 5

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.5 Develop risk management strategies for engaging the individual and others to build in safeguards to mitigate against risks to the individual. 3.6 Support others to develop care plans which address positive risk-taking.
4 Be able to support others to understand individuals' ambitions and the support they will need to achieve them.	4.1 Support staff to understand how their own values and belief systems may impact on supporting an individual to take risks. 4.2 Support others to facilitate the individual to articulate what they want to achieve. 4.3 Support staff to develop practice of gaining consent from the individual to include others in taking positive risks. 4.4 Support staff to use advocacy skills with families and others to gain support for individuals to take positive risks. 4.5 Support staff to record how decisions about positive risk taking are reached.
5 Be able to develop systems for positive risk taking.	5.1 Support staff to understand the principle of duty of care while supporting the individual to take positive risks. 5.2 Manage systems to ensure staff and others know what action to take if the individual chooses to take unplanned risks. 5.3 Manage practice to ensure that: a) risk taking is compliant with risk assessment b) supports are in place to enable the individual to undertake identified risks c) consent is gained from individuals to include others d) outcomes for individuals are reviewed.
6 Be able to evaluate the practice of positive risk-taking.	6.1 Evaluate with staff and others: a) risk assessment methods b) risk management model used c) the benefits to the individual from risk taking.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	6.2 Support staff to evaluate their practice in working through the process of positive risk taking with individuals.

Unit 62: Lead and manage practice in dementia care
Unit number: D/504/2212
Credit: 6
GLH: 41
Level: 5

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand current policy and practice guidance for dementia care.	1.1 Analyse how current policy and practice guidance underpin service provision in dementia care. 1.2 Explain why a person centred approach is the benchmark for practice in dementia care.
2. Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families	2.1 Support others to develop an understanding of the causes of dementia syndrome. 2.2 Support others to develop an understanding of the impact of early onset dementia on individuals and their families. 2.3 Support others to develop an understanding of the impact on the individuals with dementia and their families of: a) diagnosis b) treatment of dementia.
3. Be able to lead practice that promotes the well-being of individuals with dementia.	3.1 Manage a service that demonstrates a person centred approach. 3.2 Lead practice that supports staff to explore the stories and histories of individuals. 3.3 Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia. 3.4 Lead practice that supports staff to influence changes to the physical environment that meet the needs of individuals with dementia. 3.5 Lead practice that supports staff to influence changes to the social environment that meet the needs of individuals with dementia. 3.6 Lead practice that supports staff to interact with individuals with dementia. 3.7 Manage the ongoing assessment of the needs of individuals with dementia using a range of methods.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.8 Support staff to contribute to care plans that reflect a person centred approach.
4. Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia.	4.1 Lead practice that supports staff to evaluate the impact on carers of supporting an individual with dementia. 4.2 Lead practice that supports staff to work in partnership with carers. 4.3 Lead practice that supports staff to involve carers in assessment and care planning. 4.4 Explain how to support staff to resolve conflicts with carers.
5. Be able to support staff to deliver dementia care.	5.1 Evaluate the potential impact on staff when supporting an individual with dementia. 5.2 Implement strategies to support staff who are delivering dementia care. 5.3 Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills for dementia care.
6. Be able to develop own practice in leading the delivery of dementia care.	6.1 Reflect on own practice in leading and managing the delivery of dementia care. 6.2 Develop plan to improve own practice in leading and managing dementia care.

Unit 63: Support individuals with sensory loss with communication
Unit number: M/601/5252
Credit: 5
GLH: 37
Level: 5

Unit Introduction
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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand language development	1.1 Explain the difference between language and communication 1.2 Analyse the relationship between culture and language 1.3 Explain how an understanding of language and communication informs practice
2 Understand factors that affect the language and communication of an individual with **sensory loss**	2.1 Compare and contrast the impact of congenital and acquired sensory loss on a) communication b) language 2.2 Explain the potential impacts of a deteriorating condition on an individual's communication
3 Understand the complexities of specialist communication systems	3.1 Identify when specialist communication systems may be used 3.2 Evaluate the strengths and weakness of specialist communication systems
4 Be able to support the individual with communication	4.1 Evaluate the suitability of a range of communication methods to meet the needs of the individual 4.2 Demonstrate a range of suitable communication methods to the individual and/or others 4.3 Adapt communication methods according to need and context
5 Be able to support others to make use of specialist communication	5.1 Advise others about specialist communication 5.2 Support others to make use of specialist communication with the individual

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
6 Review communication work	6.1 Review how communication support to individuals meets identified needs in relation to a) Own work b) Agreed ways of working c) Work with **others**

Amplification / Indicative content
Sensory loss could include: • Sight loss; • Hearing loss; and • Deafblindness. **Others** could include: • Other professionals; • Carers/family members; • Advocates; and • Colleagues.

Unit 64: Promote awareness of sensory loss

Unit number: M/601/5249
Credit: 3
GLH: 19
Level: 5

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand how to raise awareness of sensory loss	1.1 Identify methods for raising awareness of sensory loss 1.2 Explain how different agencies can provide opportunities to raise awareness
2 Be able to raise awareness of sensory loss	2.1 Select and agree actions with the individual and/or others to promote awareness of sensory 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 3.2 individuals with sensory loss 3.3 own work 3.4 partnership work 3.5 Review the effectiveness of agreed ways of working in relation to awareness raising 3.6 Provide feedback on the effectiveness of an awareness raising activity

Amplification / Indicative content
Sensory loss could include: • Sight loss;   • Hearing loss; and   • Deafblindness.   **Others** could include: • Other professionals;   • Carers/family members;   • Advocates; and   • Colleagues.

Unit 65: Support individuals with multiple conditions and/or disabilities

Unit number: T/601/5253
Credit: 5
GLH: 34
Level: 5

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand the implications of **multiple conditions and/or disabilities** for the individual	1.1 Explain the correlation between conditions and a. disability b. gender c. age d. ethnicity e. Socio-economic status 1.2 Explain how multiple conditions and/or disabilities can impact on the individual 1.3 Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities
2 Be able to support an individual with **multiple conditions and/or disabilities**	2.1 Work collaboratively with the individual and/or others to support the individual 2.2 Provide advice and expertise to support the assessment and/or referral of an individual with multiple conditions and/or disabilities 2.3 Use referral processes to secure services for the individual
3 Be able to develop **others** to support the individual with **multiple conditions and/or disabilities**	3.1 Advise and inform others about the implications of multiple conditions 3.2 Devise strategies to improve the practice of others a) at and individual level b) 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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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

Amplification / Indicative content
Multiple conditions and/or disabilities could include a combination of factors relating to: • Sensory loss;   • Physical health;   • Mental health;   • Physical disability;   • Learning difficulty/disability; and   • Emotional health.   **Others** could include: • Other professionals;   • Carers/family members;   • Advocates; and   • Colleagues.

Unit 66: Lead a service that supports individuals through significant life events

Unit number: L/503/8138
Credit: 4
GLH: 31
Level: 5

Unit Introduction
The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading a service that supports individuals through significant life events.

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	significant life events, their families and carers
2 Be able to ensure sufficient and appropriate resources to support individuals experiencing significant life events	2.1 Ensure appropriate staffing and skills levels that would be necessary to respond to individuals experiencing significant life events 2.2 Provide staff and others for whom you are responsible with appropriate learning opportunities to enable them to respond sensitively to individuals experiencing significant life events 2.3 Identify specialist resources that may be required in supporting individuals experiencing significant life events 2.4 Develop collaborative working partnerships with other key services and resources to support individuals experiencing significant life events 2.5 Implement effective methods for sharing information with other services as appropriate
3 Be able to ensure staff can respond to individuals experiencing significant life events	3.1 Support staff and others to accept and respect the emotions associated with major life changes and loss 3.2 Support staff and others to accept and respond sensitively to individuals wishes, choices and spiritual needs 3.3 Support staff to monitor individuals' emotional, behavioural, psychological or physical changes 3.4 Support staff and others to communicate effectively in response to individuals experiencing significant life events 3.5 Implement systems and procedures for staff to be able to seek additional guidance and information where they are faced with a situation which is outside of their own expertise

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.6 Provide appropriate support systems for staff and others to help them to manage the impact of their work on their own emotional and physical needs

Amplification / Indicative content

Significant life events may include sensory loss, loss of life, loss of limbs, loss of loved ones, onset of dementia, loss of capacity due to illness or other, e.g. stroke, brain injuries, family upheaval.

Person centred approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care and support.

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

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

Others may include:
- Partner;
- Family;
- Friends;
- Neighbours;
- Care worker;
- Colleague;
- Manager;
- Social Worker;
- Occupational Therapist;
- GP;
- Speech & Language Therapist;
- Physiotherapist;
- Pharmacist;
- Nurse;
- Psychologist;
- Independent Mental Capacity Advocate;
- Community Psychiatric Nurse; and/or
- Clinical nurse specialists.

Unit 67: Recognise indications of substance misuse and refer individuals to specialists
Unit number: M/601/0648
Credit: 4
GLH: 24
Level: 3

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Recognise indications of substance misuse.	1.1 Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents). 1.2 Identify possible indications of substance misuse (e.g. physical, behavioural, social and emotional). 1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse. 1.4 Show how to obtain specialist assistance where required. 1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.
2 Assess and monitor risk.	2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures. 2.2 Review the assessment of risk and explain why this is important. 2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk.
3 Handle information and maintain records.	3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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.

Additional unit guidance
Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence. Simulation is not permitted for this unit. 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.

Unit 68: Identify and act upon immediate risk of danger to substance misusers
Unit number: D/501/0585
Credit: 4
GLH: 24
Level: 3

Unit Introduction
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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Identify immediate risk of danger to substance misusers	1.1 Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents) 1.2 Describe any signs of immediate risk of danger which may include risk of (a) overdose (b) individuals causing injury or harm to themselves or others (e.g. family members) 1.3 Explain the relevant policies and procedures for dealing with risk of danger to individuals and others
2 Act upon immediate risk of danger to substance misusers	2.1 Describe how to make the individual aware that they are available and willing to help 2.2 Obtain information on the substance used from the individual or any person near the individual 2.3 Obtain personal details from the individual or any person near the individual 2.4 Encourage the individual to describe any pain or discomfort they may be experiencing 2.5 Take actions which are appropriate to the substance used and the effect it has had on the individual e.g. a. calming the individual, if the individual is in an agitated state, if safe to do so b. reviving the individual, if the individual seems to be in a withdrawn state

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.6 Show how to interact with the individual in a manner which recognises their needs and rights
	2.7 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety
	2.8 Demonstrate when and how to request any first aid treatment/support
	2.9 Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access to relevant agencies and services)
	2.10 Record all information and report to appropriate person in the required format.

Additional unit guidance
Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

Simulation **is permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities. However simulation maybe used as long as it meets the criteria for its use.
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.

The 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 need to identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below.

- **Work Products:** These are non-confidential records made, or contributed to, by the learner, e.g. 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 portfolio, e.g. Case records and incident reports.

- **Questioning:** Questions may be oral or written. In each case the question and answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?
- **Professional discussion:** This should be in the form of a structured review of 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 understand principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application, e.g. 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 e.g. 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 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, e.g. describe the signs of immediate risk of danger which may including 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 69: Promote access to healthcare for individuals with learning disabilities

Unit number: J/601/5645
Credit: 6
GLH: 44
Level: 5

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 **Understand issues related to access to healthcare services for individuals with learning disabilities**	1.1 Explain the rights based approach to accessing healthcare services 1.2 Identify inequalities in access to healthcare services in different sections of the population 1.3 Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities 1.4 Describe the impact of legislation, policy or guidance underpinning the need for healthcare services to enable access to individuals with a learning disability 1.5 Analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment
2 **Understand the healthcare needs that may affect individuals with learning disabilities**	2.1 Analyse trends of healthcare needs among individuals with learning disabilities 2.2 Explain systematic approaches that may support better health and healthcare for individuals with a learning disability 2.3 Research the difficulties in diagnosing some health conditions in individuals with a learning disability
3 **Understand good practice in supporting people with a learning disability to access healthcare services**	3.1 Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.2 Evaluate different ways of working in partnership to support individuals to meet their healthcare needs
	3.3 Explain how to promote access to healthcare through the use of reasonable adjustments
	3.4 Analyse the rights of others significant to the individual to be involved in planning healthcare services
4 Understand how to support others to develop, implement, monitor and review plans for healthcare	4.1 Explain how to champion a person-centred focus to the healthcare planning process
	4.2 Explain factors to consider when supporting others to develop and implement plans for healthcare
	4.3 Explain how to support others to monitor and review plans for healthcare
	4.4 Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals
	4.5 Explain how to support others to raise concerns and challenge healthcare services
5 Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability	5.1 Develop a person-centred strategy to underpin work with an individual to identify and meet their healthcare needs
	5.2 Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability
	5.3 Ensure systems are used by others in meeting the healthcare needs of individual's
	5.4 Evaluate the impact of systems in meeting individual's healthcare needs
6 Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare	6.1 Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them
	6.2 Promote partnership working to meet the healthcare needs of individuals with learning disabilities

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	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

Amplification / Indicative content

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; and
- Advocates.

Others may include:
- The individual;
- Colleagues;
- Families or carers;
- Friends;
- Other professionals;
- Members of the public; and
- Advocates.

Plans for healthcare – In England this refers to / should include Health Action Plans.

Healthcare needs – Includes: medication, regular check-ups etc.

Unit 70: Promote good practice in the support of individuals with autistic spectrum conditions

Unit number: A/601/5318

Credit: 7

GLH: 53

Level: 5

Unit Introduction

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1 Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions	1.1 Analyse the defining features of autistic spectrum conditions and the impact on practice 1.2 Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum 1.3 Identify the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions 1.4 Review historical and current perspectives on the causes of autism 1.5 Explain the importance of a person centred approach, focussing on the individual not the diagnosis 1.6 Analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an autistic spectrum condition
2 Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions	2.1 Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions 2.2 Explain the applicability of legislation, policies and guidance to people, services or situations 2.3 Explain the impact of legislation, policies and guidance on the provision of services

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.4 Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change
3 Be able to promote good practice in the support of individuals with an autistic spectrum condition	3.1 Enable workers to apply different approaches, interventions and strategies according to the individual's needs and wishes identified in their person centred support plan 3.2 Develop practice guidance to maximize consistency and stability in the environment 3.3 Ensure use of structured activities to optimise individuals' learning 3.4 Demonstrate ways of supporting others to minimise the vulnerability of individuals with autistic spectrum conditions 3.5 Implement strategies which support others to apply, monitor and review positive behaviour support with individuals 3.6 Support others to work in partnership with parents and/or other informal carers or support networks 3.7 Evaluate working practices and strategies in order to maintain good practice and recommend changes
4 Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition	4.1 Analyse the implications for practice of the link between behaviour and communication 4.2 Develop strategies to support others to understand the link between behaviour and communication 4.3 Liaise with family/carers and relevant professionals involved with individuals to maximise the effectiveness of communication 4.4 Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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

Amplification / Indicative content
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.
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.

Additional unit guidance
Learning Outcomes 3, 4 and 5 must be assessed in a real work environment.

Unit 71: Independent Mental Health Advocacy

Unit number: J/502/3296
Credit: 7
GLH: 35
Level: 4

Unit Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know how Mental Health legislation affects IMHA qualifying patients	1.1 Explain key principles of Mental Health legislation 1.2 Analyse powers within the Mental Health Act 1983 1.3 Use the Mental Health Act 1983 to explain the process of compulsion 1.4 Research a range of safeguards enshrined within the Mental Health Act 1983
2. Provide Independent Mental Health Advocacy (IMHA)	2.1 Use the Mental Health Act 1983 to identify when an individual is entitled to receive IMHA support 2.2 Analyse the roles and responsibilities of an IMHA 2.3 Summarise rights afforded to an IMHA within the Mental Health Act 1983 2.4 Prioritise a range of case work 2.5 Assess a range of potential dilemmas which IMHAs can face in practice 2.6 Resolve practice dilemmas 2.7 Summarise and respond to a range of common Advocacy issues for qualifying patients 2.8 Understand treatment options available to an individual who is subject to compulsion under the Mental Health Act 1983 2.9 Signpost qualifying patients to other services 2.10 Identify a range of information that should and must be recorded 2.11 Work within different environments

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.12 Understand how physical e environment can impact on individuals
3. Respond to requests for IMHA support	3.1 Identify a range of people who can refer to the IMHA service 3.2 Use referral processes 3.3 Implement and review referral processes 3.4 Respond to referrals 3.5 Know when to refer to a range of Advocacy services
4. Engage with professionals	4.1 Research and identify a range of people and services the IMHA is likely to come into contact with 4.2 Communicate the IMHA's role to a range of people 4.3 Use strategies to negotiate with professionals 4.4 Respond to dilemmas and challenges which may be faced
5. Respond to individuals who have diverse needs	5.1 Describe how having mental health needs can impact on daily living 5.2 Offer support to individuals who have mental health needs 5.3 Use a range of methods to communicate with people who have mental health needs 5.4 Respond the cultural and spiritual needs of an individual 5.5 Identify dimensions of diversity 5.6 Signpost a range of specialist support services that a qualifying patient may wish to access 5.7 Evaluate how the personal and cultural identity of an IMHA can impact on the Advocacy relationship
6. Work safely	6.1 Identify situations that present potential risks 6.2 Respond to risk 6.3 Summarise adult (or) child protection procedures 6.4 Commit to using supervision

Amplification / Indicative content

Learning Outcome 1:

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.

Learning Outcome 2:

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.

Learning Outcome 3:

Range of people: including the individual, nearest relative, RC, AMHP, therapist, care manager

Range of advocacy services: including IMCA, generic and specialist advocacy services (i.e. older people).

Learning Outcome 4:

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.

Learning Outcome 5:

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.

Learning Outcome 6:
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.

Additional unit guidance

Assessment Guidance

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

Simulation can only be used in exceptional circumstances for example:

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

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

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

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

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.

- Work products;
- Professional discussion;
- Candidate/ reflective accounts;
- Questions asked by assessors;
- Witness testimonies;
- Projects/Assignments/RPL; and
- Case studies.

SFC Unit Reference: DILMAC 2A: Governance of Adult Care

Appendix 3: Sample assessment material

Evidence Tracking Sheet - *Example*

Learner Name	
Centre Name	

Unit 1: Unit name (Unit no)				
Knowledge Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	
1.	1.1	Obs	1	
2.	2.1	D, Wt	2	
	2.2	Sim	3, 5	
4.	4.1	Q, D	8	

Fill in the portfolio reference for each assessment criteria

Fill in each assessment method used using the key

Insert the date that the Assessment Criteria was fully met

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

Assessment method key:			
Obs	Observation	Wt	
Pe	Product evidence	R	
Q	Questioning	O	
Sim	Simulation/assignment	PD	Discussion

...nature	Date:	
Assessor Signature	**Date:**	
IQA Signature (if sampled)	**Date:**	
EQS Signature (if sampled)	**Date:**	

If sampled, the IQA/EQS must also sign and date this tracking sheet

Assessment/Action Plan Sheet

Learner Name		Assessor Name				
Target set Learning Outcome/ Assessment Criteria	Agreed activity/evidence	Target date	Assessment Method	Target Achieved	Completed (assessor signature)	

Learner Signature		Date		Planned next visit:	
Assessor Signature		Date			