Training Qualifications UK

Qualification Specification

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

Qualification Number: 610/0955/6

Version 2

Approved by

skillsforcare

Contents

Optional Units 63

Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
2 –2024	Rebranding
	Change of terminology from 'vulnerable adult' to 'adult at risk': A/C 1.3 in unit T/616/4519

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can also be found on our website. If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 5 Diploma in Leadership and Management for Adult Care (RQF) is regulated by Ofqual.

The qualification was developed in association with Skills for Care.

Qualification Purpose

The purpose of the TQUK Level 5 Diploma in Leadership and Management for Adult Care (RQF) is to develop the knowledge and skills required by managers and leaders within care settings. Achieving the qualification enables learners to innovate and respond to a changing environment and to meet challenges and opportunities within the sector.

The content links with requirements for the *National Occupational Standards (NOS) for Leadership and Management in Care Services*.

Entry Requirements

There are no specific entry requirements, however learners should have a minimum of level two in literacy and numeracy or equivalent.

Learners must be in a job role appropriate to complete the chosen units.

The recommended minimum age for this qualification is 19 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 5 Diploma in Health and Social Care Management.
- Level 6 Diploma in Health and Social Care Management.

Successful learners can apply for job roles such as:

- Care Manager
- Deputy Manager
- Registered Manager
- Day Services Manager.

Structure

Learners must achieve all credits from all mandatory units. Additionally, learners must achieve a minimum of 22 credits from optional units. 50% or more of the credits must be level 5 or above.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Leadership and Management in Adult Care	L/650/2668	5	23	3
Governance and Regulatory Processes in Adult Care	M/650/2669	5	30	5
Effective Decision Making in Adult Care	Y/650/2670	5	26	3
Business and Resource Management for Adult Care	A/650/2671	5	28	4
Team Leadership for Adult Care	D/650/2672	5	25	3
Team Leading and Development for Adult Care	F/650/2673	5	27	3
Supervising Others in Adult Care	H/650/2674	5	28	4
Safeguarding in Adult Care	J/650/2675	5	26	3
Understand Mental Capacity for Adult Care	K/650/2676	5	24	3
Work in Partnerships in Adult Care	L/650/2677	5	30	4
Manage Comments and Complaints in Adult Care	M/650/2678	5	24	4
Leading the Vision in Adult Care	R/650/2679	5	20	3

Continuous Improvement and Change in Adult Care	A/650/2680	5	29	4
Effective Communication in Adult Care	D/650/2681	5	28	4
Handling Information in Adult Care	F/650/2682	5	23	3
Leading Person-Centred Practice in Adult Care	H/650/2683	5	31	5
Health and Wellbeing in Adult Care	J/650/2684	5	26	3
Importance of Equality, Diversity, Inclusion and Human Rights in Adult Care	K/650/2685	5	24	3
Health and Safety in Adult Care	L/650/2686	5	24	3
Continuous Development in Adult Care	M/650/2687	5	24	3
Importance of Personal Wellbeing in Adult Care	R/650/2688	5	27	3

Optional units

Digital Skills for Care Settings	T/650/2689	4	32	4
Understand the impact of Acquired Brain Injury on individuals	D/616/4496	3	28	3
Understand the process and experience of dementia	H/616/4080	3	22	3
Lead and manage practice in dementia care	F/616/4488	5	41	6
Understand how to support those that are at the end of life	M/650/2316	3	35	5
Recognise indications of substance misuse and refer individuals to specialists	T/616/4147	3	24	4

Support the spiritual wellbeing of individuals	F/616/4233	3	26	4
Understand advance care planning	L/616/4140	3	25	3
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	H/616/4497	3	21	3
Understand physical disability	L/616/4137	3	22	3
Assess the needs of carers and families	R/616/4219	3	28	4
Support people who are providing homes to individuals	J/616/4220	4	40	6
Lead and manage group living for adults	A/616/4487	5	39	5
Recruitment and selection within health and social care settings	T/616/4519	4	26	3
Providing Independent Advocacy to Adults	J/616/4511	4	35	5
Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	L/616/4512	4	35	5
Develop, maintain and use records and reports	Y/616/4514	4	23	3
Appraise staff performance	H/616/4516	5	32	5
Manage strategic change	K/616/4517	5	25	7
Develop and implement operational plans within own area of responsibility	T/616/4505	5	25	5
Develop procedures and practice to respond to concerns and complaints	M/616/4504	5	40	6
Facilitate coaching and mentoring of practitioners in health and social care settings	R/616/4950	5	43	6

Preparing for the mentoring role	Y/616/4951	4	15	3
Lead the management of transitions	K/616/4498	5	29	4
Manage disciplinary processes in health and social care settings	D/616/4952	5	40	6
Manage an inter-professional team in a health and social care setting	H/616/4953	6	48	7
Manage quality in health and social care settings	K/616/4520	5	36	5
Lead and manage end of life care services	Y/616/4495	5	45	7
Lead and manage infection prevention and control within the work setting	R/616/4513	5	38	6
Lead positive behavioural support	M/616/4499	7	75	10
Coordination of assistive living technology use	D/616/8628	4	31	4
Manage physical resources	M/616/4521	4	26	4
Support individuals with multiple conditions and/or disabilities	T/601/5253	5	34	5
Explore models of disability	A/616/4490	5	32	5
Manage domiciliary services	J/616/4489	5	39	6
Promote awareness of sensory loss	A/616/4506	5	19	3
Support individuals with sensory loss with communication	F/616/4491	5	37	5

Promote access to healthcare for individuals with learning disabilities	Y/616/4500	5	44	6
Work with families, carers and individuals during times of crisis	A/616/4196	4	35	5
Promote good practice in the support of individuals with autistic spectrum conditions	D/616/4501	5	53	7

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 692 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 258 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The total Qualification Time for this qualification is 950 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Units must be assessed in line with the Skills for Care and Development Assessment Principles available [here](#).

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- Office of Qualifications and Examinations Regulation
- Register of Regulated Qualifications

For further details regarding approval and funding eligibility please refer to the following websites:

- Education & Skills Funding Agency for public funding information for 14+ learners in England
- Learning Aim Reference Service (LARS)

Mandatory Units

Title:	Leadership and Management in Adult Care	
Unit reference number:	L/650/2668	
Level:	5	
Credit value:	3	
Guided learning hours:	23	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand leadership and management theories and styles in adult care.	1.1	Analyse the differences between leadership and management.
	1.2	Outline key theories of leadership and management.
	1.3	Explain how theoretical models can be used in own leadership.
	1.4	Analyse a range of different leadership styles.
	1.5	Explain how coaching and mentoring can be used to compliment leadership style.
2. Understand leadership and management in adult care.	2.1	Evaluate the impact of internal and external drivers on leadership and management in adult care services.
	2.2	Explain the role of leadership and management skills in adult care services.
	2.3	Describe how to adapt own leadership and management style for: • different situations. • different teams.
	2.4	Analyse the interaction between the values and culture of an adult social care organisation and own leadership behaviours.

Assessment requirements:

None.

Assessment guidance:

Internal and external drivers may include:

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

Different situations may include:

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

Different teams may include:

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

Title:	Governance and Regulatory Processes in Adult Care
Unit reference number:	M/650/2669
Level:	5
Credit value:	5
Guided learning hours:	30
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes		Assessment criteria	
1.	Understand legislation and statutory guidance that underpins adult care provision.	1.1	Outline current legislation and statutory guidance that applies to all aspects of service provision.
		1.2	Explain own role, accountability, and responsibility in applying legislation and statutory guidance within service provision.
		1.3	Describe the key roles, remits, and responsibilities in registered services.
2.	Understand internal governance arrangements within own adult care organisation.	2.1	Explain internal governance procedures used within own organisation.
		2.2	Analyse own role in applying, leading, and evaluating own service's governance procedures and agreed ways of working.
3.	Understand systems and requirements for the regulation of adult care services.	3.1	Identify specific legislation and regulations underpinning the inspection system in England.
		3.2	Outline a range of legislation and statutory guidance that support and relate to the inspection process in England.
		3.3	Describe types of service provision which are subject to registration and inspection.
4.	Understand the inspection process in adult social care.	4.1	Explain the role of the regulator.
		4.2	Explain how services are inspected.
		4.3	Analyse the purpose of the inspection system.
		4.4	Evaluate different types of inspection and key themes of the inspection process.
		4.5	Describe how the ratings system is used.
		4.6	Analyse how and when enforcement action can be used.

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		4.7	Explain ways in which information is collected about the service and used to inform inspection activities.
5	Understand the inspection process in own adult care service.	5.1	Describe how the requirements of the regulations are met within own service.
		5.2	Explain who needs to be aware of, and involved in, the inspection process.
		5.3	Describe types of evidence which can be used to demonstrate the service is meeting requirements.
		5.4	Evaluate ways to address the outcome and impact of an inspection in own service.
		5.5	Analyse how outcomes of inspection can be used to drive service improvements.

Assessment requirements:

1.3- Learners must cover:

- the registered manager.
- the nominated individual.
- the 'fit and proper person'.

Assessment guidance:

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

Types of inspection: Different inspections carried out by the regulator within adult social care settings.

Title:	Effective Decision Making in Adult Care
Unit reference number:	Y/650/2670
Level:	5
Credit value:	3
Guided learning hours:	26

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand effective decision making in adult care.	1.1	Describe the different types of decisions required in own role.
		1.2	Analyse the role of data, information, and intelligence in making evidence-based decisions to improve quality.
		1.3	Evaluate how own and others values and priorities influence decision making processes.
		1.4	Explain how to enable others to contribute to the decision making.
		1.5	Explain the importance of reviewing and evaluating decisions to improve quality.
2.	Be able to demonstrate effective decision-making in adult care.	2.1	Identify when decisions need to be made.
		2.2	Gather data, information, and intelligence to inform decision making.
		2.3	Identify a range of potential solutions.
		2.4	Evaluate potential solutions and draw conclusions.
		2.5	Involve individuals and others in the decision-making process and the implementation of the outcome.
		2.6	Evaluate the decision and the decision-making process used.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

Types of decisions may include:

- Strategic.

- Tactical
- Operational.
- Short term and long term.

Others in this context, others might include:

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

Title:	Business and Resource Management for Adult Care
Unit reference number:	A/650/2671
Level:	5
Credit value:	4
Guided learning hours:	28

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles for effective resource management for adult care.	1.1	Evaluate the impact of national and local strategies and priorities on resource planning and management in relation to: • financial resources. • physical resources. • human resources.
		1.2	Explain the importance of accurate forecasting for resource requirements.
		1.3	Analyse the value of using assets and resources outside traditional services and in the community.
		1.4	Explain the place of technology as a resource in service delivery and service management.
		1.5	Describe the meaning of sustainability in terms of resource management in adult care.
		1.6	Explain the roles, responsibilities and accountabilities for resource management within the organisation.
		1.7	Explain the importance of business continuity planning and the processes available.
2.	Understand the principles of effective human resource management for adult care.	2.1	Identify legislation, policy, and practices underpinning safe and fair recruitment.
		2.2	Describe approaches known to improve recruitment and retention of adult care staff.
		2.3	Explain recruitment, selection and induction processes in the organisation and own role in them.
		2.4	Analyse the importance of ensuring employment practices are free from discrimination and harassment.

		2.5	Describe how to identify the numbers and patterns of staffing required to provide a person-centred, outcomes-based service.
		2.6	Explain factors that could influence staffing requirements and patterns.
		2.7	Explain how to manage staffing patterns and adjust them to meet changing circumstances.
		2.8	Analyse succession and contingency planning in relation to workforce.
		2.9	Outline own organisation's performance management procedures, and own role in these.
		2.10	Describe the organisation's conduct, discipline and grievance procedures, and own role in these.
3.	Understand market provision in adult care.	3.1	Explain how services are commissioned, procured, and funded.
		3.2	Analyse current drivers shaping adult care, funding mechanisms and related services gaps in current market provision.
		3.3	Describe how own service relates to the wider market and needs of the local population now and in the future.
		3.4	Describe how own service will need to evolve to meet demand for social care services now and in the future.

Assessment requirements: None.

Assessment guidance:

Legislation, regulations, guidance may include, but is not limited to:

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

Approaches may include, but are not limited to:

- recruiting people with the right values and behaviours.
- understanding the local area to inform business planning.

- innovative strategies to attract candidates in the local community e.g., referral programmes.
- offering a supportive induction, quality training, career progression routes, good working conditions, rewards, recognition, flexibility, and competitive pay rates.

Factors may include, but are not limited to:

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

Performance management procedure: the policies and procedures used within the service to plan, monitor, develop and improve employees' performances.

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

Title:	Team Leadership for Adult Care	
Unit reference number:	D/650/2672	
Level:	5	
Credit value:	3	
Guided learning hours:	25	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Be able to provide leadership for a team within adult care.	1.1	Adapt leadership styles to reflect different stages and cycles in the team's development.
	1.2	Establish trust and accountability within the team.
	1.3	Build and maintain the team's commitment to the service and its values.
	1.4	Develop, implement, and review strategies to support a positive values-based culture in the team.
	1.5	Demonstrate values and behaviours which recognise and champion diversity, equality, and inclusion within the team.
2. Be able to manage teamwork within adult care.	2.1	Encourage the participation of team members in agreeing team objectives.
	2.2	Encourage creativity and innovation in planning how to meet team objectives and agree a team plan.
	2.3	Agree roles and responsibilities, taking account of the team's strengths and development needs.
	2.4	Support the team to work towards team objectives.
	2.5	Review team objectives and facilitate opportunity for the team to reflect on their progress.
	2.6	Provide feedback and recognise progress on team performance.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

Stages and cycles: the different stages of team development, for instance; forming, storming, norming and performing. The different cycles teams encounter in their work in Adult Care.

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

Title:	Team Leading and Development for Adult Care	
Unit reference number:	F/650/2673	
Level:	5	
Credit value:	3	
Guided learning hours:	27	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand principles of learning and professional development in adult care.	1.1	Describe a range of required and recommended learning and development in adult care.
	1.2	Analyse the differences between learning requirements and continuous professional development.
	1.3	Explain the purpose and benefits of workforce planning and development.
	1.4	Explain the importance of literacy, numeracy, and digital skills in adult care and how to develop these skills of the workforce.
	1.5	Evaluate the benefits of continually improving own and team's knowledge and practice and ways to achieve this.
	1.6	Analyse the factors to consider when identifying, planning, selecting, and commissioning activities for learning and professional development.
	1.7	Explain the importance of reflective practice in improving own and team's performance and different models that support this.
2. Be able to lead learning and professional development practices for adult care.	2.1	Evaluate available mechanisms and resources that can support learning and professional development in adult care.
	2.2	Promote a learning culture within own team.
	2.3	Support team members to plan for, achieve, and review, their professional development goals.
	2.4	Facilitate the development of others to enable effective delegation.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

Learning requirements may include but not limited to: induction, statutory, mandatory, and service specific specialist learning.

Workforce planning and development: workforce planning is an essential part of ensuring that a business has the right people with the right attitudes, skills, values, and experience to provide the care and support the business offers.

Factors: should include potential barriers and constraints.

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

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

Title:	Supervising Others in Adult Care
Unit reference number:	H/650/2674
Level:	5
Credit value:	4
Guided learning hours:	28

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the purpose and practice of professional supervision in adult care settings.	1.1	Describe how requirements of legislation, codes of practice and agreed ways of working influence and structure professional supervision requirements in adult care.
	1.2	Evaluate the function of professional supervision in adult care.
	1.3	Analyse different supervision activities and processes which can be used in adult care.
	1.4	Describe how effective supervision should be used to support and protect: • the supervisee. • individuals, carers, and families.
	1.5	Explain how effective supervision can protect the supervisor and organisation.
	1.6	Explain why the wellbeing of the supervisee should be included within effective supervision and supportive practices, and ways to enable and promote this.
	1.7	Evaluate how external and internal factors influence practice and can be used within professional supervision objectives.
	1.8	Explain how supervision can be used alongside appraisal and professional development processes to enhance the performance and aspirations of the supervisee.
	1.9	Describe the factors which can result in a power imbalance in professional supervision and how to address them.

		1.10	Explain ways to address challenges arising during professional supervision.
2	Be able to provide regular professional supervision in adult care settings.	2.1	Establish understanding and agreement with supervision on: • the purpose, frequency, and location of supervision activities. • actions which can support preparation for supervision. • sources of data and evidence that can be used to inform supervision. • confidentiality, boundaries, roles, and accountability.
		2.2	Use information from a range of sources to build an understanding of the supervisee's performance.
		2.3	Support the supervisee to review their own well- being and the range of strategies and support available to them.
		2.4	Support the supervisee to reflect on and explore methods of addressing different situations in their work.
		2.5	Provide constructive feedback to the supervisee that can be used to improve and develop performance
		2.6	Support the supervisee to identify, plan, and achieve their own learning and professional development needs.
		2.7	Agree, review, and revise targets to meet objectives of the work setting and individual objectives of the supervisee.
		2.8	Record and store outcomes of supervision activities in line with agreed ways of working.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

Legislation: should include regulations where appropriate.

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

Supervision activities and processes: will include formal and informal ways supervision can be planned and provided in the environment e.g., group, individual, team, observations of competencies, validating knowledge, shadowing activities, induction and learning processes.

Wellbeing: wellbeing is broad concept referring to a person's quality of life taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental wellbeing.

External and internal factors:

External factors may include:

- updated national policy or local procedures,
- emerging best practice, societal movements, and campaigns. Internal factors may include:
- lessons learnt/learning reviews,
- concerns or complaints,
- skills development/training,
- emerging needs of individuals accessing services.

Professional development processes: may include personal development plans, learning logs, development requests.

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

Support offers: the range should include offers available inside and outside the workplace. For example:

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

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

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

Title:	Safeguarding in Adult Care
Unit reference number:	J/650/2675
Level:	5
Credit value:	3
Guided learning hours:	26

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand requirements for safeguarding in adult care.	1.1	Describe current legislative framework and national guidance that underpins the safeguarding of adults.
		1.2	Describe local systems, procedures, and agencies relating to adult safeguarding and own role within these.
		1.3	Explain how national and local guidelines, policies, and procedures for safeguarding affect: • day to day work with individuals. • own responsibilities towards team members, individuals, their families, and carers.
		1.4	Explain how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on national policy.
		1.5	Describe legal provisions in relation to whistleblowing and information sharing.
		1.6	Describe own role in leading a response to suspected or disclosed abuse or neglect.
		1.7	Explain how and when to engage others in relation to responding to safeguarding concerns.
		1.8	Analyse issues relating to consent to share information and own responsibilities to share information about suspicions or disclosures of abuse or neglect.
		1.9	Describe local systems, procedures, and agencies relating to children's safeguarding and own role within these.

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

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

Leading a response this may include:

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

Others: in this context, this refers to those people who may need to be involved in a response, for instance:

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

Review: this might take into account:

- outcomes from Safeguarding reviews and investigations.
- current guidance arising from serious case reviews and its relevance to own organisation.

And might include reviewing:

- person-centred practices, policies, and procedures.
- when a response is required for external influences which impact internal practices, e.g., a pandemic or current reports published by the CQC.
- communication and support systems for staff and others within own organisation.
- how own team/service liaises with others and/or external organisations.

Title:	Understand Mental Capacity for Adult Care
Unit reference number:	K/650/2676
Level:	5
Credit value:	3
Guided learning hours:	24

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand mental capacity and consent in adult care.	1.1	Outline key provisions of legislation, codes of practice, and policy regarding mental capacity and how these relate to the service.
		1.2	Explain own role in applying and upholding key principles of mental capacity legislation and code of practice.
		1.3	Analyse the support available when mental capacity needs to be assessed, and how to access this support.
		1.4	Explain own role in the assessment of risk in situations where an individual's capacity is a concern.
		1.5	Describe practices which support individuals' ability to provide valid consent.
		1.6	Explain own and team members' development needs relating to mental capacity and their practice.
2.	Understand the use and impact of restrictive practices in adult care.	2.1	Explain what is meant by 'restrictive practices', 'restraint', and 'deprivation of liberty' and how they apply to practices within own work setting.
		2.2	Analyse the legal and ethical considerations of restricting an individual's rights and freedoms.
		2.3	Describe own responsibilities in relation to restrictive practices and deprivations of liberty.
		2.4	Evaluate appropriate and proportionate responses to restrictions on an individual's rights and freedoms.
		2.5	Analyse the potential impacts of restrictive practices on individuals and others.

| | | 2.6 | Explain how person-centred, outcomes-based practices can mitigate the use of restrictive practices. |
| | | 2.7 | Explain own and team members' development needs relating to the use of restrictive practices. |

Assessment requirements: None.

Assessment guidance:

Legislation, codes of practice and policy including, but not limited to:

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

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

Development needs including, but not limited to: Best Interest decisions, decision-maker responsibilities, maximising capacity and their role in assessment.

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

Restraint: including, but not limited to, covert medication (sometimes referred to as 'hidden restraint.')

Legal and ethical including but not limited to:

- Statutory principles of the Mental Capacity Act 2005.
- duty of Care.
- deprivation of Liberty Safeguards.
- individuals' wishes.
- advanced decisions.
- decision-making authorities e.g., Lasting Power of Attorney, Court of Protection request.
- best Interest decisions.

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

Impacts: may include, but not limited to, impacts on safety, dignity, relationships, and wellbeing of individuals. Learners may also wish to consider the impact on team members responsible for implementing restrictions.

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

Title:	Work in Partnerships in Adult Care
Unit reference number:	L/650/2677
Level:	5
Credit value:	4
Guided learning hours:	30

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the context of relationships and partnerships working in adult care.	1.1	Describe how legislation and regulation influence working relationships with others.
		1.2	Explain how relationships, when individuals and carers underpin person centred practice, affect the achievement of positive outcomes for individuals and their families.
		1.3	Analyse how networking and working collaboratively with other agencies and community groups brings benefits both for those using the service, and for the sustainability and reach of the organisation.
		1.4	Evaluate how integrated working with other agencies delivers better outcomes for individuals; and the place of systems leadership in this.
		1.5	Explain the methods, protocols, and limitations of using different communication methods used to forge relationships and partnerships with other professionals and agencies.
		1.6	Analyse the features of effective, collaborative partnership working across agencies; and ways to overcome barriers.
		1.7	Explain 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 in adult care.	2.1	Model open, respectful, and supportive relationships with individuals, carers, and their families.
		2.2	Embed co-production within day-to-day practices of the team.

3.	Know how to manage relationships with colleagues in own setting to achieve positive outcomes for individuals in adult care.	3.1	Develop systems and procedures to facilitate effective working relationships with colleagues in the organisation.
		3.2	Develop and agree common objectives when working with colleagues.
		3.3	Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise.
		3.4	Deal constructively with conflicts or dilemmas that arise.
		3.5	Evaluate own working relationships with colleagues.
4.	Be able to work in partnerships with professionals and other agencies in adult care.	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, any poor practice, or failure to work in agreed ways in a way that promotes change.
		4.4	Implement and use communication and recording systems that comply with current legislation for information sharing between agencies.
		4.5	Evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

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

- Care Act 2014.
- Mental Capacity Act 2005.
- Health and Social Care Act 2012.
- general Data Protection Regulations.
- data Security and Protection.
- subject Access Requests.

- data Control.
- sharing information.
- safeguarding.

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

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

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

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

Positive outcomes: an 'outcome' refers to individuals' aims or objectives – the things individuals want to achieve or need to happen. For example, continuing to live at home or being able to go out and about.

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

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

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

Features could include:

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

Co-production: an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together.

Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care

Title:	Manage Comments and Complaints in Adult Care
Unit reference number:	M/650/2678
Level:	5
Credit value:	4
Guided learning hours:	24

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the management of comments and complaints in adult care.	1.1	Explain the relationship between the management of comments and complaints, risk management, and safeguarding.
		1.2	Describe regulatory requirements, codes of practice, and guidance for managing comments and complaints.
		1.3	Explain why those using services and others may be reluctant to raise comments or make complaints.
		1.4	Analyse attitudes and approaches that ensure comments and complaints can prompt continuous improvement of the service.
2.	Be able to lead practice in listening and responding to comments and complaints in adult care.	2.1	Support team members to understand systems and procedures that ensure individuals' comments and complaints are listened and responded to.
		2.2	Ensure accessible information and support is in place to enable, empower, and encourage individuals and others to raise and follow-up on comments and complaints.
		2.3	Implement open and transparent systems and procedures that compassionately address and respond to comments and complaints within agreed time frames.
		2.4	Learn from comments and complaints to drive improvements to the service.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Leading the Vision in Adult Care
Unit reference number:	R/650/2679
Level:	5
Credit value:	3
Guided learning hours:	20

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to develop a vision for the adult care service.	1.1	Explain own role in developing a vision for the service.
		1.2	Analyse how the vision, and future of the service, may be affected by a range of factors.
		1.3	Explain how to ensure the vision and future direction of the service remains compatible with internal aspirations of the service and the external adult care system.
2.	Be able to lead commitment and implementation of the vision and future direction of the adult care service.	2.1	Build support for the vision and future direction of the service and ensure it is shared and owned by those who will be implementing and communicating it.
		2.2	Support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them.
		2.3	Create a plan to implement the vision and future direction of the service.
		2.4	Review and monitor stages of the plan adapting approaches where needed.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

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

Title:	Continuous Improvement and Change in Adult Care
Unit reference number:	A/650/2680
Level:	5
Credit value:	4
Guided learning hours:	29

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand continuous quality improvement in adult social care.	1.1	Explain how to use continuous quality improvement tools and techniques to meet regulatory and best practice guidance requirements.
		1.2	Explain the potential signs or indicators of poor practices.
		1.3	Evaluate how quality assurance practices inform quality improvement activities.
		1.4	Analyse how governance, audit processes, and compliance activity can support person-centred, outcome-based practices.
2.	Be able to lead continuous improvement in practice.	2.1	Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person-centred practice.
		2.2	Create opportunities for individuals and others to provide feedback on their experiences of the service.
		2.3	Listen, respond to, and use the views of individuals and others.
		2.4	Use evidence-based research to identify best practice in outcomes based and person-centred practice.
		2.5	Identify areas where digital technology could improve or enhance outcomes based person- centred practice.
		2.6	Identify and act on lessons learned from incidents and events.
		2.7	Review the extent to which systems, processes, and practice facilitate positive outcomes for individuals.
		2.8	Plan for and lead the implementation of improvements to systems, processes, and practice.

3.	Be able to lead a culture that supports innovation and change to improve outcomes for individuals.	3.1	Evaluate the achievement of person-centred outcomes to identify where improvements could be made.
		3.2	Work with others to identify opportunities for service improvement through transformation and innovation.
		3.3	Recognise and utilise the expertise of others when driving innovation, improvement, and change.
4.	Understand how to implement effective change.	4.1	Evaluate the processes and models of best practice in 'change management'.
		4.2	Analyse the tools available and skills needed to inspire change, development, and innovation across the service.
		4.3	Explain the range of external drivers for change and how these impact on service.
		4.4	Analyse success factors and barriers to implementing effective change.

Assessment requirements:
This unit must be assessed in a real-work environment.

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

Others may include:

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

Processes: governance, audit processes and compliance activity. Success factors: how outcomes are measured as a result of change.

Title:	Effective Communication in Adult Care
Unit reference number:	D/650/2681
Level:	5
Credit value:	4
Guided learning hours:	28

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know how to use communication skills to achieve positive interactions.	1.1	Explain different communication skills, methods, and models, and the circumstances they may be most appropriately used in.
		1.2	Explain how to achieve maximum impact by using a range of appropriate communication skills and methods.
		1.3	Evaluate how communication skills underpin: • Achievement of positive outcomes for individuals and others. • The leadership and management of teams. • Sustainable relationships and partnerships.
2.	Know how to manage and resolve conflict in adult care.	2.1	Analyse models of conflict management and conflict resolution.
		2.2	Evaluate factors that can cause friction and conflict within the workplace.
		2.3	Explain skills that underpin conflict management and conflict resolution techniques.
3.	Be able to communicate effectively with others in adult care.	3.1	Demonstrate a range of effective communication styles, methods, and skills.
		3.2	Apply communication skills appropriately in relation to message and audience for maximum impact.
		3.3	Adapt communication style in response to the emotional context and communication style of others.
		3.4	Identify and overcome barriers to communication with a range of people.

4.	Be able to develop communication practices that promote positive outcomes.	4.1	Monitor and evaluate the effectiveness of the communication systems and practices used in the workplace.
		4.2	Monitor and evaluate the effectiveness of the communication practices to support positive outcome for individuals.
		4.3	Propose improvements to communication systems and practices; and lead their implementation.

Assessment requirements:

This unit must be assessed in a real-work environment.

3.1- Learners must cover a least three styles, methods, and skills.

Assessment guidance:

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

Others: may include:

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

Relationships and Partnerships: may include those involved in care service provisions e.g., networks, communities, and other professionals and organisations.

Communication styles, methods, and skills: communication styles, methods, and skills: Learners should consider:

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

Title:	Handling information in Adult Care
Unit reference number:	F/650/2682
Level:	5
Credit value:	3
Guided learning hours:	23

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand effective information management in adult care.	1.1	Describe own role and responsibilities in effective information management, and in supporting others to effectively handle information in adult care.
		1.2	Explain how to respond to a data breach, including reporting procedures.
		1.3	Analyse how to initiate the service's business continuity plan and its relevance to data and cyber security.
2.	Implement systems for effective information management.	2.1	Lead the implementation of policies and systems for effective information management to meet legal and ethical requirements.
		2.2	Lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information.
		2.3	Identify teams training needs in relation to handing information and implement a plan to address these needs.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

Effective information management: Effective information management will include consideration of:

- privacy notices.
- transparency information.
- data and cyber security.
- how devices are secured.

- confidentiality, availability, and integrity of records/information.
- reducing the risk of data breaches.

Legal and ethical:

- general Data Protection Regulation.
- data Security and Protection.
- subject Access Requests.
- CQC Regulations.
- Data Control.
- sharing information.
- safeguarding.

Title:	Leading Person-Centred Practice in Adult Care	
Unit reference number:	H/650/2683	
Level:	5	
Credit value:	5	
Guided learning hours:	31	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand person-centred, outcomes-based practice in adult care.	1.1	Explain the features, principles, drivers, and values of: • Strength-based approaches. • Person-centred practice. • Active participation. • Outcomes-based practice.
	1.2	Analyse the relationship between strength-based approaches and person-centred practice on outcomes-based practices, and the individuals' health and wellbeing, independence, choice, and control.
2. Understand the value of person-centred practice in partnership working to enabling individuals to achieve their desired outcomes.	2.1	Explain the role of partnerships, collaboration and co-production with individuals and others in enabling individuals to achieve their desired outcomes.
	2.2	Analyse own service's role in enabling individuals to build and maintain relationships and connections to their community.
	2.3	Explain how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals.
3. Be able to lead practice to facilitate positive outcomes for individual through person-centred practices in adult care.	3.1	Develop and implement a plan to ensure team members have the training and development they need to support individuals in person-centred ways to achieve individuals' desired outcomes.
	3.2	Support and develop team members to work in partnership with individuals and others and to recognise and respond to individuals' changing strengths, needs, and preferences.
	3.3	Support and develop others to apply person-centred approaches in complex situations to ensure positive outcomes for individuals and those important to them.

		3.4	Facilitate the development and review of individuals' care and support ensuring individuals and others are actively involved and that plans, and activities reflect individuals' preferences, wishes, strengths and needs.
		3.5	Manage resources in ways that: • support individuals to make choices about their health and wellbeing and achieve positive outcomes. • provide reasonable adjustments to enable individuals to access care and support.
		3.6	Implement systems and processes for recording: • identification, progress towards, and achievement of individuals desired outcomes. • the implementation of person-centred practice.
4.	Understand the role of relationships in promoting health and wellbeing.	4.1	Explain the importance of proactive approaches in supporting individuals to build and maintain relationships.
		4.2	Explain how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce or minimise risks.
		4.3	Analyse a range of support an individual may need to maintain and build relationships, and when external services may be required.
5.	Be able to lead practice in recognising individuals' relationships.	5.1	Develop approaches which recognise individuals' sexuality and relationship needs.
		5.2	Promote an open, proactive culture where individuals and others feel confident to discuss sexuality, relationships, and protection.
		5.3	Ensure individuals and others have access to support, information, and advice about relationships and sexuality.
6.	Understand positive risk - taking in context of supporting individuals in adult care.	6.1	Explain how positive risk-taking can contribute to the achievement of positive outcomes for individuals in adult care.
		6.2	Evaluate the impact of a risk-averse culture on person centred practice and the wellbeing of individuals.
		6.3	Analyse the considerations which need to be applied in the management of positive risk-taking.
		6.4	Explain how supporting others to balance risks and rights promotes person centred practices.
7.	Be able to lead implementations of practices, policies, and	7.1	Lead a culture which recognises the benefits of positive risk taking in person centred practice and the wellbeing of individuals.

		7.2	Facilitate a person-centred approach in the management of risks.
procedures to manage risk and positive risk- taking		7.3	Evaluate own and others practice in leading a balanced approach to risk taking.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

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

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

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

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

Partnerships: working with the individual, networks, communities and other professionals and organisations.

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

Co-production: an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together.

Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care.

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

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

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

Relationships: learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended

family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality, and sexual relationships.

Community: may include but not limited to how the individual is supported to engage with and access their local community, i.e., social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision, and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.

Integrated service provision: joined up, coordinated care and support that is planned and organised around the desires, needs and preferences of the individual. It may involve health, social care, housing, education, and other services.

Considerations: including, but not limited to mental capacity, safeguarding, individuals' rights, duty of care.

Title:	Health and Wellbeing in Adult Care
Unit reference number:	J/650/2684
Level:	5
Credit value:	3
Guided learning hours:	26

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to lead a culture that promotes individuals wellbeing and independence in all aspects of day-to-day practice.	1.1	Facilitate a culture where individuals' histories, preferences, wishes, needs, and strengths are prioritised, recognised, respected, and responded to.
		1.2	Facilitate a culture which enables individuals to lead full and meaningful lives connected to those important to them and to their communities.
		1.3	Facilitate a culture which enables individuals and those important to them to them to influence and co-design how care and support services are provided.
2.	Understand the importance of promoting individuals' health and wellbeing.	2.1	Explain a range of factors that may influence an individuals' health and wellbeing.
		2.2	Analyse own role, and role of others, in monitoring, assessing, and promoting individuals' wellbeing.
		2.3	Explain own role in providing sufficient training, support and supervision to enable others to monitor the individual's health and wellbeing.
		2.4	Explain how to ensure lines of accountability and responsibility are understood for delegated healthcare tasks.
3.	Be able to lead practice in promoting individuals' health and wellbeing.	3.1	Support others to: • meet identified health and wellbeing needs. • monitor, and assess changes to, individuals' health and wellbeing using appropriate tools. • understand the importance of early identification of deterioration in individuals' health and wellbeing. • record and respond to assessments and observations of individual health and wellbeing

| | | 3.2 | Implement protocols for involving others in response to changes in individuals' health and wellbeing. |
| | | 3.3 | Work in partnership with individuals, healthcare professionals, and others to agree roles and responsibilities in achieving individuals' healthcare and wellbeing outcomes. |

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

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

Those important to them: may include but not limited to, those the individual chooses to be involved in their life, e.g., families, carers and advocates.

Communities: may include but not limited to, how the individual is supported to engage with and access their local community, i.e., social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision, and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.

Others: in this context, others could refer to

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

Factors: factors affecting health and wellbeing will be different for different people. Learners should show consideration for environmental, physical, social, and psychological factors

Title:	Importance of Equality, Diversity, Inclusion and Human Rights in Adult Care
Unit reference number:	K/650/2685
Level:	5
Credit value:	3
Guided learning hours:	24

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand equality, diversity, inclusion, and human rights.	1.1	Identify the legislation underpinning equality, diversity, inclusion, and human rights.
		1.2	Analyse the societal, and historical influences underpinning equality, diversity, inclusion, and human rights.
		1.3	Evaluate the impact of legal, societal, and historical influencers on own role in promoting a culture that values equality, diversity, inclusion, and human rights.
		1.4	Analyse the impact of discriminatory or closed cultures on individuals and others.
		1.5	Describe how own and others' values, beliefs, and experience can impact practices and behaviours relating to equality, diversity, inclusion, and human rights.
2.	Be able to lead a culture that promotes, values, and celebrates equality, diversity, inclusion, and human rights.	2.1	Evaluate own and others' ability to positively respond to people's differences to achieve better outcomes.
		2.2	Evaluate how the service promotes, values, and celebrates equality, diversity, inclusion, and human rights.
		2.3	Implement changes to practices, policy, or procedures to improve how the service promotes, values, and celebrates equality, diversity, inclusion, and human rights.
		2.4	Monitor and review changes and improvements being made to lead to better outcomes for individuals and others.

		2.5	Challenge and support others to challenge, discrimination, harassment, and exclusion in ways that are likely to achieve change and promote positive outcomes.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

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

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

Others: in this context, others may include:

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

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

Title:	Health and safety in Adult Care	
Unit reference number:	L/650/2686	
Level:	5	
Credit value:	3	
Guided learning hours:	24	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand health and safety requirements in adult social care.	1.1	Describe the legislative framework for health and safety in adult care settings.
	1.2	Explain key sources of information and guidance for health and safety in the workplace.
2. Be able to lead the implementation of health and safety requirements in adult social care.	2.1	Interpret legislation and guidance and apply to organisational health and safety policies and working practices.
	2.2	Support others to comply with relevant organisational health and safety practices, policies, procedures to help keep them safe.
	2.3	Monitor compliance with safe working practices and provide appropriate intervention where procedures are not adhered to.
	2.4	Evaluate working practices and make improvements to health and safety practices, policies, and procedures.
	2.5	Complete records and reports on health and safety and issues according to legislative and organisational requirements.
3. Understand effective risk management in adult care.	3.1	Explain a range of risk management requirements in adult care.
	3.2	Describe own responsibilities to identify, assess, and manage risk.
	3.3	Analyse a range of mechanisms and tools available to inform and carry out risk management activities.
4. Be able to lead the implementation of policies,	4.1	Contribute to the development of policies, procedures, and practices to identify, assess, and manage risk.

		4.2	Work with others to identify, assess, and manage risks and issues.
	procedures, and practices to effectively manage risk in adult care.	4.3	Support team members to understand risk management and adhere to guidance which promotes safe practices.

Assessment requirements:

This unit must be assessed in a real-work environment. Assessment guidance:

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

Key sources of information and guidance: should include the role of government agencies and advisory bodies e.g Health and Safety Executive, Public Health England, may also include other internal and external support mechanisms.

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

Others: in this context, others might include:

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

Title:	Continuous Development in Adult Care
Unit reference number:	M/650/2687
Level:	5
Credit value:	3
Guided learning hours:	24

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know how to demonstrate commitment to own development.	1.1	Evaluate own knowledge and performance using standards and benchmarks.
		1.2	Identify and prioritise own professional development needs and aspirations and implement plans to meet these.
		1.3	Create and engage with opportunities for others to provide feedback on own performance across all aspects of role.
		1.4	Identify a range of opportunities to support own professional development that reflect own learning style and needs.
		1.5	Evaluate how own practice has been improved though: - the implementation of the professional development plan. - reflection on feedback others. - learning from achievements and adverse events.
2.	Know how to demonstrate commitment to self- awareness.	2.1	Use feedback and reflective practice to increase own self-awareness.
		2.2	Analyse how own values, belief systems, and experiences impact own practices.
		2.3	Analyse how own emotions affect behaviour and the impact this has on others.
3.	Be able to manage own workload effectively.	3.1	Use strategies and tools to plan and identify priorities for work and revise plans when priorities change.
		3.2	Use digital technology to enhance own and others' efficiency.
		3.3	Facilitate the development of others to enable effective delegation.

| | | 3.4 | Consider the impact on own wellbeing when planning and responding to organisation priorities. |
| | | 3.5 | Plan strategies and support mechanisms to access when workload is difficult to manage. |

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

Standards: may include Codes of Practice, regulations, minimum standards, national occupational standards.

Others: in this context, others might include:

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

Range of opportunities: may include:

formal or informal support.

- supervision, Appraisal, Mentoring, Peer support.
- opportunities within and outside the organisation.
- different types of learning and ways to achieve.
- self-led and directed learning opportunities.

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

Title:	Importance of Personal Wellbeing in Adult Care
Unit reference number:	R/650/2688
Level:	5
Credit value:	3
Guided learning hours:	27

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand own wellbeing.	1.1	Explain what is meant by: • Personal wellbeing. • Self-Care. • Resilience.
		1.2	Explain factors that positively and negatively influence own wellbeing.
		1.3	Identify indicators of own wellbeing and wellbeing deterioration.
2.	Understand the importance of maintaining and improving own wellbeing.	2.1	Explain how own wellbeing impacts own role and behaviour.
		2.2	Explain how own wellbeing impacts others.
3.	Know how to maintain and improve own wellbeing.	3.1	Evaluate strategies to maintain and improve own wellbeing.
		3.2	Evaluate a range of wellbeing support offers available and how to access them.
		3.3	Describe how to access professional help if needed.
4.	Know how to manage own stress and anxiety.	4.1	Explain what is meant by stress' and 'anxiety'.
		4.2	Explain indicators of stress and anxiety in oneself
		4.3	Explain factors that can trigger stress and anxiety in oneself.
		4.4	Explain how stress and anxiety may affect own reactions and behaviours towards others.
		4.5	Describe strategies for managing own stress and anxiety.
		4.6	Describe how to access a range of support offers.

Assessment requirements: None.

Assessment guidance:

Own wellbeing: in this context, wellbeing refers to that of learner. Wellbeing is broad concept referring to a person's quality of life taking into account health, happiness, and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental wellbeing.

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

Indicators: these should be specific to the learner.

Others: may include team members, other colleagues, individuals accessing care and support services, families, carers, and other professionals. Learners may also wish to consider their personal relationships.

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

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

Support offers: the range should include offers available inside and outside the learners' workplace.

Learners should consider offers they use as well as those they currently choose not to. For example:

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

Optional Units

Title:	Digital Skills for Care Settings
Unit reference number:	T/650/2689
Level:	4
Credit value:	4
Guided learning hours:	32
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles and concepts of digital skills.	1.1	Identify and define a range of digital skills.
		1.2	Identify digital equipment that can be used in a care setting.
		1.3	Explain the importance and relevance of digital skills for own role.
		1.4	Describe ways of communicating with others in own work setting using digital skills.
2.	Understand how information is stored digitally according to organisational procedures.	2.1	Explain the importance of organisational digital data management and file maintenance.
		2.2	Explain the reasons that organisations have digital information storage systems in place.
		2.3	Identify a range of digital storage methods according to business procedures.
		2.4	Explain the potential impact of breaching digital organisational storage procedures.
		2.5	Evaluate own responsibilities for storing information digitally.
3.	Understand the protection methods used for organisational data.	3.1	Summarise legislation related to data protection, and the protection of personal and financial data.
		3.2	Describe the steps a business may take to protect data.

		3.3	Explain why it is important for employers and employees to comply with the General Data Protection Regulation.
		3.4	Describe how to report a breach of online security.
4.	Understand how to use digital equipment safely.	4.1	Describe how to use digital equipment in care settings safely.
		4.2	Outline the risks associated with the use of digital equipment.
		4.3	Explain the potential risks when using digital equipment in a care setting.
5.	Understand how to communicate effectively using technology.	5.1	Identify methods that businesses may use for online communication.
		5.2	Explain the importance of respect, privacy, correct tone, style, and language when communicating online.
		5.3	Outline a range of online meeting and collaboration tools.
		5.4	Identify a range of equipment needed for online meeting or collaboration.
		5.5	Describe the advantages and disadvantages of online meetings and collaboration.
		5.6	Describe the differences between online meeting technology and online collaboration technology.
6.	Understand the use of technology to enhance learning goals and career progression in care settings.	6.1	Explain how to use digital media to research the following • career aims and learning goals. • identify routes of progression.
		6.2	Explain how to assess own digital skills.
		6.3	Describe required digital skills to achieve career progression aims.
		6.4	Identify free online learning sites relevant to subject area.
7		7.1	Explain the importance of embracing digital skills in care settings.

	Understand the importance of embracing digital skills in care settings.	7.2	Describe ways to encourage colleagues to embrace digital skills in care settings.
		7.3	Describe how digital skills can support; • own role. • Learning. • Others.
8.	Understand the importance of digital skills for management in care settings.	8.1	Analyse how digital skills can support management roles in care settings.
		8.2	Explain the importance of digital skills for management roles in care settings.
		8.3	Analyse how effective use of digital skills can support communication with a team.

Assessment requirements: None.

Assessment guidance:

Others may include:

- team members.
- other colleagues.
- those who use, or commission their own care and support services.
- families.
- carers.
- advocates.

Title:	Understand the impact of Acquired Brain Injury on individuals
Unit reference number:	D/616/4496
Level:	3
Credit value:	3
Guided learning hours:	28

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

4.	Understand the impact that personality changes can have on individuals with an Acquired Brain Injury and others.	4.1	Explain the impact of personality changes on an individual and others.
		4.2	Explain how lack of self-awareness/insight may affect an individual and others.
		4.3	Explain the skills needed to support the individual and family/carers to come to terms with personality changes.
5.	Understand the impact of challenging behaviour.	5.1	Explain behaviours which are considered challenging.
		5.2	Analyse the importance of own attitudes, values, and skills when supporting an individual to manage their behaviour.
		5.3	Explain the importance of a proactive approach to behaviour management.
		5.4	Explain measures that should be taken to manage the risk from challenging behaviour.
		5.5	Explain the process for reporting and referring challenging behaviour.

Assessment requirements: None.

Assessment guidance:

2.2- Learners to consider:

- physical effects.
- functional effects.
- cognitive effects.
- behavioural effects.
- emotional effects

Title:	Understand the process and experience of dementia
Unit reference number:	H/616/4080
Level:	3
Credit value:	3
Guided learning hours:	22

Learning outcomes The learner will:		Assessment criteria 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 their friends.
3.	Understand how dementia care must be underpinned	3.1	Compare a person centred and a nonperson centred approach to dementia care.
		3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.

| | | 3.3 | Describe how myths and stereotypes related to dementia may affect the individual and their carers. |
| | | 3.4 | Describe ways in which individuals and carers can be supported to overcome their fears. |

Assessment requirements: None.

Assessment guidance:

Individuals will normally refer to the person or people that the learner is providing care and support for.

Title:	Lead and manage practice in dementia care	
Unit reference number:	F/616/4488	
Level:	5	
Credit value:	6	
Guided learning hours:	41	
Learning outcomes The learner will:	Assessment criteria 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 understand the impact of early onset dementia on individuals and their families.
	2.3	Support others to understand the impact on the individuals with dementia and their families of: diagnosis. 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.
		3.8	Support staff to contribute to care plans that reflect a person-centred approach.
4.	Be able to lead practice that supports 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.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Understand how to support those that are at the end of life	
Unit reference number:	M/650/2316	
Level:	3	
Credit value:	5	
Guided learning hours:	35	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand current approaches to end-of-life care.	1.1	Describe the impact of national and local drivers on current approaches to end-of-life care.
	1.2	Evaluate how a range of tools for end-of-life care can support the individual and others.
2. Understand common features of support during end of life.	2.1	Describe the common signs of approaching death.
	2.2	Define the circumstances when life-prolonging treatment can be stopped or withheld.
	2.3	Analyse the importance of any advance care plan in the last days of life.
	2.4	Identify the signs that death has occurred.
3. Understand how symptoms might be identified in end- of-life care.	3.1	Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions, and treatment itself.
	3.2	Describe how symptoms can cause an individual and others distress and discomfort.
	3.3	Describe signs of approaching death.
	3.4	Identify different techniques for relieving symptoms.
4. Understand the impact of the last days of life on the individual and others.	4.1	Describe the possible psychological aspects of the dying phase for the individual and others.
	4.2	Describe how to support the individual throughout each stage of grief.
	4.3	Explain the impact of the last days of life on the relationships between individuals and others.
	4.4	Outline possible changing needs of the individual during the last days of life.

5.	Understand advance care planning in relation to end of life care.	5.1	Describe the benefits to an individual of having as much control as possible over their end of life care.
		5.2	Explain the purpose of advance care planning in relation to end of life care.
		5.3	Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role.
6.	Know how to support individuals and others during the last days of life.	6.1	Describe a range of ways to enhance an individual's wellbeing during the last days of life.
		6.2	Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life.
		6.3	Describe how to use an integrated care pathway according to agreed ways of working.
		6.4	Define key information about the process following death that should be made available to appropriate people according to agreed ways of working.
		6.5	Explain why support for spiritual needs may be especially important at the end of life.
7.	Understand the actions to be taken following an individual's death.	7.1	Explain national guidelines, local policies, and procedures relating to care after death.
		7.2	Explain the importance of being knowledgeable about an individual's wishes for their after-death care.
		7.3	Explain the importance of acting in ways that respect the individual's wishes immediately after death.
		7.4	Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person.
		7.5	Describe ways to support others immediately following the death of a close relative or friend.
		7.6	Describe possible emotional effects on staff working in end-of-life care situations.
		7.7	Evaluate possible sources of support for staff in end-of-life situations.
8.		8.1	Define possible impact of an individual's death on own feelings.

	Know how to manage own feelings in relation to an individual's dying or death.	8.2	Identify available support systems to manage own feelings in relation to an individual's death.
Assessment requirements: None.			
Assessment guidance: None.			

Title:	Recognise indications of substance misuse and refer individuals to specialists
Unit reference number:	T/616/4147
Level:	3
Credit value:	4
Guided learning hours:	24

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Recognise indications of substance misuse.	1.1	Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol, and solvents).
		1.2	Identify possible indications of substance misuse (eg 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.

		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.

Assessment requirements:

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

Assessment guidance: None.

Title:	Support the spiritual wellbeing of individuals
Unit reference number:	F/616/4233
Level:	3
Credit value:	4
Guided learning hours:	26
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of spiritual wellbeing for individuals.	1.1	Outline different ways in which spiritual wellbeing can be defined.
		1.2	Define the difference between spirituality and religion.
		1.3	Describe different aspects of spiritual wellbeing.
		1.4	Explain how spiritual wellbeing is an individual experience.
		1.5	Explain how spiritual wellbeing defines an individual's identity.
		1.6	Outline the links between spirituality, faith, and religion.
		1.7	Explain how an individual's current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith, or religion.
2.	Be able to assess the spiritual needs of an individual and others.	2.1	Support the individual and others to identify their spiritual needs and how and by whom these can be addressed.
		2.2	Identify how an individual's emphasis on spirituality may vary at different stages of their life experience.
		2.3	Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan.
3.	Understand the impact of values and beliefs on own and an individual's spiritual wellbeing.	3.1	Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing.
		3.2	Identify how the values and beliefs of others may impact on the individual.

		3.3	Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others.
4.	Be able to support individuals' spiritual wellbeing.	4.1	Access resources and information to support the individual's spiritual wellbeing.
		4.2	Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing.
		4.3	Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing.
		4.4	Support the individual to participate in their chosen activities to support their spiritual wellbeing.
		4.5	Access any additional expertise required to meet the individual's spiritual needs.
		4.6	Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual.

Assessment requirements: None.

Assessment guidance:

Spiritual wellbeing can be defined as:

- something everyone can experience.
- helps to find meaning and purpose in the things individuals' value.
- can bring hope and healing in times of suffering and loss.
- encourages individuals to seek the best relationship with themselves, others and what lies beyond.

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

Others may include:

- Team members.
- Other colleagues.
- Those who use or commission their own health or social care services.
- Families, carers, and advocates.

Title:	Understand advance care planning
Unit reference number:	L/616/4140
Level:	3
Credit value:	3
Guided learning hours:	25

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of advance care planning.	1.1	Describe the difference between a care and 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.
		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.
Assessment requirements: None.			
Assessment guidance: None.			

Title:	Principles of supporting individuals with a learning disability regarding sexuality and sexual health
Unit reference number:	H/616/4497
Level:	3
Credit value:	3
Guided learning hours:	21

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the development of human sexuality.	1.1	Define the terms: sexuality, sexual health, sexual orientation, and sexual expression.
		1.2	Explain main sexual development milestones throughout an individual's lifespan.
2.	Understand how the sexual development of individuals with a learning disability can differ.	2.1	Describe how genetic factors can influence the sexual development, sexual expression, and sexual health of an individual with a learning disability.
		2.2	Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development.
		2.3	Explain how mental capacity can influence sexual development, sexual experiences, sexual expression, and sexual health.
3.	Understand the issues of sexual health and how these can be supported.	3.1	Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being.
		3.2	Identify sexual health issues that affect men and women differently.
		3.3	Explain how sexual health issues can be supported within plans for healthcare.

		3.4	Identify local services that exist to support sexual health for individuals.
4.	Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning.	4.1	Explain key parts of relevant legislation relating to sexuality and sexual health for individuals, and how this influences practice.
5.	Know how to support the sexual expression of an individual with a learning disability.	5.1	Explain how own values, belief systems, and experiences may impact on support for individuals with learning disabilities.
		5.2	Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality.
		5.3	Describe different ways an individual can express themselves sexually and how individual preferences can be supported.
		5.4	Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences.
Assessment requirements: None.			
Assessment guidance: None.			

Title:	Understand physical disability	
Unit reference number:	L/616/4137	
Level:	3	
Credit value:	3	
Guided learning hours:	22	
Learning outcomes The learner will:	Assessment criteria 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.
		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.
Assessment requirements: None. Assessment guidance: None.			

Title:	Assess the needs of carers and families
Unit reference number:	R/616/4219
Level:	3
Credit value:	4
Guided learning hours:	28

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the contribution that families and carers make in caring for individuals.	1.1	Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information.
		1.2	Explain the rights of families and carers providing care to individuals.
		1.3	Describe the benefits to society of family and unpaid carers providing care.
		1.4	Describe the benefits and challenges faced by family and unpaid carers in providing care.
2.	Be able to engage with families and carers who are providing care.	2.1	Support families and carers to speak about their experiences of providing care to individuals.
		2.2	Use active listening skills to identify unspoken feelings and emotions.
		2.3	Support families and carers to understand their rights.
		2.4	Support families and carers in their caring role.
		2.5	Explain to families and carers the additional support that is available.
		2.6	Gain consent from families and carers to speak with others about their circumstances.

3.	Be able to assess the needs of families and carers.	3.1	Support families and carers to identify the support they need to meet the needs of an individual.
		3.2	Identify with families and carers the areas of care which they want to retain.
		3.3	Support families and carers to identify their wishes and needs for their own well-being.
		3.4	Gather additional information from agreed others.
		3.5	Share the record of assessment with families and carers.
4.	Be able to identify a plan to support families and carers.	4.1	Support families, carers, and others to identify resources to address needs and wishes.
		4.2	Support families, carers, and others to develop a plan of action to access resources.
		4.3	Support families, carers, and others to implement the plan of action.
Assessment requirements: None. Assessment guidance: None.			

Title:	Support people who are providing homes to individuals	
Unit reference number:	J/616/4220	
Level:	4	
Credit value:	6	
Guided learning hours:	40	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Be able to carry out assessments for the approval of adult placement / shared lives carers.	1.1	Provide information to the carer(s) on the criteria against which they will be assessed.
	1.2	Work with the carer(s) to clarify their role and responsibilities.
	1.3	Carry out the initial assessment of the carer(s) against agreed criteria.
	1.4	Complete an assessment report of the carer(s) according to work setting requirements and regulatory frameworks.
	1.5	Agree the content of the assessment report with the carer(s).
	1.6	Present the assessment for approval of the carer(s) in line with work setting requirements.
2. Be able to support adult placement / shared lives carers to prepare for providing a home to an individual.	2.1	Provide advice and guidance to the carer(s) about preparing to share their home and their lives with an individual.
	2.2	Support the carer(s) to reflect on changes they will need to make in order to provide a home to an individual.
	2.3	Work with the carer(s) to identify learning needs related to providing a home to an individual.

		2.4	Support the carer(s) to meet their learning needs.
		2.5	Support the carer(s) to reflect on how they can make an individual feel welcome in their home.
		2.6	Support the carer(s) to develop 'house rules'.
		2.7	Support the carer(s) to prepare their families and networks for the inclusion of an individual.
3.	Be able to carry out the matching process between adult placement / shared lives carers and individuals.	3.1	Match the preferences and needs of an individual referred to the service with the skills and lifestyle of the potential carer(s).
		3.2	Provide information to an individual and matched carer(s) prior to introductions.
		3.3	Facilitate introduction meetings between an individual and the potential carer(s).
		3.4	Work with an individual, the potential carer(s) and others to evaluate the introduction sessions.
		3.5	Work with an individual, their carer(s) and others to finalise move-in arrangements once a successful match has been made.
4.	Be able to monitor and review placements of individuals.	4.1	Carry out placement monitoring visits with an individual and their carer(s) according to work setting requirements.
		4.2	Complete reports from placement visits in line with work setting requirements.
		4.3	Provide ongoing advice and guidance to the carer(s) about the support of an individual.
		4.4	Carry out periodic reviews of the carer(s) in line with work setting requirements.
Assessment requirements: None.			
Assessment guidance: None.			

Title:	Lead and manage group living for adults
Unit reference number:	A/616/4487
Level:	5
Credit value:	5
Guided learning hours:	39

Learning outcomes The learner will:		Assessment criteria 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 wellbeing.
		1.5	Justify proposals for providing and maintaining high quality decorations and furnishings for group living.
		1.6	Develop an inclusive approach to decision making about the physical environment.
2.	Be able to lead the planning, implementation and review of daily living activities.	2.1	Evaluate the impact of legislation and regulation on daily living activities.
		2.2	Support others to plan and implement daily living activities that meet individual needs and preferences.
		2.3	Develop systems to ensure individuals are central to decisions about their daily living activities.

		2.4	Oversee the review of daily living activities.
3.	Be able to promote positive outcomes in a group living environment.	3.1	Evaluate how group living can promote positive outcomes for individuals.
		3.2	Review the ways in which group activities may be used to promote the achievement of individual positive outcomes.
		3.3	Ensure that individuals are supported to maintain and develop relationships.
		3.4	Demonstrate effective approaches to resolving any conflicts and tensions in group living.
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	Raise staff awareness of the group dynamics in a group living environment.
		4.6	Evaluate the effectiveness of approaches to resource management in maintaining a positive group living environment.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

Wellbeing means a subjective state of being content and healthy

Title:	Recruitment and selection within health and social care settings	
Unit reference number:	T/616/4519	
Level:	4	
Credit value:	3	
Guided learning hours:	26	
Learning outcomes The learner will:	Assessment criteria 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: • legislative requirements. • regulatory requirements. • professional codes. • agreed ways of working.
	1.2	Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection.
	1.3	Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard adults at risk, 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.
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.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Providing Independent Advocacy to Adults
Unit reference number:	J/616/4511
Level:	4
Credit value:	5
Guided learning hours:	35

Learning outcomes The learner will:		Assessment criteria 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.
		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.

Assessment requirements: None.

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.

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.
- case studies.

Assessment guidance: None.

Title:	Providing Independent Mental Capacity Advocacy- Deprivation of Liberty Safeguards
Unit reference number:	L/616/4512
Level:	4
Credit value:	5
Guided learning hours:	35
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes		Assessment criteria	
1.	Understand legislation which affects people who may be subject to Deprivation of Liberty Safeguards or the formal provisions of the Mental Health Act.	1.1	Identify when a IMCA DOLS must be instructed.
		1.2	Identify a range of factors which may determine whether a person is or is not being deprived of their liberty.
		1.3	Identify the managing body and supervisory authority in situations where someone may be deprived of their liberty.
		1.4	Analyse key principles and powers of the Mental Capacity Act 2005.
		1.5	Summarise the interplay between the Mental Capacity Act 2005 and Mental Health Act.
		1.6	Use the Code of Practice.
2.	Provide the statutory IMCA DOLS service.	2.1	Distinguish between standard and urgent authorisations.
		2.2	Identify the requirements of each of the six assessments for authorisations and who should undertake them.
		2.3	Summarise the roles and responsibilities for the three IMCA DOLS' roles.
		2.4	Identify factors which may or may not make a deprivation of liberty in a person's best interests.
		2.5	Evaluate the different ways the IMCA can make representations in the assessment process.

		2.6	Use a range of methods to communicate with people who lack capacity.
		2.7	Use non instructed Advocacy to ascertain the wishes, feelings, or preferences of an individual.
		2.8	Provide a range of information to help an individual understand the process of deprivation of liberty.
		2.9	Support an individual to engage with the process.
		2.10	Represent an individual during assessment.
		2.11	Support an individual to appeal.
3.	Construct an IMCA DOLS written report that meets statutory requirements.	3.1	Identify a range of issues that should be addressed within an IMCA DOLS report.
		3.2	Write an IMCA DOLS report.
		3.3	Identify good practice in recording case work.
		3.4	Explain the impact of data protection legislation on the recording of work.
4.	Challenge decisions.	4.1	Map out the potential routes for formal challenges.
		4.2	Know how to raise informal and formal concerns and provide feedback.
		4.3	Use opportunities to highlight concerns.

Assessment requirements:

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.

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.
- case studies.

Assessment guidance: None.

Title:		Develop, maintain and use records and reports	
Unit reference number:		Y/616/4514	
Level:		4	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes The learner will:		Assessment criteria 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.

		3.4	Evaluate how own records and reports provide evidence for the basis of judgements and decisions.
Assessment requirements:			

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Appraise staff performance
Unit reference number:	H/616/4516
Level:	5
Credit value:	5
Guided learning hours:	32

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand policies, theories and models which underpin appraisal of performance.	1.1	Explain policies and agreed ways of working for appraisals in the work setting.
		1.2	Research models of appraisal to explore their applicability in the work setting.
		1.3	Evaluate how appraisals are used to inform: • achievement of objectives. • overall performance. • future objectives.
		1.4	Explain how appraisals are used to develop practice.
		1.5	Differentiate between appraisals and disciplinary processes.
		1.6	Use research on the theories of power to explore the relationship between appraiser and appraisee.
2.	Be able to support others to understand the purpose of appraisal.	2.1	Support others to develop an understanding of the purpose of appraisals to include: • mutual responsibilities. • the achievement of objectives. • refection on overall performance. • professional development. • how outcomes of the appraisal will be used. • future objectives.
3.	Be able to facilitate preparation for appraisals.	3.1	Confirm with appraisee the objectives against which performance will be appraised.
		3.2	Identify with the appraisee the actions they need to take to prepare for their appraisal.

		3.3	Evaluate evidence gathered from a range of sources towards achievement of objectives.
		3.4	Prepare paperwork for appraisal in line with work setting requirements.
4.	Be able to support appraisee to participate in appraisal meetings.	4.1	Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee.
		4.2	Demonstrate how to prepare the environment for the appraisal meeting.
		4.3	Support the appraisee to engage in an evaluation of their performance over the past year to include: • areas of practice which have met or exceeded standards. • areas for development.
		4.4	Provide feedback to appraisee on their performance over the past year to include: • areas of practice which have met or exceeded standards. • areas for development.
		4.5	Identify with appraisee work objectives for forthcoming year.
		4.6	Identify with appraisee professional development plan for forthcoming year.
		4.7	Record the appraisal in line with work setting requirements.
5.	Be able to evaluate own practice during the appraisal process.	5.1	Evaluate with appraisee their experience of how the appraisal was conducted.
		5.2	Reflect on own practice in managing the appraisal process.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Manage strategic change	
Unit reference number:	K/616/4517	
Level:	5	
Credit value:	7	
Guided learning hours:	25	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the management and evaluation of change.	1.1	Evaluate the characteristics and application of a range of change management models for different organisational structures.
	1.2	Analyse stakeholder mapping techniques used for managing and evaluating change.
	1.3	Analyse techniques to evaluate change.
	1.4	Evaluate the relationship between change management, business continuity, and crisis management.
2. Be able to plan for strategic change.	2.1	Assess the reasons for, scope, and inherent risks of a required change.
	2.2	Evaluate the influences of the internal and external environment on a change.
	2.3	Analyse the ethical dimensions of a change.
	2.4	Identify viable alternative strategies for achieving a desired change.
	2.5	Justify with evidence the selected strategy to be taken to manage a change.
	2.6	Develop a plan that specifies specific, measurable, achievable, realistic, and time-bound objectives and resources.
	2.7	Develop a stakeholder engagement plan that addresses their needs and concerns.

		2.8	Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives.
3.	Be able to manage strategic change.	3.1	Allocate resources and responsibilities in accordance with the plan.
		3.2	Take action to ensure the change plan is implemented in accordance with organisational values and procedures.
		3.3	Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy.
		3.4	Take into account the on-going commitment of stakeholders to a change and its implications.
		3.5	Manage friction between stakeholders' needs and interdependencies in accordance with the change plan.
4.	Be able to evaluate strategic change.	4.1	Establish valid evaluation criteria that are capable of measuring the effects of change.
		4.2	Select and use evaluation tools and techniques that are appropriate to the nature of change.
		4.3	Evaluate aspects of change that were successful and ascertain why other aspects were not successful.
		4.4	Justify recommendations made with valid evidence.
		4.5	Identify the implications for knowledge management systems and processes.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Develop and implement operational plans within own area of responsibility
Unit reference number:	T/616/4505
Level:	5
Credit value:	5
Guided learning hours:	25

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of operational planning.	1.1	Explain the components of an operational plan.
		1.2	Analyse the relationship between strategic and operational plans.
		1.3	Explain how to carry out a cost-benefit analysis.
2.	Be able to align objectives of own area of responsibility with those of own organisation.	2.1	Identify operational objectives within own area of responsibility.
		2.2	Evaluate the relationship between operational objectives for own area of responsibility and those of the whole organisation.
3.	Be able to develop an operational plan.	3.1	Identify specific, measurable, achievable, realistic, and time-bound (SMART) objectives and key performance indicators (KPIs).
		3.2	Develop an operational plan which is consistent with the organisational strategy, objectives, values, policies, and procedures.
4.	Be able to implement the operational plan in own area of responsibility.	4.1	Assess risks associated with the operational plan and propose contingencies.
		4.2	Implement plan within agreed budgets and timescales.
		4.3	Communicate the requirements of the plans to those who will be affected.

		4.4	Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks.
5.	Be able to monitor and evaluate operational plans in own area of responsibility.	5.1	Monitor the progress and effectiveness of the operational plan.
		5.2	Evaluate the effectiveness of the operational plans and implement any necessary actions.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Develop procedures and practice to respond to concerns and complaints
Unit reference number:	M/616/4504
Level:	5
Credit value:	6
Guided learning hours:	40
Learning outcomes The learner will:	Assessment criteria 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 to develop 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.
		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.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Facilitate coaching and mentoring of practitioners in health and social care settings
Unit reference number:	R/616/4950
Level:	5
Credit value:	6
Guided learning hours:	43

Learning outcomes The learner will:		Assessment criteria 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.
		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.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Preparing for the mentoring role	
Unit reference number:	Y/616/4951	
Level:	4	
Credit value:	3	
Guided learning hours:	15	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand own role and responsibilities in relation to mentoring.	1.1	Analyse the skills and qualities required for a specific mentoring role.
	1.2	Explain how own values, behaviours, attitudes, and emotional awareness can impact on the mentoring role.
	1.3	Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship.
	1.4	Explain the importance of acting according to ethical and professional standards in a mentoring relationship.
	1.5	Analyse ways of building a relationship with a client in a mentoring role.
2. Understand the use of mentoring in a specific context.	2.1	Analyse the benefits of mentoring in a specific context.
	2.2	Analyse the impact of mentoring on individual learning and development.
	2.3	Explain legal and organisational requirements in a specific context relating to: • data protection. • privacy. • confidentiality. • safeguarding and disclosure.
	2.4	Identify sources of support to deal with issues that are outside own expertise or authority.

		2.5	Explain what constitutes a safe and comfortable environment for a mentoring session.
3.	Understand how to identify client goals and outcomes.	3.1	Analyse ways of identifying and agreeing outcomes and goals with clients.
		3.2	Explain the role of a mentoring agreement.
		3.3	Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals.
		3.4	Analyse client responsibility and autonomy for making changes.
Assessment requirements: None. Assessment guidance: None.			

Title:	Lead the management of transitions
Unit reference number:	K/616/4498
Level:	5
Credit value:	4
Guided learning hours:	29

Learning outcomes The learner will:		Assessment criteria 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' wellbeing.
		1.2	Analyse how theories on change inform approaches to the management of transitions.
		1.3	Explain the concept of resilience in relation to transitions and significant life events.
		1.4	Analyse the factors that affect individuals' ability to manage transitions and changes
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.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance:

Factors may include:

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

Title:	Manage disciplinary processes in health and social care settings
Unit reference number:	D/616/4952
Level:	5
Credit value:	6
Guided learning hours:	40
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to manage disciplinary processes in health and social care settings.	1.1	Explain how legislation, organisational policies, and procedures relate to disciplinary processes.
		1.2	Analyse the relationship between disciplinary and regulatory processes.
		1.3	Identify own role and role of others in relation to disciplinary processes.
		1.4	Define practice which would be considered as: • performance issues that may lead to disciplinary proceedings. • gross misconduct.
		1.5	Explain the different approaches used to manage performance issues and gross misconduct.
		1.6	Outline sanctions which may be considered within a disciplinary process.
2.		2.1	Consult with others to establish management options when practice falls below standards.

		2.2	Use supervision to address with staff member, practice which falls below organisational standards and/or professional codes of conduct to include: • reflection on their practice and conduct. • evidence of their practice and conduct which fall below standards. • exploration of underlying issues. • setting of objectives to improve practice. • explanation of actions which will be taken if improvement is not achieved.
	Be able to manage staff practice which falls below professional and/or organisational standards.	2.3	Review with staff member objectives which have been set, to assess if improvements have been achieved.
		2.4	Initiate disciplinary process where objectives have not been met.
		2.5	Provide staff member with information about the disciplinary process including their rights.
3.	Be able to compile and present evidence for a disciplinary proceeding.	3.1	Complete reports in line with work setting requirements to include: • evidence of the complaint against the member of staff. • evidence of the process undertaken with the member of staff. • analysis of risks to others as a result of staff member's conduct.
		3.2	Present evidence in a disciplinary proceeding.
4.	Be able to manage the outcomes of a disciplinary process.	4.1	Implement the decisions from a disciplinary process.
		4.2	Manage the implications of the outcomes for individuals and others.
		4.3	Evaluate own practice in the disciplinary process.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Manage an inter-professional team in a health and social care setting	
Unit reference number:	H/616/4953	
Level:	6	
Credit value:	7	
Guided learning hours:	48	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the principles of inter-professional working within health and social care settings.	1.1	Analyse how inter-professional working promotes positive outcomes for individuals.
	1.2	Analyse the complexities of working in inter- professional teams.
	1.3	Explain how inter-professional teamwork is influenced by: • legislative frameworks. • regulation. • government initiatives. • professional codes of practice or professional standards. • service objectives.
2. Be able to manage service objectives through the inter-professional team in health and social care settings.	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 in health and social care settings.	3.1	Establish governance arrangements within inter-professional working arrangements to include: • accountability. • lines of communication. • professional supervision. • continuing professional development.

		3.2	Establish protocols within inter-professional working arrangements to include: • confidentiality and information sharing. • record keeping. • resources. • concerns and complaints.
		3.3	Identify supports available to enhance inter- professional working.
		3.4	Support others to understand distinctive roles within the team.
		3.5	Facilitate communication within the inter- professional team.
		3.6	Work with the team to resolve dilemmas that may arise.
4.	Be able to manage processes for inter-professional work with individuals in health and social care setting.	4.1	Ensure that plans for individuals are based on a formal assessment.
		4.2	Work with the team to identify the lead practitioners for the implementation of individuals' plans.
		4.3	Agree roles and responsibilities of all those involved in implementing plans.
		4.4	Ensure that information pertinent to the implementation of plans is exchanged between those involved.
		4.5	Develop processes for the review of individuals' plans.
5.	Be able to evaluate the effectiveness of inter-professional team work in health and social care settings.	5.1	Work with others to monitor the effectiveness of the inter-professional team against service objectives.
		5.2	Work with others to identify: • areas of best practice. • areas for improvement.
		5.3	Work with others to develop an action plan to improve inter-professional teamwork.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Manage quality in health and social care settings		
Unit reference number:	K/616/4520		
Level:	5		
Credit value:	5		
Guided learning hours:	36		
Learning outcomes The learner will:	Assessment criteria 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: • agree quality standards for the service. • select indicators to measure agreed standards. • 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: • areas of best practice. • areas for improvement.
		3.4	Work with others to develop an action plan to improve quality of service.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Lead and manage end of life care services
Unit reference number:	Y/616/4495
Level:	5
Credit value:	7
Guided learning hours:	45

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

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		5.4	Support staff and others to comply with legislation, policies, and procedures.
		5.5	Support staff and others to recognise when mental capacity has reduced to the extent that others will determine care and treatment for the person at the end of life.
		5.6	Access appropriate learning and development opportunities to equip staff and others for whom you are responsible.
		5.7	Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care.
		5.8	Provide feedback to staff on their practices in relation to end of life care.
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.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Lead and manage infection prevention and control within the work setting	
Unit reference number:	R/616/4513	
Level:	5	
Credit value:	6	
Guided learning hours:	38	
Learning outcomes The learner will:	Assessment criteria 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.
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: • job descriptions. • performance management.
		4.2	Support staff to recognise their role in minimising the risk of spreading infection through: • supervision. • appraisal.
		4.3	Provide access to resources for staff to minimise the risks of infection.
		4.4	Monitor infection prevention and control practice.
		4.5	Provide feedback to staff on their practice of infection prevention and control.
		4.6	Manage the learning and development needs for staff about infection prevention and control: • during induction. • continuing professional development.
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,	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.
	procedures, and practices for infection prevention and control.		
		6.3	Evaluate the implementation of infection prevention and control procedures in own work setting.
		6.4	Make recommendations for changes to infection prevention and control policies, procedures, and practices in own work setting.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Lead positive behavioural support
Unit reference number:	M/616/4499
Level:	7
Credit value:	10
Guided learning hours:	75

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the theoretical background and current policy context of Positive Behavioural Support.	1.1	Analyse theories underpinning Positive Behavioural Support.
		1.2	Evaluate how current policy informs Positive Behavioural Support practice.
2.	Be able to conduct a functional analysis of an individual requiring Positive Behavioural Support.	2.1	Explain the importance of ensuring functional analysis is based on formal assessment.
		2.2	Work with others to produce behavioural assessment reports.
		2.3	Apply indirect assessment schedules and collect direct observation data.
		2.4	Triangulate and analyse data collected.
		2.5	Formulate and test hypotheses on the function of identified challenging behaviours.
3.	Be able to design and lead person-centred, primary prevention strategies.	3.1	Determine a set of primary prevention interventions with others to address all fast and slow behavioural triggers identified via a functional analysis of challenging behaviour.
		3.2	Develop a schedule of structured activities and required support with others to maximise an individual's participation throughout each day.
		3.3	Design a detailed skill teaching procedure with others to address an identified challenging behaviour.
		3.4	Lead the implementation of agreed person-centred primary prevention interventions.

		3.5	Apply tests of social validity to all primary interventions designed for an individual.
4.	Be able to design and lead secondary prevention strategies.	4.1	Identify and define with others the early warning signs of agitation for an individual.
		4.2	Construct with others a set of secondary prevention strategies derived from the functional analysis of an individual's behaviour.
		4.3	Lead the implementation of agreed person-centred secondary prevention interventions.
		4.4	Apply tests of social validity to all secondary interventions designed for an individual.
5.	Be able to assess the appropriateness of reactive strategy use.	5.1	Critically compare the use of non-aversive and aversive reactive strategies.
		5.2	Justify the use or absence of reactive strategies for an individual.
		5.3	Identify the post-incident support needs of an individual and others to include: • immediate. • intermediate. • longer term.
6.	Be able to lead the implementation of a Positive Behavioural Support Plan.	6.1	Collaborate with others to produce a Positive Behavioural Support Plan for an individual to promote a helpful culture and environment which contains: • primary strategies. • secondary strategies. • reactive strategies.
		6.2	Support others to understand the detail of the Positive Behavioural Support Plan.
		6.3	Support others to develop knowledge, understanding, and skills to implement the Positive Behavioural Support Plan.
		6.4	Provide others with constructive feedback on their implementation of the Positive Behavioural Support Plan.

7.	Be able to manage and review the implementation of Positive Behavioural Support Plans.	7.1	Explain how the attitudes and skills of others may impact on a Positive Behavioural Support Plan.
		7.2	Work with others to review the plan using the Positive Behaviour Support Plan Checklist.
		7.3	Make required amendments to the Positive Behavioural Support Plan.
		7.4	Construct and implement a Positive Monitoring Process.
		7.5	Develop an individualised Periodic Service Review.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Coordination of assistive living technology use	
Unit reference number:	D/616/8628	
Level:	4	
Credit value:	4	
Guided learning hours:	31	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the impact of assistive living technology on the lives of individuals.	1.1	Analyse the range and availability of assistive living technology.
	1.2	Evaluate the impact of assistive living technology on positive outcomes for individuals.
2. Be able to implement and support the use of assistive living technology by individuals.	2.1	Research assistive living technology to meet the identified needs of individuals.
	2.2	Explain how to adapt assistive living technology to meet the needs of an individual.
	2.3	Assess the risks associated with the identified assistive living technology.
	2.4	Describe the assessment and referral procedures which are in place to obtain the identified assistive living technology.
	2.5	Support the individual to complete the procedures to secure the identified assistive living technology.
	2.6	Support the individual to use assistive living technology.
3. Be able to support others to facilitate the use of assistive living technology.	3.1	Inform others about assistive living technology.
	3.2	Facilitate the use of assistive living technology by others.
4. Be able to evaluate the supply and use of assistive living technology.	4.1	Evaluate the procedures for assessment and referral for provision of assistive living technology.
	4.2	Evaluate the impact of the use of assistive living technology on individuals.

Assessment requirements:

Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent Assessor in a real work environment.

Assessment guidance:

Assistive living technology may include:

electronic:

- sensor mats or pads.
- reminding tool.
- keypad entries.
- key with lights.
- apps for budgeting/direction finding/instructions.
- talking books.

physical:

- kettle tippers.
- jar openers.
- special cutlery/utensils.
- key safe box.
- sticks to pull socks up.

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

Others may include:

- team members.
- other colleagues.
- those who use or commission their own health or social care services.
- families.
- carers.
- advocates.

Title:	Manage physical resources
Unit reference number:	M/616/4521
Level:	4
Credit value:	4
Guided learning hours:	26

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to identify the need for physical resources.	1.1	Identify resource requirements from analyses of organisational needs.
		1.2	Evaluate alternative options for obtaining physical resources.
		1.3	Evaluate the impact on the organisation of introducing physical resources.
		1.4	Identify the optimum option that meets operational requirements for physical resources.
2.	Be able to obtain physical resources.	2.1	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements, and an analysis of likely benefits.
		2.2	Obtain authorisation and financial commitment for the required expenditure.
		2.3	Negotiate best value from contracts in accordance with organisational standards and procedures.
		2.4	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources.
		2.5	Check that the physical resources received match those ordered.
3.	Be able to manage the use of physical resources.	3.1	Take action to ensure physical resources are used in accordance with manufacturers' instructions.
		3.2	Evaluate the efficiency of physical resources against agreed criteria.
		3.3	Recommend improvements to the use of physical resources and associated working practices.

		3.4	Analyse the benefits of effective equipment in the conservation of energy and the environment.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Support individuals with multiple conditions and/or disabilities
Unit reference number:	T/601/5253
Level:	5
Credit value:	5
Guided learning hours:	34
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: • disability. • gender. • age. • ethnicity. • socio-economic status.
		1.2	Explain how multiple conditions and/or disabilities can impact on the individual.
		1.3	Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities.
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: • at an individual level. • at an organisational level.
4.	Be able to review service provision in respect of individuals	4.1	Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities.

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	with multiple conditions and/or disabilities.	4.2	Evaluate, with others, the extent to which provision meets the needs of individuals with multiple conditions and/or disabilities.
		4.3	Implement actions agreed as a result of evaluation within own role.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Explore models of disability
Unit reference number:	A/616/4490
Level:	5
Credit value:	5
Guided learning hours:	32

Learning outcomes The learner will:		Assessment criteria 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.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Manage domiciliary services	
Unit reference number:	J/616/4489	
Level:	5	
Credit value:	6	
Guided learning hours:	39	
Learning outcomes The learner will:	Assessment criteria 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.
4. Be able to supervise and support practitioners in order to promote	4.1	Support practitioners to place the individual's needs and preferences at the centre of their practice.

	individual's needs and preferences in domiciliary services.	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.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Promote awareness of sensory loss
Unit reference number:	A/616/4506
Level:	5
Credit value:	3
Guided learning hours:	19

Learning outcomes The learner will:		Assessment criteria 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: • individuals with sensory loss. • own work. • partnership work.
		3.2	Review the effectiveness of agreed ways of working in relation to awareness raising.
		3.3	Provide feedback on the effectiveness of an awareness raising activity.
Assessment requirements: This unit must be assessed in a real-work environment. Assessment guidance: None.			

Title:	Support individuals with sensory loss with communication
Unit reference number:	F/616/4491
Level:	5
Credit value:	5
Guided learning hours:	37

Learning outcomes The learner will:		Assessment criteria 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: - communication. - 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.

6.	Review communication work.	6.1	Review how communication support to individuals meets identified needs in relation to: • own work. • agreed ways of working. • work with others.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Promote access to healthcare for individuals with learning disabilities
Unit reference number:	Y/616/4500
Level:	5
Credit value:	6
Guided learning hours:	44

Learning outcomes The learner will:		Assessment criteria 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	3.1	Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs.

		3.2	Evaluate different ways of working in partnership to support individuals to meet their healthcare needs.
	disability to access healthcare services.	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 individuals.
		5.4	Evaluate the impact of systems in meeting individual's healthcare needs.
6.	Be able to promote good practice to others in the support of individuals with learning disabilities accessing healthcare.	6.1	Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them.
		6.2	Promote partnership working to meet the healthcare needs of individuals with learning disabilities.

| | | 6.3 | Promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access healthcare services. |
| | | 6.4 | Ensure the appropriate involvement of others significant to the individual in planning and delivering healthcare. |

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:	Work with families, carers, and individuals during times of crisis
Unit reference number:	A/616/4196
Level:	4
Credit value:	5
Guided learning hours:	35

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand relevant legislation, policy and practice when working with individuals, carers, and families in times of crisis.	1.1	Describe current legislation relevant to risk assessment and risk management.
		1.2	Describe legislation, policy and practice relating to the recording, storing, and sharing of information by a service provider.
		1.3	Explain the different types of support and intervention available to individuals, carers, and families in times of crisis.
		1.4	Explain the factors that influence the kinds of support offered.
2.	Be able to develop risk management strategies when working with individuals, carers, and families in times of crisis.	2.1	Assess the risk of crisis situations occurring.
		2.2	Encourage the participation of individuals, carers, and families during the agreement and review of a risk management strategy.
		2.3	Provide opportunities for individuals, carers, and families to contribute to the identification and agreement of a risk management strategy.
		2.4	Formulate a risk management strategy using risk assessments.
		2.5	Ensure that activities, roles, and responsibilities within a risk management strategy are agreed, clarified, and understood by all parties.
		2.6	Complete documentation in line with agreed ways of working.
3.	Be able to respond during times of crisis.	3.1	Evaluate the seriousness and urgency of a request for action.

		3.2	Work with families, carers, and individuals to agree the response to a crisis situation.
		3.3	Record and communicate the agreed actions.
		3.4	Implement agreed actions promptly in line with agreed ways of working.
4.	Be able to review the outcomes of requests for action during times of crisis.	4.1	Explain how to conduct a valid, reliable, and comprehensive review.
		4.2	Review outcomes of actions taken, and decisions made.
		4.3	Analyse the results of the review to inform future risk management strategies and actions to be taken.

Assessment requirements:

Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Assessment guidance: None.

Title:	Promote good practice in the support of individuals with autistic spectrum conditions
Unit reference number:	D/616/4501
Level:	5
Credit value:	7
Guided learning hours:	53

Learning outcomes The learner will:		Assessment criteria 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, national and local policies, and guidance relevant to the support of individuals with autistic spectrum conditions.
		2.2	Explain the applicability of legislation, policies and guidance to people, services, or situations.
		2.3	Explain the impact of legislation, policies, and guidance on the provision of services.

		2.4	Explain the influence of autism advocacy groups in highlighting shortcomings of legislation, policies and 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.
5.	Be able to implement strategies to support individuals with an	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.
	autistic spectrum condition to manage their sensory world.	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.

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.