



FAQ LEVEL 5 DIPLOMA IN

LEADERSHIP FOR HEALTH AND SOCIAL CARE AND CHILDREN AND YOUNG PEOPLE'S SERVICES (ENGLAND)

FULL SPECIFICATION

Qualification Number: **601/4400/2**

Qualification Reference: **L5DLHSCCYPSE-HA**



FutureQuals



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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **FAQ Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire LE67
3HE

Tel: 01530 836662

E-mail: qualifications@futurequals.com

Website: <https://www.futurequals.com>

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this **FAQ Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)** is to provide the skills and knowledge needed to manage practice and lead others in adult health and social care provision or in children and young people's services.

It has six pathways - three for adults and three for children and young people:

- Mandatory Components
- Pathway 1 - Children and Young People's Residential Management
- Pathway 2 - Children and Young People's Management
- Pathway 3 - Children and Young People's Advanced Practice
- Pathway 4 - Adults' Residential Management
- Pathway 5 - Adults' Management
- Pathway 6 - Adults' Advanced Practice

The Total Qualification Time (TQT) for this qualification is: 900 hours

Guided Learning (GL) for this qualification is: 515 hours

Minimum credits required to achieve the qualification: 90

Suitable for age ranges: 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals *Instructions for Conducting Controlled Assessments* policy. This document is published on the 'Policies and Procedures' section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk>

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

For information regarding potential sources of funding, please visit the following websites:

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.economy-ni.gov.uk>

Alternatively contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

Learners who successfully complete this qualification may progress to Further or Higher Education to study towards a Diploma or Degree in their chosen subject or specialism.

2.4 Assessment Principles

The **FAQ Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)** must be assessed according to the Skills for Care and Development Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) learners must achieve a minimum of 90 credits. They must complete 6 mandatory units in Group M (30 credits) and the remaining 60 credits from one of the following pathways; Children and Young People's Residential Management, Children and Young People's Management, Children and Young People's Advanced Practice, Adults' Residential Management, Adults' Management or Adults' Advanced Practice. At least 66 of the credits must be achieved at Level 5 or above.

Group M – Mandatory Learners must achieve all components in this group				
Component Number	URN	Component Name	Credit Value	Level
1	F/602/2335	Use and develop systems that promote communication	3	5
2	L/602/2578	Promote professional development	4	4

3	Y/602/3183	Champion equality, diversity and inclusion	4	5
4	K/602/3172	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5	5
5	A/602/3189	Work in partnership in health and social care or children and young people's settings	4	4
6	J/602/3499	Undertake a research project within services for health and social care or children and young people	10	5

Pathway 1 - Children and Young People's Residential Management

Pathway 1 - Children and Young People's Residential Management – Core Learners must achieve 44 credits from this group				
Component Number	URN	Component Name	Credit Value	Level
7	F/601/9449	Understand children and young person's development	6	5
8	J/601/9369	Lead practice that supports positive outcomes for child and young person development	6	5
9	A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	6	5
10	A/602/3175	Lead and manage group living for children	6	5
11	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	7	6
12	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	5
13	J/602/2577	Lead practice in promoting the wellbeing and resilience of children and young people	8	5

Pathway 1 - Children and Young People's Residential Management – Optional Management
Learners must achieve a minimum of 12 credits from this group

URN	Component Name	Credit Value	Level
J/602/2336	Develop procedures and practice to respond to concerns and complaints	6	5
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	3	4
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	6	5
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	6	5
T/602/2574	Manage induction in health and social care or children and young people's settings	3	4
F/602/2612	Facilitate change in health and social care or children and young people's settings	6	5
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	7	6
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4
R/602/2758	Manage quality in health and social care or children and young people's setting	5	5
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	6	5
K/600/9711	Manage physical resources	3	4

Pathway 1 - Children and Young People's Residential Management – Optional Knowledge Learners must achieve a minimum of 1 credit and a maximum of 6 credits from this group			
URN	Component Name	Credit Value	Level
T/602/3188	Understand partnership working	1	4
D/602/3170	Understand how to manage a team	3	4
H/602/3185	Understanding professional supervision practice	3	4
J/601/3538	Understand the process and experience of dementia	3	3
J/601/6150	Understand Physical Disability	3	3
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3
M/601/3467	Understand Sensory Loss	3	3
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3
A/503/8135	Understand Advance Care Planning	3	3
J/503/8137	Understand how to support individuals during the last days of life	3	3
F/503/8704	End of life and dementia care	2	3

Pathway 1 - Children and Young People's Residential Management - Optional General Learners may achieve the remaining credits from this group.			
URN	Component Name	Credit Value	Level
L/602/2337	Manage domiciliary services	6	5
F/602/2853	Lead the management of transitions	4	5
K/602/2572	Lead positive behavioural support	10	7
K/602/3074	Develop provision for family support	5	5
M/602/2380	Lead support for disabled children and young people and their carers	8	6
H/601/7354	Lead active support	5	5
K/601/7355	Active support: lead interactive training	4	5
J/601/5645	Promote access to healthcare for individuals with learning disabilities	6	5
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	7	5
M/601/5817	Support families who are affected by Acquired Brain Injury	3	3
D/601/5750	Support families who have a child with a disability	3	3
M/601/9494	Support the development of community partnerships	5	4
K/601/7906	Support individuals to access housing and accommodation services	4	3
T/601/9495	Support individuals at the end of life	7	3
F/601/9029	Work with families, carers and individuals during times of crisis	5	4
T/601/9738	Implement the positive behavioural support model	8	4
H/601/3546	Support individuals to access education, training or employment	4	4
M/601/5249	Promote awareness of sensory loss	3	5
H/601/5250	Support the use of assistive technology	4	5

K/601/5251	Explore models of disability	5	5
M/601/5252	Support individuals with sensory loss with communication	5	5
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5
T/600/9789	Support children's speech, language and communication.	4	3

F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	5	4
F/502/3295	Independent Mental Capacity Advocacy	12	4
J/502/3296	Independent Mental Health Advocacy	7	4
L/502/3297	Providing Independent Advocacy Management	11	4
R/502/3298	Providing Independent Advocacy to Adults	5	4
Y/502/3299	Independent Advocacy with Children and Young People	7	4
F/502/3300	Providing Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards	5	4
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	4	3
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	4	3
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	6	5
D/504/2212	Lead and manage practice in dementia care	6	5
M/503/8133	Support the spiritual wellbeing of individuals	3	3
F/503/8685	Support individuals during the last days of life	5	4
T/503/8134	Lead and manage end of life care services	7	5
L/503/8138	Lead a service that supports individuals through significant life events	4	5
T/504/2202	Support individuals to stay safe from harm or abuse	4	3

J/504/2205	Provide support to adults who have experienced harm or abuse	5	4
T/504/2216	Assess the needs of carers and families	4	3
F/504/2204	Provide support to children or young people who have experienced harm or abuse	6	4
D/504/2243	Understand the factors affecting older people	2	3
Y/504/2239	Provide information about health and social care or children and young people's services	3	3
Y/504/2208	Lead and manage infection prevention and control within the work setting	6	5
T/504/2197	Professional practice in health and social care for adults or children and young people	6	5
A/504/2198	Develop, maintain and use records and reports	3	4
H/504/2213	Lead practice which supports individuals to take positive risks	4	5
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	3	5
J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5
J/504/2219	Appraise staff performance	5	5
R/504/2224	Support people who are providing homes to individuals	6	4
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	6	5

Pathway 2 - Children and Young People's Management

Pathway 2 - Children and Young People's Management – Core Learners must achieve all 38 credits from this group			
URN	Component Name	Credit Value	Level
F/601/9449	Understand children and young person's development	6	5
J/601/9369	Lead practice that supports positive outcomes for child and young person development	6	5
A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	6	5
H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	7	6
M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	5
J/602/2577	Lead practice in promoting the wellbeing and resilience of children and young people	8	5
Pathway 2 - Children and Young People's Management - Optional Management Learners must achieve a minimum of 12 credits from this group			
URN	Component Name	Credit Value	Level
J/602/2336	Develop procedures and practice to respond to concerns and complaints	6	5
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	3	4
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	6	5
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	6	5
T/602/2574	Manage induction in health and social care or children and young people's settings	3	4
F/602/2612	Facilitate change in health and social care or children and young people's settings	6	5

L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	7	6
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4
R/602/2758	Manage quality in health and social care or children and young people's setting	5	5
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	6	5
K/600/9711	Manage physical resources	3	4
Pathway 2 - Children and Young People's Management - Optional Knowledge Learners must achieve a minimum of 1 credit and a maximum of 6 credits from this group			
URN	Component Name	Credit Value	Level
T/602/3188	Understand partnership working	1	4
D/602/3170	Understand how to manage a team	3	4
H/602/3185	Understanding professional supervision practice	3	4
J/601/3538	Understand the process and experience of dementia	3	3
J/601/6150	Understand Physical Disability	3	3
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3
M/601/3467	Understand Sensory Loss	3	3
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3
A/503/8135	Understand Advance Care Planning	3	3
J/503/8137	Understand how to support individuals during the last days of life	3	3
F/503/8704	End of life and dementia care	2	3

Pathway 2 - Children and Young People's Management - Optional General Learners may achieve the remaining credits from this group			
URN	Component Name	Credit Value	Level
L/602/2337	Manage domiciliary services	6	5
F/602/2853	Lead the management of transitions	4	5
K/602/2572	Lead positive behavioural support	10	7
K/602/3074	Develop provision for family support	5	5
M/602/2380	Lead support for disabled children and young people and their carers	8	6
H/601/7354	Lead active support	5	5
K/601/7355	Active support: lead interactive training	4	5
J/601/5645	Promote access to healthcare for individuals with learning disabilities	6	5
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	7	5
M/601/5817	Support families who are affected by Acquired Brain Injury	3	3
D/601/5750	Support families who have a child with a disability	3	3
M/601/9494	Support the development of community partnerships	5	4
K/601/7906	Support individuals to access housing and accommodation services	4	3
T/601/9495	Support individuals at the end of life	7	3
F/601/9029	Work with families, carers and individuals during times of crisis	5	4
T/601/9738	Implement the positive behavioural support model	8	4
H/601/3546	Support individuals to access education, training or employment	4	4
M/601/5249	Promote awareness of sensory loss	3	5
H/601/5250	Support the use of assistive technology	4	5

K/601/5251	Explore models of disability	5	5
M/601/5252	Support individuals with sensory loss with communication	5	5
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5
T/600/9789	Support children's speech, language and communication.	4	3
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	5	4
F/502/3295	Independent Mental Capacity Advocacy	12	4
J/502/3296	Independent Mental Health Advocacy	7	4
L/502/3297	Providing Independent Advocacy Management	11	4
R/502/3298	Providing Independent Advocacy to Adults	5	4
Y/502/3299	Independent Advocacy with Children and Young People	7	4
F/502/3300	Providing Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards	5	4
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	4	3
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	4	3
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	6	5
D/504/2212	Lead and manage practice in dementia care	6	5
M/503/8133	Support the spiritual wellbeing of individuals	3	3
F/503/8685	Support individuals during the last days of life	4	5
T/503/8134	Lead and manage end of life care services	7	5
L/503/8138	Lead a service that supports individuals through significant life events	4	5
T/504/2202	Support individuals to stay safe from harm or abuse	4	3

J/504/2205	Provide support to adults who have experienced harm or abuse	5	4
T/504/2216	Assess the needs of carers and families	4	3
F/504/2204	Provide support to children or young people who have experienced harm or abuse	6	4
D/504/2243	Understand the factors affecting older people	2	3
Y/504/2239	Provide information about health and social care or children and young people's services	3	3
Y/504/2208	Lead and manage infection prevention and control within the work setting	6	5
T/504/2197	Professional practice in health and social care for adults or children and young people	6	5
A/504/2198	Develop, maintain and use records and reports	3	4
H/504/2213	Lead practice which supports individuals to take positive risks	4	5
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	3	5
J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5
J/504/2219	Appraise staff performance	5	5
R/504/2224	Support people who are providing homes to individuals	6	4
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	6	5

Pathway 3 - Children and Young People's Advanced Practice

Pathway 3 - Children and Young People's Advanced Practice – Core Learners must achieve all 26 credits from this group			
URN	Component Name	Credit Value	Level
F/601/9449	Understand children and young person's development	6	5
J/601/9369	Lead practice that supports positive outcomes for child and young person development	6	5
A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	6	5
J/602/2577	Lead practice in promoting the well being and resilience of children and young people	8	5

Pathway 3 - Children and Young People's Advanced Practice - Optional Management Learners may achieve the remaining credits from this group

URN	Component Name	Credit Value	Level
J/602/2336	Develop procedures and practice to respond to concerns and complaints	6	5
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	3	4
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	6	5
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	6	5
T/602/2574	Manage induction in health and social care or children and young people's settings	3	4
F/602/2612	Facilitate change in health and social care or children and young people's settings	6	5
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	7	6
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4
R/602/2758	Manage quality in health and social care or children and young people's setting	5	5
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	6	5
K/600/9711	Manage physical resources	3	4

Pathway 3 - Children and Young People's Advanced Practice - Optional Knowledge
Learners must achieve a minimum of 1 credit and a maximum of 6 credits from this group

URN	Component Name	Credit Value	Level
T/602/3188	Understand partnership working	1	4
D/602/3170	Understand how to manage a team	3	4
H/602/3185	Understanding professional supervision practice	3	4
J/601/3538	Understand the process and experience of dementia	3	3
J/601/6150	Understand Physical Disability	3	3
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3
M/601/3467	Understand Sensory Loss	3	3
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3
A/503/8135	Understand Advance Care Planning	3	3
J/503/8137	Understand how to support individuals during the last days of life	3	3
F/503/8704	End of life and dementia care	2	3

Pathway 3 - Children and Young People's Advanced Practice - Optional General Learners may achieve the remaining credits from this group

URN	Component Name	Credit Value	Level
L/602/2337	Manage domiciliary services	6	5
F/602/2853	Lead the management of transitions	4	5
K/602/2572	Lead positive behavioural support	10	7
K/602/3074	Develop provision for family support	5	5
M/602/2380	Lead support for disabled children and young people and their carers	8	6
H/601/7354	Lead active support	5	5
K/601/7355	Active support: lead interactive training	4	5
J/601/5645	Promote access to healthcare for individuals with learning disabilities	6	5
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	7	5
M/601/5817	Support families who are affected by Acquired Brain Injury	3	3
D/601/5750	Support families who have a child with a disability	3	3
M/601/9494	Support the development of community partnerships	5	4
K/601/7906	Support individuals to access housing and accommodation services	4	3
T/601/9495	Support individuals at the end of life	7	3
F/601/9029	Work with families, carers and individuals during times of crisis	5	4
T/601/9738	Implement the positive behavioural support model	8	4
H/601/3546	Support individuals to access education, training or employment	4	4
M/601/5249	Promote awareness of sensory loss	3	5
H/601/5250	Support the use of assistive technology	4	5

K/601/5251	Explore models of disability	5	5
M/601/5252	Support individuals with sensory loss with communication	5	5
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5
T/600/9789	Support children's speech, language and communication.	4	3
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	5	4
F/502/3295	Independent Mental Capacity Advocacy	12	4
J/502/3296	Independent Mental Health Advocacy	7	4
L/502/3297	Providing Independent Advocacy Management	11	4
R/502/3298	Providing Independent Advocacy to Adults	5	4
Y/502/3299	Independent Advocacy with Children and Young People	7	4
F/502/3300	Providing Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards	5	4
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	4	3
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	4	3
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	6	5
D/504/2212	Lead and manage practice in dementia care	6	5
M/503/8133	Support the spiritual wellbeing of individuals	3	3
F/503/8685	Support individuals during the last days of life	4	5
T/503/8134	Lead and manage end of life care services	7	5
L/503/8138	Lead a service that supports individuals through significant life events	4	5
T/504/2202	Support individuals to stay safe from harm or abuse	4	3

J/504/2205	Provide support to adults who have experienced harm or abuse	5	4
T/504/2216	Assess the needs of carers and families	4	3
F/504/2204	Provide support to children or young people who have experienced harm or abuse	6	4
D/504/2243	Understand the factors affecting older people	2	3
Y/504/2239	Provide information about health and social care or children and young people's services	3	3
Y/504/2208	Lead and manage infection prevention and control within the work setting	6	5
T/504/2197	Professional practice in health and social care for adults or children and young people	6	5
A/504/2198	Develop, maintain and use records and reports	3	4
H/504/2213	Lead practice which supports individuals to take positive risks	4	5
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	3	5
J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5
J/504/2219	Appraise staff performance	5	5
R/504/2224	Support people who are providing homes to individuals	6	4
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	6	5

Pathway 4 - Adults' Residential Management

Pathway 4 - Adults' Residential Management – Core Learners must achieve all 32 credits from this group			
URN	Component Name	Credit Value	Level
M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	5
R/602/2856	Safeguarding and protection of vulnerable adults	5	5
T/602/3174	Lead and manage group living for adults	5	5
Y/602/2860	Understand safeguarding of children and young people _for those working in the adult sector_	1	3
D/602/2844	Lead person centred practice	4	5
H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	7	6
M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	5
Pathway 4 - Adults' Residential Management - Management Units Learners must achieve a minimum of 12 credits from this group			
URN	Component Name	Credit Value	Level
J/602/2336	Develop procedures and practice to respond to concerns and complaints	6	5
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	3	4
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	6	5
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	6	5
T/602/2574	Manage induction in health and social care or children and young people's settings	3	4
F/602/2612	Facilitate change in health and social care or children and young people's settings	6	5
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	7	6
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4
R/602/2758	Manage quality in health and social care or children and young people's setting	5	5

Y/600/9588	Develop and evaluate operational plans for own area of responsibility	6	5
K/600/9711	Manage physical resources	3	4

Pathway 4 - Adults' Residential Management - Optional Knowledge
Learners must achieve a minimum of 1 credit and maximum of 6 credits

URN	Component Name	Credit Value	Level
T/602/3188	Understand partnership working	1	4
D/602/3170	Understand how to manage a team	3	4
H/602/3185	Understanding professional supervision practice	3	4
J/601/3538	Understand the process and experience of dementia	3	3
J/601/6150	Understand Physical Disability	3	3
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3
M/601/3467	Understand Sensory Loss	3	3
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3
A/503/8135	Understand Advance Care Planning	3	3
J/503/8137	Understand how to support individuals during the last days of life	3	3
F/503/8704	End of life and dementia care	2	3

Pathway 4 - Adults' Residential Management - Optional General
Learners may achieve the remaining credits from this group

URN	Component Name	Credit Value	Level
L/602/2337	Manage domiciliary services	6	5
F/602/2853	Lead the management of transitions	4	5
K/602/2572	Lead positive behavioural support	10	7
K/602/3074	Develop provision for family support	5	5
M/602/2380	Lead support for disabled children and young people and their carers	8	6
H/601/7354	Lead active support	5	5
K/601/7355	Active support: lead interactive training	4	5
J/601/5645	Promote access to healthcare for individuals with learning disabilities	6	5
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	7	3
M/601/5817	Support families who are affected by Acquired Brain Injury	3	3
D/601/5750	Support families who have a child with a disability	3	3

M/601/9494	Support the development of community partnerships	5	4
K/601/7906	Support individuals to access housing and accommodation services	4	3
T/601/9495	Support individuals at the end of life	7	3
F/601/9029	Work with families, carers and individuals during times of crisis	5	4
T/601/9738	Implement the positive behavioural support model	8	4
H/601/3546	Support individuals to access education, training or employment	4	4
M/601/5249	Promote awareness of sensory loss	3	5
H/601/5250	Support the use of assistive technology	4	5

K/601/5251	Explore models of disability	5	5
M/601/5252	Support individuals with sensory loss with communication	5	5
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5
T/600/9789	Support children's speech, language and communication.	4	3
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	5	4
F/502/3295	Independent Mental Capacity Advocacy	12	4
J/502/3296	Independent Mental Health Advocacy	7	4
L/502/3297	Providing Independent Advocacy Management	11	4
R/502/3298	Providing Independent Advocacy to Adults	5	4
Y/502/3299	Independent Advocacy with Children and Young People	7	4
F/502/3300	Providing Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards	5	4
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	4	3
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	4	3
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	6	5
D/504/2212	Lead and manage practice in dementia care	6	5
M/503/8133	Support the spiritual wellbeing of individuals	3	3
F/503/8685	Support individuals during the last days of life	5	4
T/503/8134	Lead and manage end of life care services	7	5

L/503/8138	Lead a service that supports individuals through significant life events	4	5
T/504/2202	Support individuals to stay safe from harm or abuse	4	3
J/504/2205	Provide support to adults who have experienced harm or abuse	4	5
T/504/2216	Assess the needs of carers and families	4	3
F/504/2204	Provide support to children or young people who have experienced harm or abuse	6	4
D/504/2243	Understand the factors affecting older people	2	3
Y/504/2239	Provide information about health and social care or children and young people's services	3	3
Y/504/2208	Lead and manage infection prevention and control within the work setting	6	5
T/504/2197	Professional practice in health and social care for adults or children and young people	6	5
A/504/2198	Develop, maintain and use records and reports	4	3
H/504/2213	Lead practice which supports individuals to take positive risks	4	5
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	3	5

J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5
J/504/2219	Appraise staff performance	5	5
R/504/2224	Support people who are providing homes to individuals	6	4
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	6	5

Pathway 5 - Adults' Management

Pathway 5 - Adults' Management – Core Learners must achieve all 33 credits from this group			
URN	Component Name	Credit Value	Level
M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	5
R/602/2856	Safeguarding and protection of vulnerable adults	5	5
Y/602/2860	Understand safeguarding of children and young people _for those working in the adult sector	1	3
D/602/2844	Lead person centred practice	4	5
H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	6	7
M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	5
J/601/5242	Assess the individual in a health and social care setting	6	5

Pathway 5 - Adults' Management - Optional Management Learners must achieve a minimum of 12 credits from this group			
URN	Component Name	Credit Value	Level
J/602/2336	Develop procedures and practice to respond to concerns and complaints	6	5
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	3	4
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	6	5
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	6	5
T/602/2574	Manage induction in health and social care or children and young people's settings	3	4
F/602/2612	Facilitate change in health and social care or children and young people's settings	6	5
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	7	6
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4
R/602/2758	Manage quality in health and social care or children and young people's setting	5	5
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	6	5
K/600/9711	Manage physical resources	3	4

Pathway 5 - Adults' Management - Optional Knowledge Learners must achieve a minimum of 1 credit and maximum of 6 credits from this group.			
T/602/3188	Understand partnership working	1	4
D/602/3170	Understand how to manage a team	3	4
H/602/3185	Understanding professional supervision practice	3	4
J/601/3538	Understand the process and experience of dementia	3	3
J/601/6150	Understand Physical Disability	3	3
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3
M/601/3467	Understand Sensory Loss	3	3
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3
A/503/8135	Understand Advance Care Planning	3	3
J/503/8137	Understand how to support individuals during the last days of life	3	3
F/503/8704	End of life and dementia care	2	3

Pathway 5 - Adults' Management - Optional General Learners must achieve a minimum of 1 credit and maximum of 6 credits from this group.			
URN	Component Name	Credit Value	Level
L/602/2337	Manage domiciliary services	6	5
F/602/2853	Lead the management of transitions	4	5
K/602/2572	Lead positive behavioural support	10	7
K/602/3074	Develop provision for family support	5	5
M/602/2380	Lead support for disabled children and young people and their carers	8	6
H/601/7354	Lead active support	5	5
K/601/7355	Active support: lead interactive training	4	5
J/601/5645	Promote access to healthcare for individuals with learning disabilities	6	5
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	7	5
M/601/5817	Support families who are affected by Acquired Brain Injury	3	3
D/601/5750	Support families who have a child with a disability	3	3
M/601/9494	Support the development of community partnerships	5	4
K/601/7906	Support individuals to access housing and accommodation services	4	3
T/601/9495	Support individuals at the end of life	7	3
F/601/9029	Work with families, carers and individuals during times of crisis	5	4
T/601/9738	Implement the positive behavioural support model	8	4
H/601/3546	Support individuals to access education, training or employment	4	4
M/601/5249	Promote awareness of sensory loss	3	5
H/601/5250	Support the use of assistive technology	4	5

K/601/5251	Explore models of disability	5	5
M/601/5252	Support individuals with sensory loss with communication	5	5
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5
T/600/9789	Support children's speech, language and communication.	4	3

F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	5	4
F/502/3295	Independent Mental Capacity Advocacy	12	4
J/502/3296	Independent Mental Health Advocacy	7	4
L/502/3297	Providing Independent Advocacy Management	11	4
R/502/3298	Providing Independent Advocacy to Adults	5	4
Y/502/3299	Independent Advocacy with Children and Young People	7	4
F/502/3300	Providing Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards	5	4
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	4	3
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	4	3
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	6	5
D/504/2212	Lead and manage practice in dementia care	6	5
M/503/8133	Support the spiritual wellbeing of individuals	3	3
F/503/8685	Support individuals during the last days of life	5	4
T/503/8134	Lead and manage end of life care services	7	5
L/503/8138	Lead a service that supports individuals through significant life events	4	5
T/504/2202	Support individuals to stay safe from harm or abuse	4	3

J/504/2205	Provide support to adults who have experienced harm or abuse	5	4
T/504/2216	Assess the needs of carers and families	4	3
F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	6
D/504/2243	Understand the factors affecting older people	2	3
Y/504/2239	Provide information about health and social care or children and young people's services	3	3
Y/504/2208	Lead and manage infection prevention and control within the work setting	6	5
T/504/2197	Professional practice in health and social care for adults or children and young people	6	5
A/504/2198	Develop, maintain and use records and reports	3	4

H/504/2213	Lead practice which supports individuals to take positive risks	4	5
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	3	5
J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5
J/504/2219	Appraise staff performance	5	5
R/504/2224	Support people who are providing homes to individuals	6	4
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	6	5

Pathway 6 - Adults' Advanced Practice

Pathway 6 - Adults' Advanced Practice – Core Learners must achieve all 21 credits from this group			
URN	Unit Name	Credit Value	Level
M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	5
R/602/2856	Safeguarding and protection of vulnerable adults	5	5
Y/602/2860	Understand safeguarding of children and young people _for those working in the adult sector_	1	3
D/602/2844	Lead person centred practice	4	5
J/601/5242	Assess the individual in a health and social care setting	6	5
Pathway 6 - Adults' Advanced Practice - Optional Management Learners may achieve the remaining credits from this group			
URN	Unit Name	Credit Value	Level
J/602/2336	Develop procedures and practice to respond to concerns and complaints	6	5
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	3	4
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	6	5
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	6	5
T/602/2574	Manage induction in health and social care or children and young people's settings	3	4
F/602/2612	Facilitate change in health and social care or children and young people's settings	6	5
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	7	6
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4
R/602/2758	Manage quality in health and social care or children and young people's setting	5	5
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	6	5
K/600/9711	Manage physical resources	3	4

Pathway 6 - Adults' Advanced Practice - Optional Knowledge Learners must achieve a minimum of 1 credit and maximum of 6 credits from this group			
URN	Unit Name	Credit Value	Level
T/602/3188	Understand partnership working	1	4
D/602/3170	Understand how to manage a team	3	4
H/602/3185	Understanding professional supervision practice	3	4
J/601/3538	Understand the process and experience of dementia	3	3
J/601/6150	Understand Physical Disability	3	3
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3
M/601/3467	Understand Sensory Loss	3	3
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3
A/503/8135	Understand Advance Care Planning	3	3
J/503/8137	Understand how to support individuals during the last days of life	3	3
F/503/8704	End of life and dementia care	2	3

Pathway 6 - Adults' Advanced Practice - Optional General Learners may achieve the remaining credits from this group			
URN	Unit Name	Credit Value	Level
L/602/2337	Manage domiciliary services	6	5
F/602/2853	Lead the management of transitions	4	5
K/602/2572	Lead positive behavioural support	10	7
K/602/3074	Develop provision for family support	5	5
M/602/2380	Lead support for disabled children and young people and their carers	8	6
J/602/3499	Undertake a research project within services for health and social care or children and young people	10	5
H/601/7354	Lead active support	5	5
K/601/7355	Active support: lead interactive training	4	5
J/601/5645	Promote access to healthcare for individuals with learning disabilities	6	5
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	7	3
M/601/5817	Support families who are affected by Acquired Brain Injury	3	3
D/601/5750	Support families who have a child with a disability	3	3
M/601/9494	Support the development of community partnerships	5	4
K/601/7906	Support individuals to access housing and accommodation services	4	3
T/601/9495	Support individuals at the end of life	7	3
F/601/9029	Work with families, carers and individuals during times of crisis	5	4
T/601/9738	Implement the positive behavioural support model	8	4
H/601/3546	Support individuals to access education, training or employment	4	4
M/601/5249	Promote awareness of sensory loss	3	5
H/601/5250	Support the use of assistive technology	4	5
K/601/5251	Explore models of disability	5	5
M/601/5252	Support individuals with sensory loss with communication	5	5
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5
T/600/9789	Support children's speech, language and communication.	4	3

F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	5	4
F/502/3295	Independent Mental Capacity Advocacy	12	4
J/502/3296	Independent Mental Health Advocacy	7	4
L/502/3297	Providing Independent Advocacy Management	11	4
R/502/3298	Providing Independent Advocacy to Adults	5	4
Y/502/3299	Independent Advocacy with Children and Young People	7	4
F/502/3300	Providing Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards	5	4
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	4	3
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	4	3
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	6	5
D/504/2212	Lead and manage practice in dementia care	6	5
M/503/8133	Support the spiritual wellbeing of individuals	3	3
F/503/8685	Support individuals during the last days of life	5	4
T/503/8134	Lead and manage end of life care services	7	5
L/503/8138	Lead a service that supports individuals through significant life events	4	5
T/504/2202	Support individuals to stay safe from harm or abuse	4	3
J/504/2205	Provide support to adults who have experienced harm or abuse	5	4
T/504/2216	Assess the needs of carers and families	4	3
F/504/2204	Provide support to children or young people who have experienced harm or abuse	6	4
D/504/2243	Understand the factors affecting older people	2	3
Y/504/2239	Provide information about health and social care or children and young people's services	3	3
Y/504/2208	Lead and manage infection prevention and control within the work setting	6	5
T/504/2197	Professional practice in health and social care for adults or children and young people	6	5
A/504/2198	Develop, maintain and use records and reports	3	4
H/504/2213	Lead practice which supports individuals to take positive risks	4	5
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	3	5

J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5
J/504/2219	Appraise staff performance	5	5
R/504/2224	Support people who are providing homes to individuals	6	4
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	6	5

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here: <https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

March 2016 Skills for Care and Development Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).
- 1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations¹
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered: <http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All

¹ see appendix A for links to the SFC&D partner organisations' websites

learners should follow the appropriate standards for conduct¹ and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

- 1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice'.

2. Assessment Principles

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills based learning outcomes must be made during the learners normal work activity by an occupationally qualified³, competent and knowledgeable assessor.
- 2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.
- 2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in

³ See appendix C for links to guidance on qualifications for occupational competence in UK nations

the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

- 2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.
- 2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 Assessment of knowledge based learning outcomes
- may take place in or outside of a real work environment
 - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
 - must be robust, reliable, valid and current; any assessment evidence using preset automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor
- 2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3 Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)

- 3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.
- 3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4 Definitions

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
 - be occupationally competent in the area for which they are providing expert testimony
 - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.

Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Appendix A Skills for Care and Development partnership website links

- <http://www.ccwales.org.uk> <http://www.niscc.info>
- <http://www.skillsforcare.org.uk>
- <http://www.sssc.uk.com>
- <http://www.skillsforcareanddevelopment.org.uk>
-

Appendix B Codes and Standards of Conduct

<http://www.ccwales.org.uk/code-of-professional-practice/>

http://www.niscc.info/files/Standards%20of%20Conduct%20and%20Practice/WEB_OPTIMISED_91739_NISCC_Social_Care_Workers_Book_NAVY_PINK.pdf

<http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/CodeofConduct.aspx>

<http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codesofpractice>

Appendix C Guidance on Occupational Competence Qualifications Wales:

Qualification Framework for the Social Care Sector in Wales

<http://www.ccwales.org.uk/qualification-framework/>

List of the Required Qualifications for the Early Years and Childcare Sector in Wales

<http://www.ccwales.org.uk/early-years-and-childcare-worker/>

N Ireland:

http://www.niscc.info/files/Publications/WorkforceDevelopmentDocumentFinal_27_04_2015.pdf

England:

<http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-socialcarequalifications/Adult-social-care-vocational-qualifications.aspx>

Scotland:

<http://www.sssc.uk.com/workforce-development/qualification-informationforproviders/scottish-vocational-qualifications>

Appendix C: Joint awarding body quality group assessor qualifications

D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
QCF Level 3 Certificate in Assessing Vocational Achievement
Qualified Teacher Status
Certificate in Education in Post Compulsory Education (PCE) Social Work
Post Qualifying Award in Practice Teaching
Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
Diploma in Teaching in the Lifelong Learning sector (DTLLS)
Mentorship and Assessment in Health and Social Care Settings
Mentorship in Clinical/Health Care Practice
L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
L&D9D - Assessing workplace competence using Direct methods (Scotland)
NOCN Tutor/Assessor Award
Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
Level 4 Certificate in Education and Training
Level 5 Diploma in Educations and Training



3.2 Component Specifications

Component 1: Use and develop systems that promote communication

Component Reference Number: F/602/2335

Level: 5

Credit: 3

Component Summary

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

Assessment Guidance

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

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

Relationship to Occupational Standards

LMCS E1 HSC 41

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

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

Component 2: Promote professional development

Component Reference Number: L/602/2578

Level: 4

Credit: 4

Component Summary

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

Assessment Guidance

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

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

Relationship to Occupational Standards

This component links with the following NOS: HSC 43 LMCS A1 D3 CCLD 429 LDSS/GCU6.

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

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

Component 3: Champion equality, diversity and inclusion

Component Reference Number: Y/602/3183

Level: 5

Credit: 4

Component Summary

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

Assessment Guidance

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

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

Relationship to Occupational Standards

LMCS, B1, HSC 45, LDSS/GCU 5, LDSS 408

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

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

Component 4: Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Component Reference Number: K/602/3172

Level: 5

Credit: 5

Component Summary

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

Assessment Guidance

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

Relationship to Occupational Standards

LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings	1.1 Explain the legislative framework for health, safety and risk management in the work setting
	1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements
2 Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings	2.1 Demonstrate compliance with health, safety and risk management procedures
	2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work
	2.3 Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with
	2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements

3 Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings	3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others
	3.2 Work with individuals and others to assess potential risks and hazards
	3.3 Work with individuals and others to manage potential risks and hazards
4 Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings	4.1 Work with individuals to balance the management of risk with individual rights and the views of others
	4.2 Work with individuals and others to develop a balanced approach to risk
	management that takes into account the benefits for individuals of risk taking
	4.3 Evaluate own practice in promoting a balanced approach to risk management
	4.4 Analyse how helping others to understand the balance between risk and rights improves practice
5 Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others
	5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting.
	5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting.
	5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting

Additional Information

Others may include:

- Self
- Workers / Practitioners
- Carers
- Significant others
- Visitors to the work setting
- Inspectors / Regulators

An Individual is someone accessing care or support.

Component 5: Work in partnership in health and social care or children and young people's settings

Component Reference Number: A/602/3189

Level: 4

Credit: 4

Component Summary

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

Assessment Guidance

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

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

Relationship to Occupational Standards

LMCS B1, HSC 41, CCLD 405, 406

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand partnership working	1.1 Identify the features of effective partnership working
	1.2 Explain the importance of partnership working with <ul style="list-style-type: none">• Colleagues• Other professionals• Others
	1.3 Analyse how partnership working delivers better outcomes
	1.4 Explain how to overcome barriers to partnership working
2 Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues
	2.2 Develop and agree common objectives when working with colleagues
	2.3 Evaluate own working relationship with colleagues
	2.4 Deal constructively with any conflict that may arise with colleagues

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

Component 6: Undertake a research project within services for health and social care or children and young people

Component Reference Number: J/602/3499

Level: 5

Credit: 10

Component Summary

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

Assessment Guidance

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

Relationship to Occupational Standards

CCLD 420 Undertake a research project.

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

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

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals *Reasonable Adjustment and Special Considerations* policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's

decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.



FAQ LEVEL 5 DIPLOMA IN
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