



FAQ LEVEL 5 DIPLOMA IN

LEADERSHIP AND MANAGEMENT FOR ADULT CARE

FULL SPECIFICATION

Qualification Numbers: **603/4684/X**

Qualification Reference: **L5DLMAC**



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Contents

Centre Requirements	1
1.1 Introduction	1
1.2 Data Protection	2
1.3 Complaints	2
1.4 Enquiries	2
Qualification Information	3
2.1 Qualification Outline	3
2.2 Additional Information	4
2.3 Progression	4
2.4 Assessment Principles	4
2.5 Qualification Structure	4
2.6 Barred Components and Exemptions	8
Assessment Principles and Component Specifications	9
3.1 Assessment Principles	9
3.2 Component Specifications	15
Centre Information	138
4.1 Centre Operations Manual	138
4.2 Initial Assessment and Centre Learner Support	138
4.3 Identification Requirements and Learner Authenticity	139
4.4 Legal Considerations	140

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 and Management for Adult Care**. 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 and Management for Adult Care** is to provide the learner with the skills, in-depth knowledge and understanding and occupational competence for being a leader in Adult Care.

The content of this specification has been specified by the sector skills council responsible for the adult care workforce, Skills for Care, working in partnership with employers, regulators and those who use services. This qualification has been approved for use by Skills for Care.



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

Managers in adult social care hold a pivotal position in ensuring that services can respond fully to the needs and aspirations of those use their provision. Managers must ensure that their service can rise to the challenge of delivering person-centred support in the context of increasing demand, through strong leadership, a robust values base, commitment to partnership working, willingness to innovate and shrewd business acumen. The content is applicable both to Registered Managers and more widely to all those who manage adult care services.

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

Minimum Guided Learning (GL) for this qualification is: 485 hours

Minimum credits required to achieve the qualification: 90

Suitable for age ranges: 18+ 19+

Method of assessment: Portfolio of Evidence which will demonstrate competence through various means including observations by an assessor. 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. However, learners will be expected to have qualifications, prior knowledge, skills and experience in management roles in the care industry before undertaking this qualification.

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/Qualifications>.

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

The FAQ Level 5 Diploma in Leadership and Management for Adult Care can support progression into the role of Registered Manager, further leadership and management roles within the Adult Care employment sector and higher education.

2.4 Assessment Principles

The **FAQ Level 5 Diploma in Leadership and Management for Adult Care** must be assessed in accordance with the Assessment Principles developed by Skills for Care & Development.

2.5 Qualification Structure

To achieve the FAQ Level 5 Diploma in Leadership and Management for Adult Care, learners must achieve 80 credits from the mandatory components in Group M, and a minimum of 10 credits from the optional components, Group O which totals a minimum of 90 credits.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	K/617/6411	Leadership and management in adult care	4	5
2	M/617/6412	Team leadership in adult care	5	5
3	T/617/6413	Governance of adult care	4	5
4	A/617/6414	Regulation and inspection for adult care	5	5
5	F/617/6415	Lead and manage effective communication and information management in adult care	3	5
6	J/617/6416	Managing partnership working in adult care	3	5
7	L/617/6417	Managing outcomes-based person-centred practice in adult care	4	5
8	R/617/6418	Managing equality, diversity and inclusion in adult care	5	5
9	Y/617/6419	Managing continuous improvement in adult care	3	5
10	L/617/6420	Managing professional development in adult care	5	5
11	R/617/6421	Supervision and performance management in adult care	5	5
12	Y/617/6422	Resource management in adult care	5	5
13	D/617/6423	Managing safeguarding and protection in adult care	5	5
14	H/617/6424	Managing health and safety in adult care	3	5
15	K/617/6425	Risk-taking and risk management in adult care	4	5
16	M/617/6426	Managing concerns and complaints in adult care	5	5
17	T/617/6427	Manage self for leadership in adult care	3	5
18	A/617/6428	Decision making in adult care	3	5
19	F/617/6429	Entrepreneurial skills in adult care	3	5
20	T/617/6430	Innovation and change in adult care	3	5

Group O – Optional				
Component Number	URN	Component Name	Credit Value	Level
21	L/602/2337	Manage domiciliary services	6	5
22	M/601/9494	Support the development of community partnerships	5	4
23	K/601/5251	Explore models of disability	5	5
24	J/601/5645	Promote access to healthcare for individuals with learning disabilities	6	5
25	M/601/3467	Understand sensory loss	3	3
26	M/601/5252	Support individuals with sensory loss with communication	5	5
27	M/601/5249	Promote awareness of sensory loss	3	5
28	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	7	5
29	M/601/5817	Support families who are affected by Acquired Brain Injury	3	3
30	D/615/8780	Support individuals at the end of life	6	3
31	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5
32	J/601/6150	Understand physical disability	3	3
33	Y/506/7089	Understand the process and experience of dementia	3	3
34	J/601/5242	Assess the individual in a health and social care setting	6	5
35	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	6	5
36	H/601/7354	Lead active support	5	5
37	D/602/2844	Lead person centred practice	4	5
38	K/602/2572	Lead positive behavioural support	10	7
39	T/602/3174	Lead and manage group living for adults	5	5
40	M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	5
41	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3

42	R/502/3298	Providing independent advocacy to adults	5	4
43	R/602/2856	Safeguarding and protection of vulnerable adults	5	5
44	H/601/3546	Support individuals to access education, training or employment	4	4
45	K/601/7906	Support individuals to access housing and accommodation services	4	3
46	F/601/9029	Work with families, carers and individuals during times of crisis	5	4
47	J/504/2219	Appraise staff performance	5	5
48	J/602/2336	Develop procedures and practice to respond to concerns and complaints	6	5
49	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	6	5
50	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	5
51	F/602/2612	Facilitate change in health and social care or children and young people's settings	6	5
52	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	6	5
53	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	7	6
54	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	7	6
55	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4
56	T/602/2574	Manage induction in health and social care or children and young people's settings	3	4
57	K/600/9711	Manage physical resources	3	4
58	R/602/2758	Manage quality in health and social care or children and young people's setting	5	5

59	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	3	4
60	D/602/3170	Understand how to manage a team	3	4
61	T/602/3188	Understand partnership working	1	4
62	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	6	5
63	Y/602/2860	Understand safeguarding of children and young people for those working in the adult sector	1	3
64	H/602/3185	Understanding professional supervision practice	3	4

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.

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

*See Appendix A for links to SfC&D partner organisations' websites

**See Appendix B for links to standards for conduct in UK nations

- 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 learner's normal work activity by an occupationally qualified***, 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 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.

***See Appendix C for links to guidance on qualifications for occupational competence in UK nations

- 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 pre-set 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 (e.g. 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/Code-of- Conduct.aspx>

<https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/>

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-social-care-qualifications/Adult-social-care-vocational-qualifications.aspx>

Scotland:

- <https://www.sssc.uk.com/workforce-development/qualification-information-for-providers/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: Leadership and management in adult care

Component Reference Number: K/617/6411

Level: 5

Credit: 4

GL: 20

Component Summary

This component develops the learner's knowledge, understanding and skills in relation to management and leadership in adult care settings. The component considers the difference between leadership and management and how each can be utilised in adult social care settings.

This component explores the understanding and skills needed for the application of leadership and management skills in adult care, including the implementation of current theories. The component also covers methods of addressing potential conflicts which may be encountered when applying leadership and management models. The component includes developing an understanding of methods of promoting the vision of the organisation and how this can be communicated to others.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the application of theories of leadership and management in adult care.	1.1 Define: <ul style="list-style-type: none">• leadership• management.
	1.2 Research and understand key theories of leadership and management
	1.3 Evaluate how key theories of leadership and management can be applied to practice in an adult care setting.
	1.4 Analyse how the values and culture of an organisation impact on the application of leadership and management models.
	1.5 Analyse how conflicts between leadership and management models can be addressed.
2. Understand the effect of policy drivers on the leadership and management of adult care services.	2.1 Describe current factors that influence national policy drivers.
	2.2 Evaluate the impact of national policy drivers on leadership and management in adult care services.

	2.3 Analyse themes and trends impacting on the leadership and management of adult care services.
3. Understand the role of the leader or manager in adult care setting.	3.1 Describe the skills required to be effective as a: <ul style="list-style-type: none"> • Leader • Manager in adult care
	3.2 Explain why managers in adult social care settings utilise leadership and management skills.
	3.3 Analyse the interdependencies between leadership and management.
	3.4 Explain why leadership and management styles may need to be adapted to manage different situations.
	3.5 Explain how to establish a culture of continual learning and development.
	3.6 Describe the importance of supporting practitioners to learn from experience.
4. Generate commitment to a vision for the adult care service.	4.1 Support internal and external stakeholders to understand the vision for the service.
	4.2 Communicate own ideas and enthusiasm about the service and its future confidently and in a way which engages others.
	4.3 Support those who will be implementing the vision to share and own it.
	4.4 Explain to stakeholders the impact a shared vision can have on the service and them.
	4.5 Analyse the interaction between leadership and the values and culture of an adult care service.
	4.6 Evaluate how leadership skills can influence the values of an organisation.

Component 2: Team leadership in adult care

Component Reference Number: M/617/6412

Level: 5

Credit: 5

GL: 20

Component Summary

This component develops the learner's knowledge, understanding and skills in relation to leading effective team performance. The component explores how families and carers could be considered as team members and what roles they could play, and how they can be supported. The component also addresses how to support others to adopt a culture of equality, diversity and inclusion in team practice.

This component explores the knowledge and skills needed for learners to understand how to develop an effective team in adult care. The component also looks at the stages that groups of people progress through to become a team. Learners will also explore and how address conflict and objective setting, performance management and methods of improving team performance.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the features of team work in adult care.	1.1 Identify the characteristics of what makes a good/effective team.
	1.2 Analyse the characteristics of effective teams in adult care.
	1.3 Explain the stages of team development
	1.4 Evaluate the importance of team roles.
	1.5 Analyse the value of using theoretical models when building teams.
	1.6 Identify the challenges experienced by teams who are: <ul style="list-style-type: none">• developing• established.
	1.7 Explain how challenges to team performance can be overcome.
2. Provide leadership for a team in adult care.	2.1 Describe the requirements of an effective team leader in adult care.
	2.2 Adapt leadership styles to reflect the stages of team development.
	2.3 Explain how individuals, families and carers may be important members of the team.

	2.4 Describe how individuals, families and carers can be supported as team members.
	2.5 Analyse how different management styles may influence outcomes of team performance.
	2.6 Develop and maintain trust and accountability within the team.
	2.7 Demonstrate personal commitment and vision to the service and its values.
	2.8 Develop and maintain team commitment to the service and its values.
3. Foster a values-based culture within a team.	3.1 Identify the components of a positive values-based culture within a team in adult care.
	3.2 Model and promote good practice to support a positive values-based culture in a team.
	3.3 Challenge discrimination and exclusion.
	3.4 Develop, implement and review strategies and processes to support a positive values-based culture in a team.
	3.5 Encourage creative and innovative ways of working within a team.
4. Develop a plan with team members to meet agreed objectives.	4.1 Identify potential team objectives.
	4.2 Facilitate team agreement of: <ul style="list-style-type: none"> • roles • responsibilities • personal work objectives • team objectives.
	4.3 Encourage team members to actively participate in the planning process.
	4.4 Encourage team members to work creatively and innovatively to achieve agreed objectives.
	4.5 Utilise the skills, interests, knowledge, expertise and development needs within the team to meet agreed.
	4.6 Promote a culture of learning where teams are supported to learn from experience.
	4.7 Encourage the sharing of skills and knowledge between team members.
5. Implement and review personal and team objectives.	5.1 Encourage open communication between members to support team development.
	5.2 Support team members to work towards personal and team objectives.
	5.3 Monitor, evaluate and recognise progress towards agreed objectives.
	5.4 Provide feedback on performance to: <ul style="list-style-type: none"> • the individual

	<ul style="list-style-type: none"> the team.
	5.5 Manage team members when performance does not meet requirement.
	5.6 Identify opportunities for continuing team development.

Additional guidance:

Values-based: Based on person centred values which include:

- Individuality
- Rights
- Diversity
- Equality
- Choices
- Privacy
- Independence
- Inclusion
- Dignity
- Respect
- Partnership

Component 3: Governance of adult care

Component Reference Number: T/617/6413

Level: 5

Credit: 4

GL: 18

Component Summary

This component develops the learner's knowledge and understanding of legislation and statutory requirements influencing practice and the delivery of adult care services. The component looks at the structure and governance of organisations in adult care.

This component explores the knowledge needed for learners to understand the effect legislation and statutory frameworks have on adult care provision. The component also addresses the impact legislation and policy has on person-centred and outcomes-based practice in adult care. In addition, the interrelationship local and national forums have with resolving actual or potential conflicts between frameworks and principles for good practice are covered.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand legislative and statutory requirements influencing practice in adult care provision.	1.1 Explain key drivers underpinning the delivery of adult care.
	1.2 Analyse the effect current drivers have on the role of the manager.
	1.3 Evaluate the impact of current drivers on the sector.
	1.4 Analyse how legislation and policy informs person centred and outcomes based procedures and practice.
	1.5 Explain how forums can highlight conflicts that may develop between statutory frameworks and the values and principles informing good practice.
2. Understand the role of governance and accountability in adult care.	2.1 Outline the governance mechanisms in an adult care organisation.
	2.2 identify how government mechanisms relate to an adult care organisation as a: <ul style="list-style-type: none">• statutory• private• voluntary• independent organisation.

	2.3 Explain own position of accountability within the governance structure.
	2.4 Explain how agreed ways of working relate to governance and accountability.

Additional guidance:

Drivers: may include Legislation, policy, statutory frameworks, codes of practice, research, practice, protocols, inquiries, funding, at local and/or national level.

Forums: covers those at local and national level.

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

Component 4: Regulation and inspection for adult care

Component Reference Number: A/617/6414

Level: 5

Credit: 5

GL: 20

Component Summary

The purpose of this component is to develop learner's knowledge of what is required when leading and managing the quality of adult care service provision to meet legislative, regulatory, registration and inspection requirements.

This component addresses the role and importance of the processes of regulation and inspection. The component includes leading the inspection process, what is necessary when preparing for inspection and the range of standards and frameworks used during inspection.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand systems and requirements for regulation and inspection of adult care services.	1.1 Identify the services subject to registration and inspection.
	1.2 Explain key drivers and legislation underpinning regulation and inspection.
	1.3 Explain the standards used for regulation and inspection.
	1.4 Explain the range of regulation processes that apply to services.
	1.5 Describe the key areas of enquiry for inspection.
	1.6 Describe the grading system available at inspection.
	1.7 Explain the implications of each grade that can be awarded at an inspection on an adult care service organisation.
	1.8 Describe sources of information and support.
	1.9 Analyse how to address conflicts which may arise when different regulatory frameworks have differing requirements.
2. Understand the remit of those involved in regulation and inspection in adult care.	2.1 Explain the key roles, remits and responsibilities of: <ul style="list-style-type: none">the Registered Managerthe Nominated Individualthe 'fit and proper person'

	<ul style="list-style-type: none"> • inspectors • others.
	2.2 Explain who may hold the role of the nominated individual.
	2.3 Explain how the role of the nominated individual differs from that of the registered manager.
3. Understand the inspection process in adult care services.	3.1 Identify the information required in preparation for inspection.
	3.2. Explain who needs to be aware of and/or involved in the inspection process.
	3.3 Explain sources of information and support in relation to inspection.
	3.4 Explain how to prepare for inspection.
	3.5 Explain the process of inspection.
	3.6 Explain ways to address the outcome and impact of an inspection.

Additional guidance:

Range of regulation processes: in relation to areas such as health and safety, safeguarding.

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

Component 5: Lead and manage effective communication and information management in adult care

Component Reference Number: F/617/6415

Level: 5

Credit: 3

GL: 18

Component Summary

The purpose of this component is to develop learner's knowledge and skills in relation to the important role played by communication and information management in adult care services. Confidentiality is key, and this is explored, as is consent and when information may need to be shared.

This component addresses the role of communication and information management. The component looks at what is required when leading and managing effective systems and practice for communication in adult care services. The component includes how to lead practice that promotes person centred communication systems and when adapting communication approaches may be necessary. How to maintain effective practice in communication through the use of recording and reporting is also covered.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand approaches to communication used in adult care.	1.1 Identify the groups and individuals whose communication needs must be addressed.
	1.2 Analyse theoretical models of communication.
	1.3 Explain the importance of recognising models of communication used in the work setting and why these are important.
	1.4 Analyse why different systems of communication are needed in different contexts or with different people in adult care settings.
	1.5 Explain how communication underpins: <ul style="list-style-type: none">• sustainable relationships• positive outcomes for individuals, families and carers• leadership and management of teams• conflict resolution• partnership working• information sharing.

2. Manage communication systems that support positive outcomes in adult care.	2.1 Promote a culture of active participation that enables individuals to communicate their preferences and needs
	2.2 Explain the importance of taking into account the needs and feelings of others in all interactions
	2.3 Explain the importance of 'active listening'
	2.4 Explain how approaches to communication can benefit the delivery of information to meet different needs.
	2.5 Make communication accessible for different needs.
	2.6 Use reporting and recording systems in supporting individuals to achieve positive outcomes.
	2.7 Monitor and evaluate the effectiveness of communication systems and practices utilised in own service.
3. Understand how to operate systems for information management in adult care.	3.1 Describe the features and purpose of information management systems in own setting.
	3.2 Explain roles and responsibilities involved in ensuring effective communication systems.
	3.3 Propose improvements to communication systems and practices.
	3.4 Ensure information governance principles support the safety and security of information.
4. Maintain security of information in adult care.	4.1 Lead the implementation of systems for information management to meet legal and ethical requirements.
	4.2 Facilitate practice which addresses legal and/or ethical conflicts arising when maintaining confidentiality.
	4.3 Implement processes for gaining consent for the sharing of personal information from individuals accessing adult care services.
	4.4 Use effective information sharing protocols between organisations to support continuity of care.
	4.5 Explain how failure to share information can affect individuals accessing adult support services.

Additional guidance:

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

Component 6: Managing partnership working in adult care

Component Reference Number: J/617/6416

Level: 5

Credit: 3

GL: 18

Component Summary

The purpose of this component is to develop learner's knowledge, understanding and skills in relation to working relationships and partnerships in adult care.

This component addresses the role of partnership working in adult care. The component focuses on the promotion and role of key relationships, including those with individuals and their carers and families. How partnerships lead to positive outcomes is covered, as is how to manage working relationships with other professionals and agencies.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the context of partnership working in adult care services.	1.1 Identify the relationships and partnerships underpinning adult care services.
	1.2 Explain how legislation and regulation influence working relationships.
	1.3 Explain how relationships with individuals and carers influence person-centred practice and the achievement of positive outcomes for individuals and their families.
	1.4 Analyse the benefits of networking with other agencies and community groups for: <ul style="list-style-type: none">• individuals accessing the service• the sustainability of the organisation.
	1.5 Describe the how integrated working with other agencies delivers better outcomes for individuals and the place of systems leadership in this
	1.6 Explain the features of effective partnership working across agencies.

	1.7 Explain how to overcome barriers to partnership working.
	1.8 Describe own responsibilities in establishing internal and external relationships.
2. Lead relationships with individuals, carers and families in adult care.	2.1 Model open, and supportive relationships with individuals, carers and their families.
	2.2 Support others to recognise the value and contribution individuals, carers and families make to co-production .
	2.3 Ensure individuals and carers are aware of their statutory rights.
	2.4 Implement systems that engage individuals and those important to them for: <ul style="list-style-type: none"> • day-to-day practice • decision-making • review.
	2.5 Maintain ongoing dialogue with carers in meeting the needs of people accessing services.
3. Manage working relationships with colleagues to achieve positive outcomes in adult care services.	3.1 Develop procedures to facilitate working relationships with colleagues in the organisation.
	3.2 Develop and agree shared objectives when working with colleagues.
	3.3 Implement systems and practices that allow colleagues to use their expertise.
	3.4 Deal constructively with conflicts or dilemmas when working with colleagues.
	3.5 Evaluate own working relationships with colleagues.
4. Partnership working with professionals in other agencies.	4.1 Negotiate with professionals in other agencies to agree: <ul style="list-style-type: none"> • objectives • roles and responsibilities • procedures • ways of working for specific tasks.
	4.2 Use agreed ways of working to carry out own role and support others to carry out their responsibilities.
	4.3 Address any challenges that arise when working with professionals in other agencies.

	4.4 Implement and comply with current legislation when implementing communication and recording systems for information sharing between agencies.
	4.5 Challenge in ways that promote change any poor practice or failure to work in agreed ways.
	4.6 Evaluate the effectiveness of partnership work and the processes which underpin it.
	4.7 Seek agreement for improvements to partnership work.

Additional guidance:

Integrated working: practitioners working collaboratively to put the individual at the centre, to meet their needs and improve their lives.

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.

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

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

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

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

Component 7: Managing outcomes-based person-centred practice in adult care

Component Reference Number: L/617/6417

Level: 5

Credit: 4

GL: 20

Component Summary

The purpose of this component is to develop learner's knowledge, skills and understanding of how to manage the process of planning and achieving outcomes-based person-centred practice in adult care.

This component addresses the role of outcomes-based person-centred practice and how this is central to the wellbeing of individuals accessing adult care services. How to manage this in service delivery is explored, as is facilitating healthcare outcomes according to the individual's needs.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand outcomes-based and person-centred practice in adult care.	1.1. Explain how the features, principles and values of outcomes-based practice and how outcomes-based practice relates to the well-being of individuals.
	1.2 Explain how the features, principles and values of person-centred practice and how person-centred practice relates to choice and control.
	1.3 Explain how outcomes-based practice and person-centred practice interlink to facilitate positive change for individuals.
	1.4 Explain how active participation contributes to: <ul style="list-style-type: none">• well-being• the achievement of positive outcomes.
	1.5 Explain ways of working to ensure individuals have choice and control over the outcomes they choose.
	1.6 Explain how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals.

2. Achieve positive outcomes for individuals through the management of person-centred practice.	2.1 Facilitate a culture that respects and considers an individual's: <ul style="list-style-type: none"> • well-being • history • preferences, wishes, needs and strengths.
	2.2 Develop and implement a plan to ensure team members have the knowledge and competence to support individuals in person-centred ways for the achievement of positive outcomes.
	2.3 Manage others to work with individuals and adapt approaches in response to evolving needs and preferences.
	2.4 Manage the review of individuals': <ul style="list-style-type: none"> • preferences • wishes • needs • strengths • the approaches used in their care and support.
	2.5 Manage resources in ways that: <ul style="list-style-type: none"> • support individuals to make choices and achieve positive outcomes • promote good health and healthy choices.
	2.6 Implement systems and processes for recording the identification of and progress towards the achievement of outcomes.
	2.7 Record the outcomes of the implementation of person-centred practice.
3. Lead practice to achieve healthcare outcomes.	3.1 Support others to identify and record individuals' current and emerging healthcare needs.
	3.2 Maintain healthcare records in line with requirements.
	3.3 Enable others to understand the importance of early identification of healthcare issues.
	3.4 Implement the protocols necessary for involving healthcare professionals.
	3.5 Work with healthcare professionals to ensure team members have appropriate training to carry out healthcare procedures.

	3.6 Support individuals to work towards health outcomes using appropriate healthcare methods .
	3.7 Ensure lines of accountability for continuing healthcare procedures are understood and agreed.

Additional guidance:

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

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

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

Active participation: 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.

Crosses traditional boundaries: e.g. between health, housing, and social care).

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

Appropriate healthcare methods: may include:

- Regular health checks
- Agreed therapeutic activities
- Administering prescribed medication or medical treatment
- Promoting and supporting healthy lifestyle choices.

Component 8: Managing equality, diversity and inclusion in adult care

Component Reference Number: R/617/6418

Level: 5
Credit: 5
GL: 20

Component Summary

The purpose of this component is to develop learner's knowledge, understanding and skills required when managing a whole systems approach to equality, diversity and inclusion in adult care services.

This component covers the legal requirements surrounding equality, diversity and inclusion in adult care services. How legislation and policy informs good practice in relation to equality, diversity and inclusion is addressed. Methods of supporting others to challenge discrimination and exclusion in a positive way are also explored.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the context of equality, diversity and inclusion in adult care.	1.1 Explain models of practice influencing equality, diversity and inclusion in adult care.
	1.2 Explain the legal contexts underpinning: <ul style="list-style-type: none">• equality• diversity• inclusion• the effects of discrimination and inclusion.
	1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in adult care.
	1.4 Analyse the effects of obstacles to achieving equality, diversity and inclusion.
2. Champion good practice in equality, diversity and inclusion in adult care.	2.1 Explain own role in promoting practice to champion diversity, equality and inclusion.
	2.2 Describe own role in providing others with information about equality, diversity and Inclusion.
	2.3 Evaluate and improve policies and practices that promote equality, diversity and inclusion.
	2.4 Support others to challenge discrimination and exclusion to achieve change and promote positive outcomes.

	2.5 Address ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.
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Component 9: Managing continuous improvement in adult care

Component Reference Number: Y/617/6419

Level: 5

Credit: 3

GL: 28

Component Summary

The purpose of this component is to develop learner's knowledge, understanding and skills relating to continuous improvement in practice in adult care services.

This component covers how to lead continuous improvement in service delivery. The component addresses how progress can be monitored to ensure positive outcomes and person-centred practice is achieved. The use of evidence-based research is also addressed, and its role in supporting the identification of best practice.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand continuous improvement in practice in adult care.	1.1 Explain continuous improvement in the context of adult care services.
	1.2 Explain roles and responsibilities, including own, in relation to continuous improvement.
	1.3 Explain the impact of systems, processes and practice on the achievement of positive outcomes.
	1.4 Explain how to act on lessons learned from incidents that have taken place.
	1.5 Analyse how to use evidence-based research to identify best practice in outcomes-based and person-centred practice.
2. Develop a culture of continuous improvement in adult care.	2.1 Develop an ethos of responsibility for quality assurance within a team.
	2.2 Listen and respond to the views of individuals and carers about the service provided.
	2.3 Use evidence gathered to plan for improvements to systems, processes and practice.
	2.4 Lead the implementation of improvements to systems, processes and practice.

	2.5 Evaluate the impact of changes made as identified in quality improvement processes.
	2.6 Identify and act on lessons learned from incidents that occur.
	2.7 Monitor and evaluate progress towards the achievement of positive outcomes and person-centred practice.

Additional guidance:

Incidents: accidents, errors, near-misses.

Component 10: Managing professional development in adult care

Component Reference Number: L/617/6420

Level: 5

Credit: 5

GL: 28

Component Summary

The purpose of this component is to develop learner's knowledge and understanding of the role of professional development in adult care. The component looks at methods of developing knowledge and skills and how to ensure learning is applied to practice.

This component covers how professional development contributes to the improvement of practice and service provision. How to overcome constraints affecting professional development opportunities is also addressed, as is the role of reflective practice in professional development.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand professional development in adult care.	1.1 Explain the importance of continually improving own and others' knowledge and practice.
	1.2 Analyse the use of models of reflective practice in adult care.
	1.3 Analyse the mechanisms and resources that support learning and development in adult care.
	1.4 Explain how to overcome barriers and constraints to professional development in adult care settings.
	1.5 Explain the different sources and systems of support available for professional development.
	1.6 Explain factors to consider when selecting and commissioning activities for continuous professional development.
2. Understand how to manage professional development in adult care.	2.1 Explain own responsibility for identifying learning opportunities to meet own and others' development objectives.
	2.2 Describe how to ensure a culture where new learning can be applied to practice.
	2.3 Evaluate the impact of learning transfer.

	2.4 Evaluate the importance of a professional development plan.
3. Understand the importance of literacy, numeracy and digital skills in adult care.	3.1 Explain the importance of literacy, numeracy and digital skills in all areas of adult social care provision.
	3.2 Explain how to support others to assess their level of literacy, numeracy and digital skills in relation to their work.
	3.3 Explain how to access support for further development of literacy, numeracy and digital skills.

Additional guidance:

Mechanisms and resources that support learning and development: includes qualifications, National Occupational Standards, apprenticeships, funding streams, endorsement schemes and quality marks.

Sources and systems of support: support for professional development may include:

- formal support
- informal support
- supervision
- appraisal
- mentoring
- funding for development activities.

These may be:

- within the organisation
- beyond the organisation.

identifying learning opportunities: this may include apprenticeships, internships, qualifications.

Component 11: Supervision and performance management in adult care

Component Reference Number: R/617/6421

Level: 5

Credit: 5

GL: 26

Component Summary

The purpose of this component is to develop learner's knowledge, understanding and skills in relation to the functions of supervision and performance management in adult care. The component explores the legislation, theory and procedures underpinning the processes of supervision and performance management.

This component covers how professional development contributes to performance management and how any issues identified can be addressed. The preparation and process of supervision are addressed, and how to support supervisees to identify and review their development needs and progress. Finally, methods of addressing performance management are explored, including organisational procedures for addressing conduct.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the principles of professional supervision in adult care.	1.1 Explain the principles, scope and purpose of professional supervision.
	1.2 Analyse theories and models of supervision.
	1.3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence supervision.
	1.4 Explain how findings from research, critical reviews and inquiries can be used within supervision.
	1.5 Analyse how professional supervision can protect: <ul style="list-style-type: none">• the supervisor• the supervisee• individuals, carers and families.
	1.6 Analyse why a 'performance management cycle' model is used.
	1.7 Explain how performance indicators can be used to measure practice.
2. Prepare for professional supervision in adult care.	2.1 Establish agreement with the supervisee on key areas relating to supervision.

	2.2 Analyse information from different perspectives to build an evidence-based understanding of the supervisee's performance.
	2.3 Support a supervisee to identify their own development needs.
3. Facilitate the supervision process in adult care.	3.1 Support supervisee to reflect on their practice using: <ul style="list-style-type: none"> the range of information available their own insights.
	3.2 Support the supervisee(s) to explore methods of addressing challenging situations in their work.
	3.3 Provide constructive feedback that can be used to improve performance.
	3.4 Record agreed supervision decisions.
	3.5 Address issues which can result in a power imbalance in professional supervision.
	3.6 Adapt approaches to supervision in response to feedback from the supervisee(s) and others.
4. Understand how to address performance management and related issues.	4.1 Explain how supervision can be used to inform performance management.
	4.2 Explain the organisation's procedures for addressing conduct and performance issues.
	4.3 Explain the learner's role in: <ul style="list-style-type: none"> procedures for addressing conduct and performance issues grievance procedures.
	4.4 Explain how to review and revise targets to meet objectives of the work setting and the supervisee.
	4.5 Evaluate the use of conflict resolution models to address challenges identified during supervision.
	4.6 Describe how appraisal processes can be used with supervision to manage and improve performance.
	4.7 Explain the organisation's disciplinary and grievance procedures.

Additional guidance:

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

Key areas: confidentiality, boundaries, roles and accountability, the frequency and location of supervision sessions, sources of data and evidence that can be used to inform supervision, actions to be taken in preparation for supervision.

Component 12: Resource management in adult care

Component Reference Number: Y/617/6422

Level: 5

Credit: 5

GL: 25

Component Summary

The purpose of this component is to develop learner's knowledge and understanding of resource management and the drivers affecting change and resource use and planning.

This component covers areas of resource planning and management utilised in adult care. Principles of resource planning and methods of monitoring, reviewing and evaluating approaches are also addressed. The need for responsiveness and the ability to prioritise and use resources efficiently and effectively are also included.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand principles for effective resource management in adult care.	1.1 Explain the impact of national and local strategies and priorities on resource planning in relation to: <ul style="list-style-type: none">• financial resources• physical resources• human resources.
	1.2 Identify emerging issues that are likely to impact on service provision.
	1.3 Explain the impact of emerging issues on resource planning and management.
	1.4 Explain the importance of accurately forecasting resource requirements.
	1.5 Analyse the value of using assets and resources outside traditional services and in the community.
	1.6 Evaluate the place of technology as a resource in service delivery and service management.
	1.7 Explain the meaning of sustainability in relation to resource management in adult care.
	1.8 Identify roles, responsibilities and accountabilities for resource management within the organisation.

2. Understand the principles of human resource management in adult care.	2.1 Identify roles and responsibilities in relation to human resource management in the organisation.
	2.2 Explain factors and approaches used to improve recruitment and retention of adult care staff.
	2.3 Describe the recruitment, selection and induction processes in the organisation and your own role in them.
	2.4 Explain the importance of ensuring employment practices are free from discrimination and harassment.
	2.5 Describe how to identify the numbers and pattern of staffing required to provide a person-centred, outcomes-based service.
	2.6 Explain how to manage and adjust staffing patterns to meet emerging needs.
3. Understand finance management in adult care.	3.1 Explain own responsibility and accountability for financial management.
	3.2 Describe the finance management systems within own organisation.
	3.3 Explain the sources of funding that are used to construct the budget in own area of responsibility.
4. Understand performance management of the adult care service.	4.1 Explain how to capture and analyse data and information from different sources to understand performance of own service.
	4.2 Explain how the information collected can inform improvements to services and resource management.

Additional guidance:

Emerging issues: may include demographics, trends and changes, local and national strategies and priorities.

Component 13: Managing safeguarding and protection in adult care

Component Reference Number: D/617/6423

Level: 5

Credit: 5

GL: 20

Component Summary

The purpose of this component is to develop learner's knowledge, skills and understanding in relation to the vital role played by safeguarding and protection in adult care services. The component also looks at the role of the manager in the safeguarding and protection of children and young people who may access adult care services.

This component covers what is required to lead practice which safeguards adults, children and young people who may require adult care services, or have access to settings. The component also addresses leading the implementation of policies and procedures to underpin safeguarding in adult care.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand requirements for the safeguarding of vulnerable adults.	1.1 Explain legislative requirements underpinning the safeguarding of vulnerable adults.
	1.2 Analyse how national and local guidelines, policies and procedures for safeguarding affect: <ul style="list-style-type: none">• day-to-day work with individuals• the managers' responsibilities towards individuals, their families and carers as well as team members.
	1.3 Explain the legal provisions in relation to whistleblowing.
	1.4 Describe the importance of respecting confidentiality whilst ensuring protection and well-being.
	1.5 Describe signs, symptoms and behaviours that may raise concerns about safety.
	1.6 Explain the procedures that should be followed if concerns about safety are suspected.
	1.7 Identify the role of different agencies in the safeguarding of individuals.

2. Lead the implementation of policies and procedures to support safeguarding of vulnerable adults.	2.1 Ensure that all workplace Systems, processes, policies and procedures comply with legal requirements.
	2.2 Support team members to develop the knowledge and skills they need to safeguard vulnerable adults.
	2.3 Review and revise policies and procedures to ensure continuous improvement to include: <ul style="list-style-type: none"> the views of vulnerable adults and those who are important to them current guidance arising from serious case reviews support systems for staff and others liaison with external organisations.
	2.4 Follow agreed protocols when participating in inter-agency working in order to protect vulnerable adults.
3. Manage the safeguarding of children and young people encountered in an adult care service.	3.1 Explain local systems for safeguarding children and young people and the manager's responsibilities.
	3.2 Support team members to understand why everyone has a responsibility to act on concerns about the abuse of a child or young person.
	3.3 Explain the actions to take if a concern, disclosure or allegation arises.
	3.4 Explain the rights that children, young people and their families have where harm or abuse is suspected or alleged.
4. Understand the use and impact of restrictive practices.	4.1 Define: <ul style="list-style-type: none"> 'restrictive practices' 'restraint' 'hidden restraint'.
	4.2 Analyse the impact of restrictive practices on: <ul style="list-style-type: none"> safety dignity relationships well-being.
	4.3 Describe how the use of restrictive practices can be reduced through person-centred practice and accurate assessment.
	4.4 Explain organisational requirements and legal implications relating to restrictive practices, including their use as a last resort.

Additional guidance:

Systems, processes, policies and procedures: to support safeguarding may include policies and procedures on:

- Listening to vulnerable adults
- Sharing concerns and recording/ reporting incidents
- Dealing with allegations
- Duty of care
- Whistleblowing
- Propriety and behaviour
- Physical contact/ Intimate personal care
- Off site visits
- Photography and video
- Timely and accurate information sharing
- Partnership working.

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

Component 14: Managing health and safety in adult care

Component Reference Number: H/617/6424

Level: 5

Credit: 3

GL: 19

Component Summary

The purpose of this component is to develop learner's knowledge, skills and understanding of the implications of relevant health and safety legislation, policies and procedures in their own workplace. The importance of record keeping, monitoring and review of health and safety policies and procedures is also addressed.

This component covers what is required to manage responsibilities in ensuring the health and safety of the adult care workplace and the people within it. Supporting others to follow agreed ways of working and the implications of not adhering to policy and practice is included.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how to lead the implementation of health and safety policies and practice in adult care.	1.1 Explain the legislative and policy framework underpinning health and safety in adult care settings.
	1.2 Analyse how policies, procedures and practices in own setting meet health and safety management requirements.
	1.3 Analyse how health and safety requirements impact on practitioners in the adult care workplace.
	1.4 Explain health and safety responsibilities in adult care.
	1.5 Explain the actions to take when health and safety procedures and practices are not being complied with.
	1.6 Demonstrate compliance with legislative and organisational health and safety policies, practices and procedures in your workplace.
2. Lead the implementation of health and safety policy and practice in adult care.	2.1 Demonstrate compliance with health and safety policies and procedures.
	2.2 Support others to comply with legislative and organisational health and safety policies, procedures and practices.

	2.3 Ensure others are aware of action taken if procedures and practices are not complied with.
	2.4 Carry out monitoring and review of health and safety in the workplace.
	2.5 Evaluate and improve health and safety policies, procedures and practices.
	2.6 Complete records and reports on health and safety issues according to agreed ways of working .

Additional guidance:

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

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

Component 15: Risk-taking and risk management in adult care

Component Reference Number: K/617/6425

Level: 5

Credit: 4

GL: 18

Component Summary

The purpose of this component is to develop learner's knowledge, skills and understanding of the role of risk-taking and risk management in adult care. The concepts of mental capacity and consent are also explored, both key features in the management of risk.

This component covers the management of risk and risk-taking in adult care. The development, implementation and review of policies are included, as well as issues around mental capacity and when informed consent needs to be established.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand positive risk-taking in adult care.	1.1 Explain how the achievement of positive outcomes for individuals is influenced by risk-taking.
	1.2 Analyse the impact a risk-averse culture has on person-centred practice and an individual's well-being.
	1.3 Explain how supporting others to balance risks and rights informs practice.
	1.4 Explain how the effectiveness of policies and procedures for positive risk taking can be evaluated formally.
	1.5 Define the values, principles and standards that need to be considered in developing a model risk-taking policy.
2. Understand mental capacity and consent in relation to adult care.	2.1 Analyse how consent , risk management and safeguarding are interlinked.
	2.2 Explain how key provisions of legislation regarding mental capacity relates to the service.
	2.3 Describe the support available when mental capacity needs to be assessed.
	2.4 Explain the systems that support individuals to give informed consent.
	2.5 Explain ways to address situations where consent cannot be given.

	2.6 Explain the role of advocacy in relation to mental capacity and consent.
3. Lead the implementation of policies, procedures and practices to manage risk in adult care.	3.1 Contribute to the development of policies, procedures and practices to manage risk.
	3.2 Work with individuals and others to manage risks and issues.
	3.3 Balance the management of risks with an individual's rights and duty of care of the organisation.
	3.4 Manage and support others to balance individual's rights and choices with delivering duty of care of the organisation.
	3.5 Evaluate own practice in promoting a balanced approach to risk taking and risk management.
	3.6 Recommend changes to risk management policies, procedures and practices following evaluation.

Additional guidance:

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

Component 16: Managing concerns and complaints in adult care

Component Reference Number: M/617/6426

Level: 5

Credit: 5

GL: 18

Component Summary

The purpose of this component is to develop learner's knowledge, skills and understanding in relation to managing and addressing concerns and complaints in adult care services.

This component covers concerns and complaints processes and procedures in adult care services. Supporting individuals to raise concerns or complaints when they may be reticent in doing is explored, as is utilising the information gathered to make improvements to the service.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the management of concerns and complaints in adult care.	1.1 Analyse the links between: <ul style="list-style-type: none">the management of concerns/complaintsrisk managementSafeguarding.
	1.2 Explain requirements underpinning the management of concerns and complaints.
	1.3 Explain why individuals accessing services may be reluctant to raise concerns or make complaints.
	1.4 Explain how to support individuals to raise concerns and complaints.
	1.5 Describe attitudes and approaches that encourage continuous improvement of the service through concerns and complaints raised.
	1.6 Explain the organisational system used to ensure concerns and complaints are addressed effectively.
2. Lead practice to address concerns and complaints.	2.1 Support team members understand systems and procedures in relation to concerns and complaints.
	2.2 Ensure information and support to enable those using services and their carers to raise concerns and make complaints.

	2.3 Implement systems and procedures to address and respond to concerns and complaints within agreed timeframes.
	2.4 Use outcomes from concern and complaint investigations to improve the service.

Additional guidance:

Requirements: regulatory requirements, codes of practice, guidance, the role of the Local Government Ombudsman.

Component 17: Manage self for leadership in adult care

Component Reference Number: T/617/6427

Level: 5

Credit: 3

GL: 20

Component Summary

The purpose of this component is to develop learner's knowledge, skills and understanding of areas concerned with self-management. These include behaviour, communication and professional development.

This component covers the knowledge, understanding and skills necessary when developing strategies to manage own behaviour and emotions and how to manage own workload to ensure a high standard of practice and integrity in the workplace.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of self-awareness.	1.1 Explain how working practice is affected by: <ul style="list-style-type: none">• own values• belief systems• Experiences.
	1.2 Explain how own emotions affect own and others' behaviour.
	1.3 Evaluate strategies for remaining aware of your own stress levels and for maintaining well-being.
	1.4 Explain how feedback and reflective practice can increase own self-awareness.
2. Manage own behaviour.	2.1 Demonstrate a high standard of personal integrity through own practice.
	2.2 Manage own emotions when interacting with others.
	2.3 Use the results of feedback to adapt actions and behaviour.
	2.4 Adapt communication in response to the emotional context and communication style of others.
	2.5 Reinforce the vision and values of the service through own words and actions.
	2.6 Challenge views, actions, systems and routines conflicting with the vision and values of the service.

3. Prioritise and manage own workload.	3.1 Use strategies and tools to identify priorities for work.
	3.2 Plan ways to meet responsibilities and organisational priorities in order to maintain well-being.
	3.3 Use digital technology to improve efficiency.
	3.4 Delegate responsibilities appropriately to others.
	3.5 Revise plans to take account of changing circumstances.
4. Undertake professional development.	4.1 Evaluate own knowledge and performance against: <ul style="list-style-type: none"> • standards and benchmarks • feedback from others.
	4.2 Produce a plan to prioritise and meet development goals and targets.
	4.3 Use learning opportunities to meet objectives, reflecting own learning style.
	4.4 Establish a process to evaluate the effectiveness of own professional development plan.
	4.5 Evaluate how own practice has been improved through: <ul style="list-style-type: none"> • reflection on feedback from others • reflection on failures and mistakes, successes and achievements • implementation of the professional development plan.

Additional guidance:

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

Component 18: Decision-making in adult care

Component Reference Number: A/617/6428

Level: 5

Credit: 3

GL: 20

Component Summary

The purpose of this component is to develop learner's knowledge, skills and understanding of processes and information involved in decision making in adult care.

This component covers the knowledge, understanding and skills required to inform decision making in adult care. Decisions are evidence based and not just based on anecdotal evidence, and how to gather data and information efficiently is explored. A key part of this activity is using data collection and analysis to support effective decision-making, and this is also addressed in the component.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand decision-making in adult care.	1.1 Describe range of purposes and situations where decisions need to be made as a manager in adult care.
	1.2 Identify the stakeholders who need to be communicated with and informed of decisions.
	1.3 Explain the purposes and benefits of: <ul style="list-style-type: none">engaging with individuals and others during the decision-making processrespecting individuals and others' contributions during the decision-making process.
	1.4 Explain the stages of the formal and informal decision-making process.
	1.5 Evaluate the role of evidence-based decisions in improving quality.
	1.6 Explain the relationship between: <ul style="list-style-type: none">datainformationIntelligence.
	1.7 Explain how to research information to be used to inform decision-making.

	1.8 Explain how to analyse and use data to ensure decisions are evidence based.
	1.9 Explain the importance of reviewing decisions made and the decision-making process.
2. Carry out effective decision making in adult care.	2.1 Research relevant and accurate information to support decision-making.
	2.2 Engage others in the decision-making process.
	2.3 Structure information in a logical and meaningful way.
	2.4 Review all available information to make a valid decision.
	2.5 Present conclusions and rationale persuasively to stakeholders to gain support.
	2.6 Review the decision-making process including: <ul style="list-style-type: none"> • own research and thought processes • contributions made by others • the impact of decisions made.
	2.7 Record and disseminate learning points to inform decision-making in the service.

Additional guidance:

Individual: the person using the care or support service.

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

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

Information: Factual data, recommendations, suggestions, ideas.

Component 19: Entrepreneurial skills in adult care

Component Reference Number: F/617/6429

Level: 5

Credit: 3

GL: 24

Component Summary

The purpose of this component is to develop learner's knowledge, skills and understanding in relation to the wider market of adult care services and how entrepreneurial skills can facilitate business redesign and growth.

This component covers the knowledge, understanding and skills necessary when developing and growing an adult care setting as a service and a business. The component starts by identifying the needs and make up of adult care services, emerging needs and trends are also explored. Entrepreneurial skills are then addressed and the role they can play in identifying and utilising opportunities for growth in the market.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the adult care services market.	1.1 Explain how services are: <ul style="list-style-type: none">• commissioned• procured• Funded.
	1.2 Analyse how own service relates to the wider market.
	1.3 Analyse current drivers shaping: <ul style="list-style-type: none">• adult care• funding mechanisms• related services.
	1.4 Explain how to identify new trends and gaps in current market provision in adult social care.
	1.5 Explain how to evaluate if new trends and gaps in current market provision might be incorporated into own service.
	1.6 Evaluate ways of increasing own market share.
2. Understand the role of an entrepreneurial culture in adult care.	2.1 Evaluate the importance of entrepreneurial skills in meeting future demand for adult care services.
	2.2 Explain how to create an entrepreneurial culture in your organisation.

	2.3 Describe methods of sustaining growth and development in market provision.
	2.4 Explain the process of service commissioning, procurement and funding.
3. Lead the implementation of an entrepreneurial culture in adult care.	3.1 Recognise aspects of the organisation that are no longer effective in providing a person-centred service.
	3.2 Work with others to identify innovative ways of growth to meet the wider market.
	3.3 Identify opportunities for growth and development or redesign as a service and a business in consultation with others.
	3.4 Maintain a culture that supports innovation, change and growth in relation to service provision.
	3.5 Support others to recognise the resources available in the expertise of those using or working in the service.
	3.6 Develop a sustainable plan for business development or redesign.
	3.7 Work with others to implement the plan for business redesign.
	3.8 Manage the impact of business redesign on others.
	3.9 Develop systems to monitor the impact of the business redesign.

Additional guidance:

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

Component 20: Innovation and change in adult care

Component Reference Number: T/617/6430

Level: 5

Credit: 3

GL: 20

Component Summary

The purpose of this component is to develop learner's knowledge and understanding of the roles of innovation and change in adult care. The component explores the development of a vision for the organisation to ensure a sustainable future.

This component covers the knowledge and understanding required when managing innovation and change in adult care. Efficient and effective change is critical in order for the impact to be positive and supported by others. Developing a vision for the adult care service is key to effective change and the process of creating a vision statement is fully addressed, alongside how to implement and evaluate changes made.

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

The content of this qualification links to the National Occupational Standards for [Leadership and Management in Care Services](#).

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how to develop a vision for the future of the adult care service.	1.1 Describe own role within the wider organisation in relation to developing a vision for the service.
	1.2 Explain ways of engaging with colleagues and others about the future of the service.
	1.3 Analyse factors impacting on service provision and the wider organisation.
	1.4 Explain how to use available evidence to formulate options for the future of the service.
	1.5 Explain how to use evidence to develop a vision which is bold, innovative and represents the service's core values.
	1.6 Identify what should be included in a vision statement.
	1.7 Describe how to express the vision in a way which engages and inspires others.
	1.8 Explain how to review and monitor developments within the adult care system to ensure the vision continues to be compatible, appropriate and effective.

2. Understand principles of change management in adult care.	2.1 Identify the impact of the changing nature of adult social care on your role as a manager.
	2.2 Critically evaluate theories and models of good practice relating to change management.
	2.3 Explain how change management tools and techniques can support innovation and business development.
	2.4 Describe the importance of partnership working when managing change processes.
	2.5 Explain how to evaluate and review the impact of changes that have been introduced.

Additional guidance:

Others: key influencers, including people who use services and others in the organisation and the local community.

Options: evidence-based research, analysis, reflection.

Express the vision: including a statement of purpose.



3.3 Optional components

Component 21: Manage domiciliary services

Component Reference Number: L/602/2337

Level: 5

Credit: 6

GL: 39

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Learning Outcome - The learner will:	Assessment Criterion - 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 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 individual's needs and preferences in domiciliary services.	4.1 Support practitioners to place the individual's needs and preferences at the centre of their practice.
	4.2 Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences.

	4.3 Explain the importance of supporting practitioners to challenge systems and ways of working.
	4.4 Support practitioners to develop innovative and creative approaches to their work.
	4.5 Support practitioners to balance the needs and preferences of individuals with the potential risks.
5. Be able to respond to day to day changes and emergencies in domiciliary services.	5.1 Explain the challenges associated with addressing day to day changes and emergencies in domiciliary services.
	5.2 Demonstrate how day to day changes and emergencies are managed in domiciliary service.
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.

Component 22: Support the development of community partnerships

Component Reference Number: M/601/9494

Level: 4

Credit: 5

GL: 33

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the role of community partnerships.	1.1 Explain the concept of community partnerships.
	1.2 Analyse the benefits of community partnerships.
	1.3 Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships.
2. Be able to identify where community partnerships could inform and support practice.	2.1 Work with others to identify needs that could be met through community partnerships.
	2.2 Gather and disseminate information about existing community partnerships that may meet identified needs.
	2.3 Contribute to evaluating information about existing community partnerships and identifying gaps.
	2.4 Work with others to determine how a community partnership could fill a gap in provision.
3. Be able to bring people together to set up community partnerships.	3.1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision.
	3.2 Disseminate information about the proposed partnership to those identified.
	3.3 Invite participation in the proposed partnership.
4. Be able to support the setting up of community partnerships.	4.1 Gather information about good practice from partnerships with similar purposes.
	4.2 Gather information on potential costs and sources of funding for the partnership.
	4.3 Provide information gathered to potential members of the partnership.

	<p>4.4 Work with others to agree:</p> <ul style="list-style-type: none"> • Membership of the partnership • Aims and objectives • Roles and responsibilities • Activities and practices.
5. Be able to contribute to the running of community partnerships.	5.1 Carry out own responsibilities to support the purpose of the partnership.
	5.2 Support the community partnership to operate effectively.
	5.3 Describe ways to support the partnership when a member disengages.
6. Be able to contribute to the review of community partnerships.	6.1 Support members of the partnership to monitor its activities.
	6.2 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives.
	6.3 Contribute to evaluating the partnership.
	6.4 Contribute to agreeing changes to the partnership's practice.

Component 23: Explore models of disability

Component Reference Number: K/601/5251

Level: 5

Credit: 5

GL: 32

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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 <ul style="list-style-type: none">models of disabilityhow they are experienced by individualshow they shape organisational structure and agreed ways of working.
	3.2 Implement planned activities.
	3.3 Review the outcomes of planned activities.

Component 24: Promote access to healthcare for individuals with learning disabilities

Component Reference Number: J/601/5645

Level: 5

Credit: 6

GL: 44

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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 disability to access healthcare services.	3.1 Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs.
	3.2 Evaluate different ways of working in partnership to support individuals to meet their healthcare needs.
	3.3 Explain how to promote access to healthcare through the use of reasonable adjustments.
	3.4 Analyse the rights of others significant to the individual to be involved in planning healthcare services.

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

Component 25: Understand sensory loss

Component Reference Number: M/601/3467

Level: 3

Credit: 3

GL: 21

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the factors that impact on an individual with sensory loss.	1.1 Analyse how a range of factors can impact on individuals with sensory loss.
	1.2 Analyse how societal attitudes and beliefs impact on individuals with sensory loss.
	1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision.
2. Understand the importance of effective communication for individuals with sensory loss.	2.1 Explain the methods of communication used by individuals with: <ul style="list-style-type: none">• Sight loss• Hearing loss• Deafblindness.
	2.2 Describe how the environment facilitates effective communication for people with sensory loss.
	2.3 Explain how effective communication may have a positive impact on lives on individuals with sensory loss.
3. Understand the main causes and conditions of sensory loss.	3.1 Identify the main causes of sensory loss.
	3.2 Define congenital sensory loss and acquired sensory loss.
	3.3 Identify the demographic factors that influence the incidence of sensory loss in the population.
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken.	4.1 Identify the indicators and signs of: <ul style="list-style-type: none">• Sight loss• Hearing loss• Deafblindness.
	4.2 Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status.
	4.3 Identify sources of support for those who may be experiencing onset of sensory loss.

Component 26: Support individuals with sensory loss with communication

Component Reference Number: M/601/5252

Level: 5

Credit: 5

GL: 37

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Own work• Agreed ways of working• Work with others.

Component 27: Promote awareness of sensory loss

Component Reference Number: M/601/5249

Level: 5

Credit: 3

GL: 19

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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 <ul style="list-style-type: none">• 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.

Component 28: Promote good practice in the support of individuals with autistic spectrum conditions

Component Reference Number: A/601/5318

Level: 5

Credit: 7

GL: 53

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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 and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions.
	2.2 Explain the applicability of legislation, policies and guidance to people, services or situations.
	2.3 Explain the impact of legislation, policies and guidance on the provision of services.
	2.4 Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change.
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 autistic spectrum condition to manage their sensory world.	5.2 Develop, with appropriate professional support, a sensory management strategy.
	5.3 Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing.
	5.4 Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual.

Component 29: Support families who are affected by Acquired Brain Injury

Component Reference Number: M/601/5817

Level: 3

Credit: 3

GL: 30

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning outcomes 4 and 5 must be assessed in a real work environment.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state.	1.1 Explain the impact on family of caring for an individual in a minimally responsive or vegetative state.
	1.2 Describe how theories of loss and grief provide a framework for practice.
	1.3 Describe the long term adjustments families and friends may need to make.
2. Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state.	2.1 Explain the emotional impact of acquired brain injury on families.
	2.2 Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury.
	2.3 Describe the socio-economic impact on the family of the long term effects of acquired brain injury.
	2.4 Explain the impact on families of personality changes in the individual.
	2.5 Describe changes that may occur in relationships as a result of acquired brain injury.
3. Understand legislation that is relevant to carers of an individual effected by acquired brain injury.	3.1 Identify legislation and policy specific to carers.
	3.2 Explain the key principles within legislation and policy which are applicable to carers of an individual.
	3.3 Outline the obligations on social care organisations as a result of legislation.
4. Be able to assess the support required by families who hold the primary caring role.	4.1 Assess with primary carers the support they require.
	4.2 Agree with the primary carer a plan of support.
	4.3 Identify support which can best be provided by others.
	4.4 Report where there are unmet needs.

5. Be able to work in partnership with other professionals and agencies.	5.1 Explain the role of other professionals and agencies working with individuals with acquired brain injury.
	5.2 Work in partnership with other professionals and agencies to support families.
	5.3 Evaluate outcomes for families of partnership working.

Component 30: Support individuals at the end-of-life

Component Reference Number: D/615/8780

Level: 3

Credit: 6

GL: 50

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the aims and principles of end of life care	1.1 Explain the aims and principles of end of life care
	1.2 Analyse the impact of national and local drivers on current approaches to end of life care
	1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
	1.4 Identify the key people and services who may be involved in delivery of end of life care
	1.5 Explain the concept of holistic care at the end of life
	1.6 Describe the triggers that suggest individuals are nearing the end of life
2. Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
	2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care
	2.3 Explain why support for an individual's health and wellbeing may not always relate to their terminal condition
3. Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care
	3.2 Explain the purpose of advance care planning in relation to end of life care
	3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care

	3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role
4. Be able to provide support to individuals and key people during end of life care	4.1 Support the individual and key people to explore their thoughts and feelings about death and dying
	4.2 Provide support for the individual and key people that respects their beliefs, religion and culture
	4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period
	4.4 Provide information to the individual and/or key people about the individual's illness and the support available
	4.5 Give examples of how an individual's wellbeing can be enhanced by: <ul style="list-style-type: none"> • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies
	4.6 Contribute to partnership working with key people to support the individual's wellbeing
5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	5.1 Explain why support for spiritual needs may be especially important at the end of life
	5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life
6. Be able to support individuals through the process of dying	6.1 Carry out own role in an individual's care
	6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
	6.3 Adapt support to reflect the individual's changing needs or responses
7. Be able to take action following the death of individuals	7.1 Explain why it is important to know about an individual's wishes for their after-death care
	7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
	7.3 Describe ways to support key people immediately following an individual's death
8. Be able to manage own feelings in relation to the dying or death of individuals	8.1 Identify ways to manage own feelings in relation to an individual's dying or death
	8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death

Additional Information

Key people may include:

- family members
- friends
- others who are important to the wellbeing of the individual

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

Wellbeing may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

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Component 31: Support individuals with multiple conditions and/or disabilities

Component Reference Number: T/601/5253

Level: 5

Credit: 5

GL: 34

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the implications of multiple conditions and/or disabilities for the individual.	1.1 Explain the correlation between conditions and: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• at and individual level• at an organisational level.
4. Be able to review service provision in respect of individuals with multiple conditions and/or disabilities.	4.1 Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities.
	4.2 Evaluate, with others, the extent to which provision meets the needs of individuals with multiple conditions and/or disabilities.
	4.3 Implement actions agreed as a result of evaluation within own role.

Additional Information

Multiple conditions and/or disabilities could include a combination of factors relating to:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health

Others could include:

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

Component 32: Understand physical disability

Component Reference Number: J/601/6150

Level: 3

Credit: 3

GL: 22

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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: <ul style="list-style-type: none">• 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.

Additional Information

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

Congenital can include:

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

Acquired disabilities can include:

- Arthritis
- Rheumatism
- cardiac conditions
- pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis

Neurological conditions can include:

- multiple sclerosis
- Parkinson's disease
- stroke

Progressive can also include neurological and some congenital conditions: motor neurone disease.

Life choices:

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

Component 33: Understand the process and experience of dementia

Component Reference Number: Y/506/7089

Level: 3

Credit: 3

GL: 22

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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: <ul style="list-style-type: none">• the individual• their family and friends.
3. Understand how dementia care must be underpinned by a person centred approach.	3.1 Compare a person centred and a non-person centred approach to dementia care.
	3.2 Describe a range of different techniques that can be used to meet the fluctuating 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.

Component 34: Assess the individual in a health and social care setting

Component Reference Number: J/601/5242

Level: 5

Credit: 6

GL: 41

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Component 35: Facilitate the development of effective group practice in health and social care or children and young people's settings

Component Reference Number: Y/602/2339

Level: 5

Credit: 6

GL: 42

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand how groups develop and function in health and social care or children and young people's work settings.	1.1 Analyse the impact of theories and models on group work practice.
	1.2 Explain how to form and maintain a cohesive and effective group.
	1.3 Explain how different facilitation styles may influence: <ul style="list-style-type: none"> • Group dynamics • Lifecycle of the group • Group outcomes • Development of roles within the group.
	1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group.
	1.5 Analyse the importance of participant engagement in achieving group outcomes.
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings.	2.1 Evaluate methods that may be utilised in facilitating groups.
	2.2 Prepare an environment that is conducive to the functioning of the group.
	2.3 Work with a group/s to agree acceptable group and individual behaviour.
	2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working.
3. Be able to facilitate a group in health and social care or children and young people's work settings.	3.1 Use a range of methods to accommodate different learning styles within the group.
	3.2 Provide a group experience where participants are engaged and stimulated.
	3.3 Intervene effectively in a group session to improve the learning process.

4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings.	4.1 Demonstrate inclusive practice when facilitating groups.
	4.2 Support consensus and manage conflict within a group.
	4.3 Explain how to challenge excluding or discriminatory behaviour.
	4.4 Demonstrate how to manage diverse group behaviours.
	4.5 Explain when to refer issues and areas of concern.
5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings.	5.1 Work with a group to agree monitoring and review processes.
	5.2 Implement systems and processes to monitor and review the progress of a group.
	5.3 Assess the effectiveness of a group in relation to identified outcomes.
	5.4 Reflect on strengths and areas for development in own practice of facilitating groups.

Component 36: Lead active support

Component Reference Number: H/601/7354

Level: 5

Credit: 5

GL: 42

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

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

4. Be able to use practice leadership in supporting others to maintain individuals' quality of life.	4.1 Demonstrate how others are supported to review and revise the quality of support provided to individuals.
	4.2 Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle.
	4.3 Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and social image.

Component 37: Lead person-centred practice

Component Reference Number: D/602/2844

Level: 5

Credit: 4

GL: 29

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Additional Information

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

Others: may include:

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

An individual: is someone accessing care or support.

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

Component 38: Lead positive behavioural support

Component Reference Number: K/602/2572

Level: 7

Credit: 10

GL: 75

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Learning Outcomes - The learner will:	Assessment Criteria - 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

Component 39: Lead and manage group living for adults

Component Reference Number: T/602/3174

Level: 5

Credit: 5

GL: 39

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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 well-being .
	1.5 Justify proposals for providing and maintaining high quality decorations and furnishings for group living.
	1.6 Develop an inclusive approach to decision making about the physical environment.
2. Be able to lead the planning, implementation and review of daily living activities.	2.1 Evaluate the impact of legislation and regulation on daily living activities.
	2.2 support others to plan and implement daily living activities that meet individual needs and preferences.
	2.3 Develop systems to ensure individuals are central to decisions about their daily living activities.
	2.4 Oversee the review of daily living activities.
3. Be able to promote positive outcomes in a group living environment.	3.1 Evaluate how group living can promote positive outcomes for individuals.
	3.2 Review the ways in which group activities may be used to promote the achievement of individual positive outcomes.
	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.
	4.6 Review the effectiveness of approaches to resource management in maintaining a positive group living environment.
	4.5 Use appropriate methods to raise staff awareness of the group dynamics in a group living environment.

Additional Information

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

Component 40: Manage health and social care practice to ensure positive outcomes for individuals

Component Reference Number: M/602/2850

Level: 5

Credit: 5

GL: 35

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the theory and principles that underpin outcome based practice.	1.1 Explain 'outcome based practice'.
	1.2 Critically review approaches to outcome based practice .
	1.3 Analyse the effect of legislation and policy on outcome based practice.
	1.4 Explain how outcome based practice can result in positive changes in individuals' lives.
2. Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well-being.	2.1 Explain the psychological basis for well-being.
	2.2 Promote a culture among the workforce of considering all aspects of individuals' well-being in day to day practice.
	2.3 Review the extent to which systems and processes promote individual well-being.
3. Be able to lead practice that promotes individuals' health.	3.1 Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision.
	3.2 Use appropriate methods to meet the health needs of individuals.
	3.3 Implement practice and protocols for involving appropriate professional health care expertise for individuals.
	3.4 Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs.
4. Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve.	4.1 Explain the necessary steps in order for individuals to have choice and control over decisions.
	4.2 Manage resources so that individuals can achieve positive outcomes.
	4.3 Monitor and evaluate progress towards the achievement of outcomes.
	4.4 Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes.

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

Additional Information

Approaches to outcome-based practice may include:

- Results based accountability
- Outcomes Management
- Outcomes into Practice
- Logic Model.

Appropriate methods may include:

- Agreed therapeutic/development activities
- Regular health checks
- Administering prescribed medication/treatment
- Promoting/supporting healthy lifestyle choices.

Appropriate approaches to address conflicts and dilemmas may include:

- One to one discussion
- Group discussion
- Using contracts
- Providing information to inform choices
- Mentoring for conflict resolution.

Component 41: Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Component Reference Number: A/601/6274

Level: 3

Credit: 3

GL: 21

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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 differently affect men and women.
	3.3 Explain how sexual health issues can be supported within plans for healthcare.
	3.4 Identify local services that exist to support sexual health for individuals.
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities.	4.1 Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice.
5. Know how to support the sexual expression of an individual with a learning disability.	5.1 Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities.
	5.2 Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality.
	5.3 Describe different ways an individual can express themselves sexually and how individual preferences can be supported.

	5.4 Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences.
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Component 42: Providing independent advocacy to adults

Component Reference Number: R/502/3298

Level: 4

Credit: 5

GL: 35

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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.

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.	5.2 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.

Component 43: Safeguarding and protection of vulnerable adults

Component Reference Number: R/602/2856

Level: 5

Credit: 5

GL: 37

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the legislation, regulations and policies that underpin the protection of vulnerable adults.	1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults.
	1.2 Evaluate the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting.
	1.3 Explain the legislative framework for safeguarding vulnerable adults.
	1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults.
2. Be able to lead service provision that protects vulnerable adults.	2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices.
	2.2 Provide information to others on: <ul style="list-style-type: none">• indicators of abuse• measures that can be taken to avoid abuse taking place• steps that need to be taken in the case of suspected or alleged abuse.
	2.3 Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse.
	2.4 Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring.
	2.5 Provide feedback to others on practice that supports the protection of vulnerable adults.
3. Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults.	3.1 Follow agreed protocols for working in partnership with other organisations.
	3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations.
	4.1 Support the participation of vulnerable adults in a review of systems and procedures.

4. Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults.	4.2 Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting.
	4.3 Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults.
	4.4 Recommend proposals for improvements in systems and procedures in own service setting.

Additional Information

Policy developments may include:

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

Agreed protocols may include:

- Boundaries
- Areas of responsibility
- Information sharing
- Limits of authority
- Decision making

Recording information

Component 44: Support individuals to access education, training or employment

Component Reference Number: H/601/3546

Level: 4

Credit: 4

GL: 31

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes 4, 5 and 6 must be assessed in real work environment.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the value of engagement in training, education or employment for individuals.	1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the well-being and quality of life of individuals.
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment.	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment.
	2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment.
	2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities.
3. Understand the support available to individuals accessing education, training or employment.	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment.
	3.2 Clarify the support provided by the various agencies.
4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences.	4.1 Work with individuals to identify the education, training or employment opportunities taking account of their: <ul style="list-style-type: none">• Aspirations• Skills and abilities• Interests• Experience• Qualifications• Support needs• Preferred career pathway• Personal circumstances• Language / communication needs.

	4.2 Work with the individual and / or others to source accessible information on education, training or employment opportunities.
	4.3 Support the individual to select preferred education, training or employment.
	4.4 Support the individual to complete applications to access education, training or employment.
	4.5 Support the individual to prepare for interview or selection for education, training or employment.
5. Be able to support individuals to undertake education, training or employment.	5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment.
	5.2 Work with the individual and / or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment.
6. Be able to evaluate engagement in education, training or employment.	6.1 Review with the individual and / or others how well the education, training or employment opportunity has met expectations and identified outcomes.
	6.2 Review with the individual and / or others the continued support required to undertake education, training or employment.
	6.3 Agree with the individual and / or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences.

Component 45: Support individuals to access housing and accommodation services

Component Reference Number: K/601/7906

Level: 3

Credit: 4

GL: 24

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning outcomes 2, 3, 4, 5, and 6 must be assessed in a real work environment.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand support available to access housing and accommodation services.	1.1 Identify sources of funding and benefits that are available for housing and accommodation services.
	1.2 Analyse the range of housing and accommodation services available.
	1.3 Explain how and where to access specialist information and advice about housing and accommodation services.
2. Be able to work with individuals to identify housing and accommodation services that meet their needs.	2.1 Work with an individual to identify their accommodation requirements.
	2.2 Work with the individual to understand the range of accommodation services that could meet their needs.
	2.3 Support the individual to understand requirements that may be made by housing and accommodation services.
3. Be able to work with individuals to plan to access housing and accommodation services.	3.1 Work with the individual and others to agree a plan for accessing housing and accommodation services.
	3.2 Establish with an individual which housing and accommodation services will be approached.
4. Be able to work with individuals to access housing and accommodation services.	4.1 Support the individual to prepare to attend meetings with housing and accommodation services.
	4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences.
	4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service.
	4.4 Describe ways to challenge discrimination in accessing housing and accommodation services.
5. Be able to work with housing and accommodation services to meet the needs of individuals.	5.1 Provide housing and accommodation services with information about own role and responsibilities.

	5.2 Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met.
6. Be able to contribute to the review of housing and accommodation services for individuals.	6.1 Work with the individual and others to: <ul style="list-style-type: none"> • monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences • identify any additional support needed.
	6.2 Consult with others about any problems and proposed solutions.
	6.3 Record and report on the review in line with agreed ways of working.

Component 46: Work with families, carers and individuals during times of crisis

Component Reference Number: F/601/9029

Level: 4

Credit: 5

GL: 35

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

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, carer 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 take.

Component 47: Appraise staff performance

Component Reference Number: J/504/2219

Level: 5

Credit: 5

GL: 32

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• mutual responsibilities• the achievement of objectives• reflection 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

Component 48: Develop procedures and practice to respond to concerns and complaints

Component Reference Number: J/504/2219

Level: 5

Credit: 6

GL: 40

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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 in the development of procedures to address concerns and complaints.
	2.4 Ensure information on how to raise concerns and make complaints is available in accessible formats.
	2.5 Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance.
3. Be able to lead the implementation of procedures and practice for addressing concerns and complaints.	3.1 Promote a person centred approach to addressing concerns and complaints.
	3.2 ensure that others are informed about the procedure for raising concerns or making complaints.
	3.3 Use supervision to support workers to recognise and address concerns and complaints.
	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.

Component 49: Develop and evaluate operational plans for own area of responsibility

Component Reference Number: Y/600/9588

Level: 5

Credit: 6

GL: 25

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Component 50: Develop professional supervision practice in health and social care or children and young people's work settings

Component Reference Number: M/602/3187

Level: 5

Credit: 5

GL: 39

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the purpose of professional supervision in health and social care or children and young people's work settings.	1.1 Analyse the principles, scope and purpose of professional supervision.
	1.2 Outline theories and models of professional supervision.
	1.3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision.
	1.4 Explain how findings from research, critical reviews and inquiries can be used within professional supervision.
	1.5 Explain how professional supervision can protect the: <ul style="list-style-type: none">• Individual• Supervisor• Supervisee.
2. Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings.	2.1 Explain the performance management cycle.
	2.2 Analyse how professional supervision supports performance.
	2.3 Analyse how performance indicators can be used to measure practice.
3. Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings.	3.1 Explain factors which result in a power imbalance in professional supervision.
	3.2 Explain how to address power imbalance in own supervision practice.
	3.3 Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process.
	3.4 Agree with supervisee the frequency and location of professional supervision.

	3.5 Agree with supervisee sources of evidence that can be used to inform professional supervision.
	3.6 Agree with supervisee actions to be taken in preparation for professional supervision.
4. Be able to provide professional supervision in health and social care or children and young people's work settings.	4.1 Support supervisees to reflect on their practice.
	4.2 Provide positive feedback about the achievements of the supervisee.
	4.3 Provide constructive feedback that can be used to improve performance.
	4.4 Support supervisees to identify their own development needs.
	4.5 Review and revise professional supervision targets to meet the identified objectives of the work setting.
	4.6 Support supervisees to explore different methods of addressing challenging situations.
	4.7 Record agreed supervision decisions.
5. Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings.	5.1 Give examples from own practice of managing conflict situations within professional supervision.
	5.2 Reflect on own practice in managing conflict situations experienced during professional supervision process.
6. Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings.	6.1 Gather feedback from supervisee/s on own approach to supervision process.
	6.2 Adapt approaches to own professional supervision in light of feedback from supervisees and others.

Component 51: Facilitate change in health and social care or children and young people's settings

Component Reference Number: F/602/2612

Level: 5

Credit: 6

GL: 42

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes -The learner will:	Assessment Criteria - The learner can:
1. Understand the principles of change management in health and social care or children and young people's settings.	1.1 Analyse factors that drive change.
	1.2 Describe underpinning theories of change management.
	1.3 Describe approaches, tools and techniques that support the change process.
	1.4 Explain the importance of effective change management for service provision.
2. Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings.	2.1 Promote the benefits of change.
	2.2 Analyse challenges that may arise during the process of change.
	2.3 Enable others to express views about proposed change.
	2.4 Agree with others the changes that need to be made.
3. Be able to develop an approved change management plan in health and social care or children and young people's settings.	3.1 Analyse the impact of a proposed change to the service provision.
	3.2 Produce a change management plan that takes account of the identified impact.
	3.3 Establish criteria against which the plan can be evaluated.
	3.4 Secure any approvals required for the change management plan.
4. Be able to gain support for a proposed change in health and social care or children and young people's settings.	4.1 Ensure own actions serve as a positive role model when introducing change.
	4.2 Identify others who can promote the vision for change.
	4.3 Use strategies that address resistance to change.
	4.4 Implement a communication strategy to support others to understand a proposed change.

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

Component 52: Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

Component Reference Number: L/602/2547

Level: 5

Credit: 6

GL: 43

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings.	1.1 Analyse the differences between coaching and mentoring.
	1.2 Explain circumstances when coaching would be an appropriate method of supporting learning at work.
	1.3 Explain circumstances when mentoring would be an appropriate method of supporting learning at work.
	1.4 Explain how coaching and mentoring complement other methods of supporting learning.
	1.5 Analyse how coaching and mentoring at work can promote the business objectives of the work setting.
	1.6 Evaluate the management implications of supporting coaching and mentoring in the work setting.
	1.7 Explain how coaching and mentoring in the work setting can contribute to a learning culture.
	1.8 Explain the importance of meeting the learning needs of coaches and mentors.
2. Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings.	2.1 Promote the benefits of coaching and mentoring in the work setting.
	2.2 Support practitioners to identify learning needs where it would be appropriate to use coaching.
	2.3 Support practitioners to identify learning needs where it would be appropriate to use mentoring.
	2.4 Explain the different types of information, advice and guidance that can support learning in the work setting.

	2.5 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting.
3. Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings.	3.1 Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting.
	3.2 Plan coaching and mentoring activities.
4. Be able to implement coaching and mentoring activities in health and social care or children and young people's settings.	4.1 Support the implementation of coaching and mentoring activities.
	4.2 Select the most appropriate person to act as coach or mentor.
	4.3 Explain the support needs of those who are working with peers as coaches or mentors.
	4.4 Provide coaching in a work setting according to the agreed plan.
	4.5 Provide mentoring in a work setting according to the agreed plan.
5. Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings.	5.1 Review how the use of coaching and mentoring in the work setting has supported business objectives.
	5.2 Evaluate the impact of coaching and mentoring on practice.
	5.3 Develop plans to support the future development of coaching and mentoring in the work setting.

Component 53: Lead and manage a team within a health and social care or children and young people's setting

Component Reference Number: H/602/3171

Level: 6

Credit: 7

GL: 46

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the features of effective team performance within a health and social care or children and young people's setting.	1.1 Explain the features of effective team performance.
	1.2 Identify the challenges experienced by developing teams.
	1.3 Identify the challenges experienced by established teams.
	1.4 Explain how challenges to effective team performance can be overcome.
	1.5 Analyse how different management styles may influence outcomes of team performance.
	1.6 Analyse methods of developing and maintaining: <ul style="list-style-type: none"> • trust • accountability.
	1.7 Compare methods of addressing conflict within a team.
2. Be able to support a positive culture within the team for a health and social care or children and young people's setting.	2.1 Identify the components of a positive culture within own team.
	2.2 Demonstrate how own practice supports a positive culture in the team.
	2.3 Use systems and processes to support a positive culture in the team.
	2.4 Encourage creative and innovative ways of working within the team.
3. Be able to support a shared vision within the team for a health and social care or children and young people's setting.	3.1 Identify the factors that influence the vision and strategic direction of the team.
	3.2 Communicate the vision and strategic direction to team members.
	3.3 Work with others to promote a shared vision within the team.
	3.4 Evaluate how the vision and strategic direction of the team influences team practice.

4. Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting.	4.1 Identify team objectives.
	4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives.
	4.3 Facilitate team members to actively participate in the planning process.
	4.4 Encourage sharing of skills and knowledge between team members.
	4.5 Agree roles and responsibilities with team members.
5. Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting.	5.1 Set personal work objectives with team members based on agreed objectives.
	5.2 Work with team members to identify opportunities for development and growth.
	5.3 Provide advice and support to team members to make the most of identified development opportunities.
	5.4 Use a solution focused approach to support team members to address identified challenges.
6. Be able to manage team performance in a health and social care or children and young people's setting.	6.1 Monitor and evaluate progress towards agreed objectives.
	6.2 Provide feedback on performance to: <ul style="list-style-type: none"> the individual the team.
	6.3 Provide recognition when individual and team objectives have been achieved.
	6.4 Explain how team members are managed when performance does not meet requirements.

Additional Information

Others may include:

- Workers / Practitioners
- Carers
- Significant others
- Other professionals
- People who use services.

Component 54: Manage an inter-professional team in a health and social care or children and young people's setting

Component Reference Number: L/602/2743

Level: 6

Credit: 7

GL: 48

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the principles of inter-professional working within health and social care or children and young people's settings.	1.1 Analyse how inter-professional working promotes positive outcomes for individuals.
	1.2 Analyse the complexities of working in inter-professional teams.
	1.3 Explain how inter-professional teamwork is influenced by: <ul style="list-style-type: none"> • 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 or children and young people's setting.	2.1 Work with others to identify how team objectives contribute to service objectives.
	2.2 Establish plans to meet service objectives.
	2.3 Allocate roles and responsibilities to meet service objectives.
3. Be able to promote inter-professional team working in health and social care or children and young people's settings.	3.2 Establish protocols within inter-professional working arrangements to include; <ul style="list-style-type: none"> • 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 or children and young people's setting.	4.1 Ensure that plans for individuals are based on a formal assessment.
	4.2 Work with the team to identify the lead practitioners for the implementation of individuals' plans.
	4.3 Agree roles and responsibilities of all those involved in implementing plans.
	4.4 Ensure that information pertinent to the implementation of plans is exchanged between those involved.
	4.5 Develop processes for the review of individuals' plans.
5. Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting.	5.1 Work with others to monitor the effectiveness of the inter-professional team against service objectives.
	5.2 Work with others to identify: <ul style="list-style-type: none"> • areas of best practice • areas for improvement.
	5.3 Work with others to develop an action plan to improve inter-professional team work.

Component 55: Manage finance within own area of responsibility in health and social care or children and young people's setting

Component Reference Number: T/602/2753

Level: 4

Credit: 4

GL: 31

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

4. Be able to evaluate financial expenditure within own area of responsibility.	4.1 Review actual expenditure against planned expenditure within financial period.
	4.2 Report findings from budget reviews.
	4.3 Make recommendations for adjustments for budget planning and management.

Component 56: Manage induction in health and social care or children and young people's settings

Component Reference Number: T/602/2574

Level: 4

Credit: 3

GL: 21

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the purpose of induction for health and social care or children and young people's settings.	1.1 Explain why induction is important for practitioners, individuals and organisations.
	1.2 Identify information and support materials that are available to promote effective induction.
	1.3 Explain the link between induction processes, qualifications and progression routes in the sector.
	1.4 Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting.
	1.5 Analyse the role of induction in safeguarding individuals and others within a work setting.
2. Be able to manage the induction process in health, social care and children and young people's work settings.	2.1 Explain the factors that influence induction processes for practitioners.
	2.2 Develop an induction programme in agreement with others.
	2.3 Manage the induction process for practitioners.
3. Be able to support the implementation of induction processes in health, social care and children and young people's work settings.	3.1 Identify different methods that can be used to support the induction process for practitioners.
	3.2 Support others involved in the induction of practitioners.
	3.3 Obtain feedback from others on practitioners achievement of identified induction requirements.
	3.4 Support practitioners to reflect on their learning and achievement of induction requirements.
	3.5 Provide feedback to practitioners on achievement of induction requirements.
	3.6 Support personal development planning for a practitioner on completion of induction.

4. Be able to evaluate the induction process in health and social care or children and young people's settings.	4.1 Explain the importance of continuous organisational improvement in the provision of induction.
	4.2 Obtain feedback on the induction process from practitioners.
	4.3 Obtain feedback on the induction process from others in the work setting.
5. Be able to implement improvements to the induction process in health and social care or children and young people's settings.	5.1 Work with others to identify improvements within the induction process.
	5.2 Work with others to implement changes required to address areas for improvement within the induction process.

Component 57: Manage physical resources

Component Reference Number: K/600/9711

Level: 4

Credit: 3

GL: 25

Assessment Guidance

This qualification will be assessed in line with the Skills CFA and the Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the importance of sustainability when using physical resources.	1.1 Explain the importance of using sustainable resources.
	1.2 Explain the potential impact of resource use on the environment.
	1.3 Explain how to use resources effectively and efficiently.
	1.4 Describe actions one can take to minimise any adverse environmental impact of using physical resources.
2. Be able to identify resource requirements for own area of responsibility.	2.1 Consult with colleagues to identify their planned activities and corresponding resource needs.
	2.2 Evaluate past resource use to inform expected future demand.
	2.3 Identify resource requirements for own area of responsibility.
3. Be able to obtain required resources for own area of responsibility.	3.1 Submit a business case to procure required resources.
	3.2 Review and agree required resources with relevant individuals.
	3.3 Explain an organisation's processes for procuring agreed resources.
4. Be able to monitor and review the quality and usage of resources in own area of responsibility.	4.2 Identify differences between actual and planned use of resources and take corrective action.
	4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility.
	4.4 Make recommendations to improve the effectiveness and efficiency of resource use.

Component 58: Manage quality in health and social care or children and young people's setting

Component Reference Number: R/602/2758

Level: 5

Credit: 5

GL: 36

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the context of quality assurance in a health and social care or children and young people's 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 or children and young people's setting.	2.1 Work with team members and others to: <ul style="list-style-type: none"> • 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 or children and young people's setting.	3.1 Support team members to carry out their roles in monitoring quality indicators.
	3.2 Use selected indicators to evaluate the achievement of quality standards.
	3.3 Work with others to identify: <ul style="list-style-type: none"> • areas of best practice • areas for improvement .
	3.4 Work with others to develop an action plan to improve quality of service.

Component 59: Recruitment and selection within health and social care or children and young people's settings

Component Reference Number: R/602/2338

Level: 4

Credit: 3

GL: 26

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the recruitment and selection processes in health and social care or children and young people's settings.	1.1 Explain the impact on selection and recruitment processes, in own setting, of: <ul style="list-style-type: none"> legislative requirements regulatory requirements professional codes agreed ways of working.
	1.2 Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection.
	1.3 Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people.
2. Be able to contribute to the recruitment process in health and social care or children's and young people's settings.	2.1 Review job descriptions and person specifications to meet work setting objectives.
	2.2 Work with others to establish the criteria that will be used in the recruitment and selection process.
	2.3 Work with others to establish the methods that will be used in the recruitment and selection process.
	2.4 Involve individuals in the recruitment process.
3. Be able to participate in the selection process in health and social care or children's and young people's settings.	3.1 Use agreed methods to assess candidates.
	3.2 Use agreed criteria to select candidates.
	3.3 Communicate the outcome of the selection process according to the policies and procedures of own setting.

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

Component 60: Understand how to manage a team

Component Reference Number: D/602/3170

Level: 4

Credit: 3

GL: 20

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the attributes of effective team performance.	1.1 Define the key features of effective team performance.
	1.2 Compare the models used to link individual roles and development with team performance.
2. Know how to support team development.	2.1 Analyse the stages of team development.
	2.2 Identify barriers to success and how these can be overcome.
	2.3 Analyse the effect group norms may have on team development.
	2.4 Differentiate between beneficial conflict and destructive conflict in teams.
	2.5 Evaluate methods of dealing with conflict within a team.
	2.6 Compare methods of developing and establishing trust and accountability within a team.
3. Know how to promote shared purpose within a team.	3.1 Evaluate ways of promoting a shared vision within a team.
	3.2 Review approaches that encourage sharing of skills and knowledge between team members.
4. Know how to promote a 'no-blame culture' within a team.	4.1 Define the meaning of a 'no blame culture'.
	4.2 Evaluate the benefits of a 'no blame culture'.
	4.3 Describe how systems and processes can be used to support a no blame culture.
	4.4 Describe strategies for managing risks associated with a no blame culture.
5. Understand different styles of leadership and management.	5.1 Compare different styles of leadership and management.
	5.2 Reflect on adjustments to own leadership and management style that may be required in different circumstances.

Additional Information

Models may include:

- Team development activities
- Induction into a new team

Approaches may include groups such as quality circles

Component 61: Understand partnership working

Component Reference Number: T/602/3188

Level: 4

Credit: 1

GL: 7

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - 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.

Component 62: Understand professional management and leadership in health and social care or children and young people's settings

Component Reference Number: F/504/2218

Level: 5

Credit: 6

GL: 50

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand theories of management and leadership and their application to health and social care or children and young people settings.	1.1 Research theories of management and leadership.
	1.2 Analyse how theoretical models of management and leadership can be applied to a range of situations in a work setting.
	1.3 Analyse how the values and cultural context of an organisation influence the application of management and leadership models.
2. Understand the relationship between professional management and leadership.	2.1 Evaluate the interdependencies between leadership and management.
	2.2 Analyse the conflicts between the application of management and leadership models.
	2.3 Describe how conflicts between management and leadership models can be addressed
3. Understand the skills of professional management and leadership in health and social care or children and young people's settings.	3.1 Analyse the skills required to be an <ul style="list-style-type: none"> • Effective manager • Effective leader.
	3.2 Explain why managers in health and social care or children and young people's settings need both management and leadership skills.
	3.3 Analyse how leadership skills can influence the values of an organisation.
	3.4 Explain why leadership styles may need to be adapted to manage different situations.
4. Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services.	4.1 Identify factors that influence policy drivers.
	4.2 Analyse emerging themes and trends that impact on management and leadership of health and social care and children or young people's services.

Component 63: Understand safeguarding of children and young people for those working in the adult sector

Component Reference Number: Y/602/2860

Level: 3

Credit: 1

GL: 10

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

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

Component 64: Understanding professional supervision practice

Component Reference Number: H/602/3185

Level: 4

Credit: 3

GL: 22

Assessment Guidance

This qualification will be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the purpose of supervision.	1.1 Evaluate theoretical approaches to professional supervision.
	1.2 Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision.
2. Understand how the principles of supervision can be used to inform performance management.	2.1 Explain key principles of effective professional supervision.
	2.2 Analyse the importance of managing performance in relation to <ul style="list-style-type: none">• Governance• Safeguarding• Key learning from critical reviews and inquiries.
3. Understand how to support individuals through professional supervision.	3.1 Analyse the concept of anti-oppressive practice in professional supervision.
	3.2 Explain methods to assist individuals to deal with challenging situations.
	3.3 Explain how conflict may arise within professional supervision.
	3.4 Describe how conflict can be managed within professional supervision.
4. Understand how professional supervision supports performance.	4.1 Explain the responsibility of the supervisor in setting clear targets and performance indicators.
	4.2 Explain the performance management cycle.
	4.3 Compare methods that can be used to measure performance.
	4.4 Describe the indicators of poor performance.
	4.5 Explain how constructive feedback can be used to improve performance.
	4.6 Evaluate the use of performance management towards the achievement of objectives.

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
LEADERSHIP AND MANAGEMENT
FOR ADULT CARE

