Handbook

HSC5 – VTCT (Skillsfirst) Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management) (RQF)

601/4340/X

Version 3

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management) (RQF)
Qualification number	601/4340/X
Product code	HSC5
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	90
Total Qualification Time (TQT)	900
Guided Learning (GL) hours	505
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

VTCT (Skillsfirst) Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF) contains six pathways and consists of units which are nationally recognised and are based on the Health and Social Care National Occupational Standards (NOS). The NOS, assessment principles and qualification structure(s) are owned by Skills for Care and Development who are one of the Sector Skills Councils for this Sector. The six pathways, three relating to children and young people's management and advanced practice and three relating to adult management and advanced practice, are as follows:

- Children and young people's residential management
- Children and young people's management
- Children and young people's advanced practice
- Adults' residential management
- Adults' management
- Adults' advanced practice

Each pathway within this qualification aims to guide and assess development of knowledge, understanding and skills in management and advanced practice within health and social care and children and young people's services. This qualification confirms competence in these areas and serves as the required qualifications for registration and regulatory requirements in the sector in England. Potential job roles for those learners working towards this qualification might include:

- Managers of residential services
- Assistant managers of residential services
- Assistant managers
- Senior care workers
- Day service managers
- Day service assistant managers
- Managers of domiciliary services
- Assistant mangers of domiciliary services
- Managers of community based services

2.2 Progression opportunities

As well as progression to further qualifications, learners may also progress to employment in a wide range of administrative roles as these qualification provides evidence of achievement of a range of practical skills, understanding and knowledge in the cleaning and supervision environments.

From Level 5

This qualification provides progression to higher education or to the following job roles:

- Managers of residential services
- Assistant managers of residential services
- Assistant managers
- Senior care workers
- Day service managers
- Day service assistant managers
- Managers domiciliary services
- Assistant mangers domiciliary services
- Managers community based services

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management) (RQF), learners must achieve all mandatory units. Learners must achieve **90** credits for this qualification.

- All **20** credits must be achieved from Group A.
- All of the **54** credits must be taken from Group P1A.
- A minimum of **12** credits must be taken from Group P1B and the remaining **4** credits can be taken from Groups P1B, P1C and P1D.

At least 54 credits must be taken at level 5 and above – please pay attention to the barred units.

The minimum TQT required to achieve this qualification is **900**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group A): 20 credits				
LHS1	Use and develop systems that promote communication	5	3	F/602/2335
LHS2	Promote professional development	4	4	L/602/2578
LHS3	Champion equality, diversity and inclusion	5	4	Y/602/3183
LHS4	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5	5	K/602/3172
LHS5	Work in partnership in health and social care or children and young people's settings	4	4	A/602/3189

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group P1A): 54 Credits				
LHS6	Understand children and young person's development	5	6	F/601/9449
LHS7	Lead practice that supports positive outcomes for child and young person development	5	6	J/601/9369
LHS8	Develop and implement policies and procedures to support the safeguarding of children and young people	5	6	A/601/9370
LHS9**	Lead and manage a team within a health and social care or children and young people's setting	6	7	H/602/3171
LHS10**	Develop professional supervision practice in health and social care or children and young people's work settings	5	5	M/602/3187
LHS11	Lead practice in promoting the well-being and resilience of children and young people	5	8	J/602/2577
LHS29	Undertake a research project within services for health and social care or children and young people	5	10	J/602/3499
LHS101	Lead and manage group living for children	5	6	A/602/3175

**** Barred units LHS9 with LHS22, LHS10 with LHS23**

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group P1B): minimum 12 credits (the remaining 4 credits can be taken from Groups P1B, P1C and P1D)				
LHS12	Develop procedures and practice to respond to concerns and complaints	5	6	J/602/2336
LHS13	Recruitment and selection within health and social care or children and young people's settings	4	3	R/602/2338
LHS14	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	Y/602/2339
LHS15	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	L/602/2547
LHS16	Manage induction in health and social care or children and young people's settings	4	3	T/602/2574
LHS17	Facilitate change in health and social care or children and young people's settings	5	6	F/602/2612
LHS18	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	L/602/2743
LHS19	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4	T/602/2753
LHS20	Manage quality in health and social care or children and young people's setting	5	5	R/602/2758
MB1	Develop and evaluate operational plans for own area of responsibility	5	6	Y/600/9588
BA490	Manage physical resources	4	3	K/600/9711

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group P1C): The remaining 4 credits can be taken from Groups P1B, P1C and P1D				
LHS21	Understand partnership working	4	1	T/602/3188
LHS22**	Understand how to manage a team	4	3	D/602/3170
LHS23**	Understanding professional supervision practice	4	3	H/602/3185
DEM301	Understand the process and experience of dementia	3	3	J/601/3538
PDOP31	Understand physical disability	3	3	J/601/6150
PDOP33	Understand the impact of acquired brain injury on individuals	3	3	Y/601/6167
SSMU31	Understand sensory loss	3	3	M/601/3467
LDOP307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	A/601/6274
EOL303	Understand advance care planning	3	3	A/503/8135
EOL308	End of life and dementia care	3	2	F/503/8704

** Barred units LHS9 with LHS22, LHS10 with LHS23

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group P1D): the remaining 4 credits can be taken from Groups P1B, P1C and P1D				
LHS24	Manage domiciliary services	5	6	L/602/2337
LHS25	Lead the management of transitions	5	4	F/602/2853
LHS26**	Lead positive behavioural support	7	10	K/602/2572
LHS27	Develop provision for family support	5	5	K/602/3074
LHS28	Lead support for disabled children and young people and their carers	6	8	M/602/2380
LHS30	Lead active support	5	5	H/601/7354
LHS31	Active support: lead interactive training	5	4	K/601/7355
LHS32	Promote access to healthcare for individuals with learning disabilities	5	6	J/601/5645
LHS33	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	A/601/5318
PDOP34	Support families who are affected by Acquired Brain Injury	3	3	M/601/5817
PDOP35	Support families who have a child with a disability	3	3	D/601/5750
HSC3007	Support the development of community partnerships	4	5	M/601/9494
HSC3027	Support individuals to access housing and accommodation services	3	4	K/601/7906
HSC3048	Support individuals at the end of life	3	7	T/601/9495
HSC3057	Work with families, carers and individuals during times of crisis	4	5	F/601/9029
HSC3065**	Implement the positive behavioural support model	4	8	T/601/9738
SSOP37	Support individuals to access education, training or employment	4	4	H/601/3546
LHS34	Promote awareness of sensory loss	5	3	M/601/5249
LHS35	Support the use of assistive technology	5	4	H/601/5250
LHS36	Explore models of disability	5	5	K/601/5251
LHS37	Support individuals with sensory loss with communication	5	5	M/601/5252
LHS38	Support individuals with multiple conditions and/or disabilities	5	5	T/601/5253
EYMP5	Support children's speech, language and communication	3	4	T/600/9789
CYP17	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	F/600/9777
LHS39**	Independent mental capacity advocacy	4	12	F/502/3295

LHS40**	Independent mental health advocacy	4	7	J/502/3296
LHS41**	Providing independent advocacy management	4	11	L/502/3297
LHS42**	Providing independent advocacy to adults	4	5	R/502/3298
LHS43**	Independent advocacy with children and young people	4	7	Y/502/3299
LHS44**	Providing independent mental capacity advocacy-deprivation of liberty safeguards	4	5	F/502/3300
ASM1	Recognise indications of substance misuse and refer individuals to specialists	3	4	M/601/0648
ASM4	Identify and act upon immediate risk of danger to substance misusers	3	4	D/501/0585
HSC3070	Lead and manage practice in dementia care	5	6	D/504/2212
HSC3071	Support the spiritual wellbeing of individuals	3	3	M/503/8133
HSC3072	Support individuals during the last days of life	4	5	F/503/8685
HSC3073	Lead and manage end of life care services	5	7	T/503/8134
HSC3074	Lead a service that supports individuals through significant life events	5	4	L/503/8138
HSC3075	Support individuals to stay safe from harm or abuse	3	4	T/504/2202
HSC3076	Provide support to adults who have experienced harm or abuse	4	5	J/504/2205
HSC3077	Assess the needs of carers and families	3	4	T/504/2216
HSC3078	Provide support to children or young people who have experienced harm or abuse	4	6	F/504/2204
HSC3079	Understand the factors affecting older people	3	2	D/504/2243
HSC3080	Provide information about health and social care or children and young people's services	3	3	Y/504/2239
HSC3081	Lead and manage infection prevention and control within the work setting	5	6	Y/504/2208
HSC3082	Professional practice in health and social care for adults or children and young people	5	6	T/504/2197
HSC3083	Develop, maintain and use records and reports	4	3	A/504/2198
HSC3084	Lead practice which supports individuals to take positive risks	5	4	H/504/2213
HSC3085	Lead practice in assessing and planning for the needs of families and carers	5	3	A/504/2217
HSC3086	Manage business redesign in health and social care or children or young people's services	5	5	J/504/2236
HSC3067	Understand professional management and leadership in health and social care or children and young people's settings	5	6	F/504/2218
HSC3087	Appraise staff performance	5	5	J/504/2219
HSC3088	Support people who are providing homes to individuals	4	6	R/504/2224

| HSC3089 | Manage disciplinary processes in health and social care or children and young people's settings | 5 | 6 | M/504/2232 |

** Barred units, please see the below table

Product code	Barred product codes
LHS26	HSC3065
HSC3065	LHS26
LHS39	LHS40, LHS41, LHS42, LHS43, LHS44
LHS40	LHS39, LHS41, LHS42, LHS43, LHS44
LHS41	LHS39, LHS40, LHS42, LHS43, LHS44
LHS42	LHS39, LHS40, LHS41, LHS43, LHS44
LHS43	LHS39, LHS40, LHS41, LHS42, LHS44
LHS44	LHS39, LHS40, LHS41, LHS42, LHS43

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

4.3 Deliverers, assessors and internal verifiers

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Asset Skills and the approval of the qualification regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification

or

- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards (NOS) which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD.

Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

 Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and internal verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of a health and social care RQF unit.

The assessor will need to be assured that the learner can:

- consistently perform the job or tasks to the required level of competence
- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner, the assessor and, perhaps, their employer.

5.3 Simulation and witness testimony

There are occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.3.1 Simulation

Simulation may be necessary for specific elements of the units. Skillsfirst guidance to centres is to ensure that demands on the learner during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess
- All simulations should follow these documented plans
- A centre's overall strategy for simulation must be examined and approved by the external verifier
- There should be a range of simulations to cover the same aspect of the standard so that the risk of learners successfully colluding is reduced
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- The nature of the contingency must be realistic.

5.3.2 Witness testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.4 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification

In considering the appropriateness of any single piece of evidence, the following should be considered:

- Content – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- Performance and knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Relevance of context – the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- Currency – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the learner.

6 Units – Group A – generic mandatory units

Unit Handbook

LHS1 – Use and develop systems that promote communication

Unit reference number: F/602/2335

Level: 5
Credit value: 3
Guided Learning (GL) hours: 24

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to address the range of communication requirements in own role

LO2 Be able to improve communication systems and practices that support positive outcomes for individuals

LO3 Be able to improve communication systems to support partnership working

LO4 Be able to use systems for effective information management

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS E1 HSC 41

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to address the range of communication requirements in own role	1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role
	1.2 Explain how to support effective communication within own job role
	1.3 Analyse the barriers and challenges to communication within own job role
	1.4 Implement a strategy to overcome communication barriers
	1.5 Use different means of communication to meet different needs

Learning Outcome	Assessment Criteria
LO2 Be able to improve communication systems and practices that support positive outcomes for individuals	2.1 Monitor the effectiveness of communication systems and practices
	2.2 Evaluate the effectiveness of existing communication systems and practices
	2.3 Propose improvements to communication systems and practices to address any shortcomings
	2.4 Lead the implementation of revised communication systems and practices

Learning Outcome	Assessment Criteria
LO3 Be able to improve communication systems to support partnership working	3.1 Use communication systems to promote partnership working
	3.2 Compare the effectiveness of different communications systems for partnership working
	3.3 Propose improvements to communication systems for partnership working

Learning Outcome	Assessment Criteria
LO4 Be able to use systems for effective information management	4.1 Explain legal and ethical tensions between maintaining confidentiality and sharing information
	4.2 Analyse the essential features of information sharing agreements within and between organisations
	4.3 Demonstrate use of information management systems that meet legal and ethical requirements

LHS1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualifications Administrator

Unit Handbook

LHS2 – Promote professional development

Unit reference number: L/602/2578

Level: 4 **Credit value: 4** **Guided Learning (GL) hours: 33**

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand principles of professional development

LO2 Be able to prioritise goals and targets for own professional development

LO3 Be able to prepare a professional development plan

LO4 Be able to improve performance through reflective practice

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 43 LMCS A1 D3 CCLD 429 LDSS/GCU6

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand principles of professional development	1.1 Explain the importance of continually improving knowledge and practice
	1.2 Analyse potential barriers to professional development
	1.3 Compare the use of different sources and systems of support for professional development
	1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date

Learning Outcome	Assessment Criteria
LO2 Be able to prioritise goals and targets for own professional development	2.1 Evaluate own knowledge and performance against standards and benchmarks
	2.2 Prioritise development goals and targets to meet expected standards

Learning Outcome	Assessment Criteria
LO3 Be able to prepare a professional development plan	3.1 Select learning opportunities to meet development objectives and reflect personal learning style
	3.2 Produce a plan for own professional development, using an appropriate source of support
	3.3 Establish a process to evaluate the effectiveness of the plan

Learning Outcome	Assessment Criteria
LO4 Be able to improve performance through reflective practice	4.1 Compare models of reflective practice
	4.2 Explain the importance of reflective practice to improve performance
	4.3 Use reflective practice and feedback from others to improve performance
	4.4 Evaluate how practice has been improved through: • reflection on best practice • reflection on failures and mistakes

LHS2 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualifications Administrator

Unit Handbook

LHS3 – Champion equality, diversity and inclusion

Unit reference number: Y/602/3183

Level: 5
Credit value: 4
Guided Learning (GL) hours: 34

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand diversity, equality and inclusion in own area of responsibility
LO2 Be able to champion diversity, equality and inclusion

LO3 Understand how to develop systems and processes that promote diversity, equality and inclusion
LO4 Be able to manage the risks presented when balancing individual rights and professional duty of care

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS B1 HSC 45 LDSS/GCU 5 LDSS 408

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand diversity, equality and inclusion in own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility
	1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility
	1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility

Learning Outcome	Assessment Criteria
LO2 Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion in policy and practice
	2.2 Challenge discrimination and exclusion in policy and practice
	2.3 Provide others with information about: • The effects of discrimination • The impact of inclusion • The value of diversity
	2.4 Support others to challenge discrimination and exclusion

Learning Outcome	Assessment Criteria
LO3 Understand how to develop systems and processes that promote diversity, equality and inclusion	3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion
	3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
	3.3 Propose improvements to address gaps or shortfalls in systems and processes

Learning Outcome	Assessment Criteria
LO4 Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care
	4.2 Explain the principle of informed choice
	4.3 Explain how issues of individual capacity may affect informed choice
	4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility

LHS3 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualifications Administrator

Unit Handbook

LHS4 – Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings

Unit reference number: K/602/3172

Level: 5
Credit value: 5
Guided Learning (GL) hours: 33

Unit aim

The purpose of this unit is to assess the earner's knowledge, understanding and skills required for health and safety and risk management, including the development of policies, procedures and practices in health and social care or children and young people's settings.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings

LO2 Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings

LO3 Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings

LO4 Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings

LO5 Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS C1, HSC 42,MSC E5, E6, E7, CCLD 428

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings	1.1 Explain the legislative framework for health, safety and risk management in the work setting
	1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements

Learning Outcome	Assessment Criteria
LO2 Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings	2.1 Demonstrate compliance with health, safety and risk management procedures
	2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work
	2.3 Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with
	2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements

Learning Outcome	Assessment Criteria
LO3 Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings	3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others
	3.2 Work with individuals and others to assess potential risks and hazards
	3.3 Work with individuals and others to manage potential risks and hazards

Learning Outcome	Assessment Criteria
LO4 Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings	4.1 Work with individuals to balance the management of risk with individual rights and the views of others
	4.2 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking
	4.3 Evaluate own practice in promoting a balanced approach to risk management
	4.4 Analyse how helping others to understand the balance between risk and rights improves practice

Learning Outcome	Assessment Criteria
LO5 Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others
	5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting
	5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting
	5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting

LHS4 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualifications Administrator

Unit Handbook

LHS5 – Working in partnership in health and social care or children and young people's settings

Unit reference number: A/602/3189

Level: 4
Credit value: 4
Guided Learning (GL) hours: 26

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand partnership working

LO2 Be able to establish and maintain working relationships with Colleagues

LO3 Be able to establish and maintain working relationships with other professionals

LO4 Be able to work in partnership with others

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS B1, HSC 41, CCLD 405, 406.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand partnership working	1.1 Identify the features of effective partnership working
	1.2 Explain the importance of partnership working with • colleagues • other professionals • others
	1.3 Analyse how partnership working delivers better outcomes
	1.4 Explain how to overcome barriers to partnership working

Learning Outcome	Assessment Criteria
LO2 Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues
	2.2 Develop and agree common objectives when working with colleagues
	2.3 Evaluate own working relationship with colleagues
	2.4 Deal constructively with any conflict that may arise with colleagues

Learning Outcome	Assessment Criteria
LO3 Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals
	3.2 Develop procedures for effective working relationships with other professionals
	3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
	3.4 Evaluate procedures for working with other professionals
	3.5 Deal constructively with any conflict that may arise with other professionals

Learning Outcome	Assessment Criteria
LO4 Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others
	4.2 Develop procedures for effective working relationships with others
	4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities
	4.4 Evaluate procedures for working with others
	4.5 Deal constructively with any conflict that may arise with others

LHS5 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualifications Administrator

7 Units – Group P1A – mandatory units – pathway specific

Unit Handbook

LHS6 – Understand child and young person's development

Unit reference number: F/601/9449

Level: 5
Credit value: 6
Guided Learning (GL) hours: 30

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the pattern of development that would normally be expected for children and young people from birth to 19 years

LO2 Understand the factors that impact on children and young people's development

LO3 Understand the benefits of early intervention to support the development of children and young people

LO4 Understand the potential effects of transition on children and young people's development

LO5 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Assessment guidance

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

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to CCLD 403 Support programmes for the promotion of children's development; CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the pattern of development that would normally be expected for children and young people from birth to -19 years	1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth - 19 years
	1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important
	1.3 Analyse the reasons why children and young people's development may not follow the pattern normally expected

Learning Outcome	Assessment Criteria
LO2 Understand the factors that impact on children and young people's development	2.1 Analyse how children and young people's development is influenced by a range of personal factors
	2.2 Analyse how children and young people's development is influenced by a range of external factors
	2.2 Explain how theories of development and frameworks to support development influence current practice

Learning Outcome	Assessment Criteria
LO3 Understand the benefits of early intervention to support the development of children and young people	3.1 Analyse the importance of early identification of development delay
	3.2 Explain the potential risks of late recognition of development delay
	3.3 Evaluate how multi agency teams work together to support all aspects of development in children and young people
	3.4 Explain how play and leisure activities can be used to support all aspects of development of children and young people

Learning Outcome	Assessment Criteria
LO4 Understand the potential effects of transition on children and young people's development	4.1 Explain how different types of transitions can affect children and young people's development
	4.2 Explain the importance of children and young people having positive relationships through periods of transition
	4.3 Evaluate the effectiveness of positive relationships on children and young people's development

Learning Outcome	Assessment Criteria
LO5 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions	5.1 Explain different methods of assessing, recording and monitoring children and young people's development
	5.2 Explain how and in what circumstances different methods for assessing, recording and monitoring children and young people's development in the work setting
	5.3 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected
	5.4 Evaluate the importance of accurate documentation regarding the development of children and young people

LHS6 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Qualifications Administrator

Unit Handbook

LHS7 – Lead practice that supports positive outcomes for child and young person development

Unit reference number: J/601/9369

Level: 5
Credit value: 6
Guided Learning (GL) hours: 36

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand theoretical approaches to child and young person development

LO2 Be able to lead and support developmental assessment of children and young people

LO3 Be able to develop and implement programmes with children or young people requiring developmental support

LO4 Be able to evaluate programmes for children or young people requiring developmental support

LO5 Be able to lead and promote support for children experiencing transitions

LO6 Be able to lead positive behaviour support

Version 1.0

Unit content

Evidence requirements

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

Learners must provide a portfolio of evidence.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Details of the relationship between the unit and relevant national occupational standards unit

This unit is linked to CCLD 403 Support programmes for the promotion of children's development.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand theoretical approaches to child and young person development	1.1 Explain different theories and frameworks of child and young person development
	1.2 Explain the potential impact on service provision of different theories and approaches
	1.3 Critically analyse the move towards outcomes based services for children and young people

Learning Outcome	Assessment Criteria
LO2 Be able to lead and support developmental assessment of children and young people	2.1 Support use of different methods of developmental assessment and recording for children and young people
	2.2 Work in partnership with other professionals in assessing development of children and young people
	2.3 Develop strategies to encourage child or young person and carers' participation in developmental assessment
	2.4 Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment

Learning Outcome	Assessment Criteria
LO3 Be able to develop and implement programmes with children or young people requiring developmental support	3.1 Support use of assessments to develop programmes of support
	3.2 Explain circumstances where referrals to other agencies may be required
	3.3 Explain how referrals to other agencies are managed
	3.4 Support use of early interventions to promote positive outcomes for children and young people's development
	3.5 Lead the implementation of a personalised programme of support for children or young people

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate programmes for children or young people requiring developmental support	4.1 Review programmes of developmental support
	4.2 Implement strategies for improvement for programmes of development support

Learning Outcome	Assessment Criteria
LO5 Be able to lead and promote support for children experiencing transitions	5.1 Explain how evidence based practice can be used to support children and young people experiencing transitions
	5.2 Lead the implementation of evidence based practice to support children or young people experiencing transition
	5.3 Evaluate the implementation of evidence based practice to support children or young people experiencing transitions

Learning Outcome	Assessment Criteria
LO6 Be able to lead positive behaviour support	6.1 Support use of evidence based practice with children and young people to encourage positive behaviour
	6.2 Critically evaluate different approaches to supporting positive behaviour

LHS7 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS8 – Develop and implement policies and procedures to support the safeguarding of children and young people

Unit reference number: A/601/9370

Level: 5 **Credit value: 6** **Guided Learning (GL) hours: 26**

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the impact of current legislation that underpins the safeguarding of children and young people

LO2 Be able to support the review of policies and procedures for safeguarding children and young people

LO3 Be able to implement policies and procedures for safeguarding children and young people

LO4 Be able to lead practice in supporting children and young people's well-being and resilience

Version 1.0

Unit content

Evidence requirements

This unit need to be assessed in line with Skills for Care and Development's RQF assessment principles.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to CCLD 402 Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of current legislation that underpins the safeguarding of children and young people	1.1 Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation
	1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
	1.3 Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing

Learning Outcome	Assessment Criteria
LO2 Be able to support the review of policies and procedures for safeguarding children and young people	2.1 Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice
	2.2 Identify the policies and procedures required in the work setting for safeguarding children and young people
	2.3 Develop the process for reviewing the process for safeguarding policies and procedures
	2.4 Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures
	2.5 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people

Learning Outcome	Assessment Criteria
LO3 Be able to implement policies and procedures for safeguarding children and young people	3.1 Support the implementation of policies and procedures for safeguarding children and young people
	3.2 Mentor and support other practitioners to develop the skills to safeguard children and young people

Learning Outcome	Assessment Criteria
LO4 Be able to lead practice in supporting children and young people's well-being and resilience	4.1 Justify how promoting wellbeing and resilience supports the safeguarding of children and young people
	4.2 Review how children or young people's resilience and wellbeing are supported in own work setting
	4.3 Support others to understand the importance of wellbeing and resilience in the context of safeguarding

LHS8 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

LHS9 – Lead and manage a team within a health and social care or children and young people's setting

Unit reference number: H/602/3171

Level: 6
Credit value: 7
Guided Learning (GL) hours: 46

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the features of effective team performance within a health and social care or children and young people's setting

LO2 Be able to support a positive culture within the team for a health and social care or children and young people's setting

LO3 Be able to support a shared vision within the team for a health and social care or children and young people's setting

LO4 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

LO5 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

LO6 Be able to manage team performance in a health and social care or children and young people's setting

Version 1.0

Unit content

Evidence requirements

This unit need to be assessed in line with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS A1, B1 CCLD413, 425

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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: • trust • accountability
	1.7 Compare methods of addressing conflict within a team

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Be able to support a shared vision within the team for a health and social care or children and young people's setting	3.1 Identify the factors that influence the vision and strategic direction of the team
	3.2 Communicate the vision and strategic direction to team members
	3.3 Work with others to promote a shared vision within the team
	3.4 Evaluate how the vision and strategic direction of the team influences team practice

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting	5.1 Set personal work objectives with team members based on agreed objectives
	5.2 Work with team members to identify opportunities for development and growth
	5.3 Provide advice and support to team members to make the most of identified development opportunities
	5.4 Use a solution focused approach to support team members to address identified challenges

Learning Outcome	Assessment Criteria
LO6 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: • 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

LHS9 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

LHS10 – Develop professional supervision practice in health and social care or children and young people's settings

Unit reference number: M/602/3187

Level: 5
Credit value: 5
Guided Learning (GL) hours: 39

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the purpose of professional supervision in health and social care or children and young people's work settings

LO2 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

LO3 Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings

LO4 Be able to provide professional supervision in health and social care or children and young people's work settings

LO5 Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings

LO6 Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings

Version 1.0

Unit content

Evidence requirements

This unit need to be assessed in line with Skills for Care and Development's RQF assessment principles. Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS A1, B1, HSC 41, 43, 45 CCLD 328, 427

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

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

An Individual is someone accessing care or support.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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: • individual • supervisor • supervisee

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Be able to provide professional supervision in health and social care or children and young people's work settings	4.1 Support supervisees to reflect on their practice
	4.2 Provide positive feedback about the achievements of the supervisee
	4.3 Provide constructive feedback that can be used to improve performance
	4.4 Support supervisees to identify their own development needs
	4.5 Review and revise professional supervision targets to meet the identified objectives of the work setting
	4.6 Support supervisees to explore different methods of addressing challenging situations
	4.7 Record agreed supervision decisions

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 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

LHS10 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS11 – Lead practice in promoting the well-being and resilience of children and young people

Unit reference number: J/602/2577

Level: 5

Credit value: 8

Guided Learning (GL) hours: 53

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand how different approaches to promoting positive wellbeing and resilience in children and young people impact on practice

LO2 Be able to lead practice in supporting children and young people's well-being and resilience

LO3 Be able to lead practice in work with carers who are supporting children and young people

LO4 Be able to lead practice in responding to the health needs of children and young people

LO5 Be able to lead the development of practice with children or young people to promote their well-being and resilience

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 44 CCLD 402 403 408 LMC B2

Professional Practice in residential child care Standards: 1.5, 2.2, 2.3 and 4.3 (England)

Training support and development standards for foster care: 3.3 and 5.2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how different approaches to promoting positive well-being and resilience in children and young people impact on practice	1.1 Explain the importance of well-being for children and young people
	1.2 Explain the importance of resilience for children and young people
	1.3 Critically analyse different approaches to promoting well-being and resilience of children and young people

Learning Outcome	Assessment Criteria
LO2 Be able to lead practice in supporting children and young people's well-being and resilience	2.1 Lead practice that supports others to engage with children and young people to build their self esteem
	2.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable
	2.3 Demonstrate through own practice ways to encourage and support children or young people to express their feelings, views and hopes
	2.4 Explain how to challenge practices that act as barriers to children and young people's well-being and resilience

Learning Outcome	Assessment Criteria
LO3 Be able to lead practice in work with carers who are supporting children and young people	3.1 Develop strategies to support carers' understanding and involvement with the well-being and resilience needs of a child or young person
	3.2 Lead practice that supports carers to engage with children and young people to build their self esteem
	3.3 Monitor the involvement of carers in supporting children and young people's well-being and resilience
	3.4 Evaluate strategies used to engage with carers who are supporting a child or young person

Learning Outcome	Assessment Criteria
LO4 Be able to lead practice in responding to the health needs of children and young people	4.1 Lead practice that supports children and young people to make positive choices about their health needs
	4.2 Assess any risks to or concerns about the health of children and young people
	4.3 Support others to recognise and record concerns about a child or young person's health following agreed procedures
	4.4 Work with others to take action to address concerns identified about the health of children and young people

Learning Outcome	Assessment Criteria
LO5 Be able to lead the development of practice with children or young people to promote their well-being and resilience	5.1 Develop methods of evaluating own practice in promoting children or young people's well-being and resilience
	5.2 Develop methods of evaluating organisational practice in promoting children or young people's well-being and resilience
	5.3 Lead others in practice that supports solution focused approaches for supporting children or young people's well-being and resilience
	5.4 Lead others in developing areas of practice that promote children or young people's well-being and resilience

LHS11 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS29 – Undertake a research project within services for health and social care or children and young people

Unit reference number: J/602/3499

Level: 5
Credit value: 10
Guided Learning (GL) hours: 80

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to justify a topic for research within services for health and social care or children and young people

LO2 Understand how the components of research are used

LO3 Be able to conduct a research project within services for health and social care or children and young people

LO4 Be able to analyse research findings

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to CCLD 420 Undertake a research project

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project
	1.2 Develop the aims and objectives of the research project
	1.3 Explain ethical considerations that apply to the area of the research project
	1.4 Complete a literature review of chosen area of research

Learning Outcome	Assessment Criteria
LO2 Understand how the components of research are used	2.1 Critically compare different types of research
	2.2 Evaluate a range of methods that can be used to collect data
	2.3 Identify a range of tools that can be used to analyse data
	2.4 Explain the importance of validity and reliability of data used within research

Learning Outcome	Assessment Criteria
LO3 Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project
	3.2 Formulate a detailed plan for a research project
	3.3 Select research methods for the project
	3.4 Develop research questions to be used within project
	3.5 Conduct the research using identified research methods
	3.6 Record and collate data

Learning Outcome	Assessment Criteria
LO4 Be able to analyse research findings	4.1 Use data analysis methods to analyse the data
	4.2 Draw conclusions from findings
	4.3 Reflect how own research findings substantiate initial literature review
	4.4 Make recommendations related to area of research
	4.5 Identify potential uses for the research findings within practice

LHS29 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS101 – Lead and manage group living for children

Unit reference number: A/602/3175

Level: 5
Credit value: 6
Guided Learning (GL) hours: 46

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the legal, policy, rights and theoretical framework for group living for children and young people

LO2 Be able to lead the planning, implementation and review of daily living activities for children and young people

LO3 Be able to promote positive outcomes in a group living environment

LO4 Be able to manage a positive group living environment

LO5 Be able to safeguard children and young people in a group living environment

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS A1, B1 CCLD 413, 425

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legal, policy, rights and theoretical framework for group living for children and young people	1.1 Review current theoretical approaches to group living provision for children and young people
	1.2 Explain the legislative and rights frameworks that underpin work with children and young people in a group living provision
	1.3 Analyse the impact of current policies, regulations and legislation on group living provision for children and young people
	1.4 Describe how the frameworks are used to improve the life chances and outcomes of children and young people in group living provision

Learning Outcome	Assessment Criteria
LO2 Be able to lead the planning, implementation and review of daily living activities for children and young people	2.1 Support others to plan and implement daily living activities that meet the needs, preferences and aspirations of children and young people
	2.2 Develop systems to ensure children and young people are central to decisions about their daily living activities
	2.3 Oversee the review of daily living activities

Learning Outcome	Assessment Criteria
LO3 Be able to promote positive outcomes in a group living environment	3.1 Evaluate how group living can promote positive outcomes for children and young people
	3.2 Ensure that children and young people are supported to maintain and develop relationships from inside or outside the group living environment
	3.3 Demonstrate effective approaches to resolving any conflicts and tensions in group living

Learning Outcome	Assessment Criteria
LO4 Be able to manage a positive group living environment	4.1 Explain how the physical environment and ethos of the group living environment can promote the well-being of children and young people
	4.2 Evaluate the effects of the working schedules and patterns on a group living environment
	4.3 Recommend changes to working schedules and patterns as a result of evaluation
	4.4 Develop a workforce development plan for the group living environment
	4.5 Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with children and young people
	4.6 Use appropriate methods to raise staff awareness of the group dynamics in a group living environment
	4.7 Review the effectiveness of approaches to resource management in maintaining a positive group living environment

Learning Outcome	Assessment Criteria
LO5 Be able to safeguard children and young people in a group living environment	5.1 Implement systems to protect children and young people in a group living environment from risk of harm or abuse
	5.2 Review systems against legislation, policies and procedures and key messages from research and child protection inquiries for a group living environment

LHS101 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

8 Units – Group P1B – optional management units

Unit Handbook

LHS12 – Develop procedures and practice to respond to concerns and complaints

Unit reference number: J/602/2336

Level: 5
Credit value: 6
Guided Learning (GL) hours: 40

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints

LO2 Be able to develop procedures to address concerns and complaints

LO3 Be able to lead the implementation of procedures and practice for addressing concerns and complaints

LO4 Be able to review the procedures and practices for addressing concerns and complaints

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS E9

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Others may include:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

LHS12 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS13 – Recruitment and selection within health and social care or children and young people's settings

Unit reference number: R/602/2338

Level: 4
Credit value: 3
Guided Learning (GL) hours: 26

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the recruitment and selection processes in health and social care or children and young people's settings

LO2 Be able to contribute to the recruitment process in health and social care or children's and young people's settings

LO3 Be able to participate in the selection process in health and social care or children's and young people's settings

LO4 Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS A3, HSC 444, CCLD 333, MSC D3, D4, D5

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

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

Others may include:

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

Individual is someone accessing care or support.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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: • 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

LHS13 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS14 – Facilitate the development of effective group practice in health and social care or children and young people's settings

Unit reference number: Y/602/2339

Level: 5   **Credit value: 6**   **Guided Learning (GL) hours: 42**

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand how groups develop and function in health and social care or children and young people's work settings

LO2 Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings

LO3 Be able to facilitate a group in health and social care or children and young people's work settings

LO4 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

LO5 Be able to monitor and review the work of a group in health and social care or children and young people's work settings

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS A3, HSC 444,CCLD 333, MSC D3, D4, D5

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Conflict may include:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 • 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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
	4.4 Explain when to refer issues and areas of concern

Learning Outcome	Assessment Criteria
LO5 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

LHS14 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS15 – Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

Unit reference number: L/602/2547

Level: 5
Credit value: 6
Guided Learning (GL) hours: 43

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings

LO2 Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings

LO3 Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings

LO4 Be able to implement coaching and mentoring activities in health and social care or children and young people's settings

LO5 Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to ENTO CM20 CCLD 429

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Different information sources may include:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings	3.1 Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting
	3.2 Plan coaching and mentoring activities

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 Be able to implement coaching and mentoring activities 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

LHS15 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS16 – Manage induction processes for health and social care or children and young people's settings

Unit reference number: T/602/2574

Level: 4
Credit value: 3
Guided Learning (GL) hours: 21

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the purpose of induction for health and social care or children and young people's settings

LO2 Be able to manage the induction process in health, social care and children and young people's work settings

LO3 Be able to support the implementation of induction processes in health, social care and children and young people's work settings

LO4 Be able to evaluate the induction process in health and social care or children and young people's settings

LO5 Be able to implement improvements to the induction process in health and social care or children and young people's settings

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 444 LMC A1 A3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Practitioners could include:

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

Individuals are those accessing care or services.

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

Factors that influence could include:

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

Others may include:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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 form practitioners
	2.2 Develop an induction programme in agreement with others
	2.3 Manage the induction process for practitioners

Learning Outcome	Assessment Criteria
LO3 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 practitioner
	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

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate the induction process in health and social care or children and young people's settings	4.1 Explain the importance of continuous organisational improvement in the provision of induction
	4.2 Obtain feedback on the induction process from practitioners
	4.3 Obtain feedback on the induction process from others in the work setting
	4.4 Use feedback to identify areas for improvement within the induction process

Learning Outcome	Assessment Criteria
LO5 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

LHS16 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS17 – Facilitate change in health and social care or children and young people's setting

Unit reference number: F/602/2612

> **Level: 5**
> **Credit value: 6**
> **Guided Learning (GL) hours: 42**

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the principles of change management in health and social care or children and young people's settings

LO2 Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings

LO3 Be able to develop an approved change management plan in health and social care or children and young people's settings

LO4 Be able to gain support for a proposed change in health and social care or children and young people's settings

LO5 Be able to implement approved change management plans in health and social care or children and young people's settings

LO6 Be able to evaluate the change management process in health and social care or children and young people's settings

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMC A2 MSC C5

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Factors may include internal and external.

Challenges may include:

- anxiety
- stress
- resistance
- fear
- resource
- competence

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings	2.1 Promote the benefits of change
	2.2 Analyse challenges that may arise during the process of change
	2.3 Enable others to express views about proposed change
	2.4 Agree with others the changes that need to be made

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Be able to gain support for a proposed change in health and social care or children and young people's settings	4.1 Ensure own actions serve as a positive role model when introducing change
	4.2 Identify others who can promote the vision for change
	4.3 Use strategies that address resistance to change
	4.4 Implement a communication strategy to support others to understand a proposed change

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 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

LHS17 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS18 – Manage an inter-professional team in a health and social care or children and young people's setting

Unit reference number: L/602/2743

Level: 6
Credit value: 7
Guided Learning (GL) hours: 48

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the principles of inter-professional working within health and social care or children and young people's settings

LO2 Be able to manage service objectives through the inter-professional team in health and social care or children and young people's setting

LO3 Be able to promote inter-professional team working in health and social care or children and young people's settings

LO4 Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting

LO5 Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMC D3 CCLD 423

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

An individual is someone accessing care or support.

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

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

Others may include:

- individuals
- team members
- external professionals
- carers

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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: • legislative frameworks • regulation • government initiatives • professional codes of practice or professional standards • service objectives

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Be able to promote inter-professional team working in health and social care or children and young people's settings	3.1 Establish governance arrangements within inter-professional working arrangements to include; • accountability • lines of communication • professional supervision • continuing professional development
	3.2 Establish protocols within inter-professional working arrangements to include; • confidentiality and information sharing • record keeping • resources • concerns and complaints
	3.3 Identify supports available to enhance inter-professional working
	3.4 Support others to understand distinctive roles within the team
	3.5 Facilitate communication within the inter-professional team
	3.6 Work with the team to resolve dilemmas that may arise

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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: • areas of best practice • areas for improvement
	5.3 Work with others to develop an action plan to improve inter-professional team work

LHS18 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS19 – Manage finance within own area of responsibility health and social care or children and young people's setting

Unit reference number: T/602/2753

Level: 4   **Credit value: 4**   **Guided Learning (GL) hours: 31**

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand financial management in own work setting

LO2 Be able to plan budget requirement for own area of responsibility

LO3 Be able to manage a budget

LO4 Be able to evaluate financial expenditure within own area of responsibility

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMC E8 CCLD 4424 MSC E1 MSC E2d

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Others may include:

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

Financial period may include monthly, quarterly, half year and/or full year.

New developments may include:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

LHS19 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS20 – Manage quality in health and social care or children and young people's setting

Unit reference number: R/602/2758

Level: 5
Credit value: 5
Guided Learning (GL) hours: 36

Unit aim

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

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the context of quality assurance in a health and social care or children and young people's setting

LO2 Be able to implement quality standards in a health and social care or children and young people's setting

LO3 Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting

Version 1.0

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles. Learning outcomes 2 and 3 must be assessed in the work setting.

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMC E3 LMC A5 CCLD 427 MSC F13 HSC436

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Individuals are those accessing care or support.

Others may include:

- individuals
- advocates
- family members
- others important to the individual's well-being

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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 • 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

Learning Outcome	Assessment Criteria
LO3 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: • areas of best practice • areas for improvement
	3.4 Work with others to develop an action plan to improve quality of service

LHS20 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

MB1 – Develop and evaluate operational plans for own area of responsibility

Unit reference number: Y/600/9588

Level: 5
Credit value: 6
Guided Learning (GL) hours: 25

Unit aim

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

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to align objectives of own area of responsibility with those of own organisation

LO2 Be able to implement operational plans in own area of responsibility

LO3 Be able to monitor and evaluate operational plans in own area of responsibility

Version 1.0

Unit content

Evidence requirements

Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

Details of the relationship between the unit and relevant national occupation standards unit

This unit directly relates to MSC B1 Develop and implement operational plans for your area of responsibility.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the CfA for the Management Standards Centre.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to implement operational plans in own area of responsibility	2.1 Assess risks associated with operational plans and include contingency arrangements
	2.2 Identify support from relevant stakeholders
	2.3 Implement operational plan within own area of responsibility

Learning Outcome	Assessment Criteria
LO3 Be able to monitor and evaluate operational plans in own area of responsibility	2.1 Monitor procedures within the operational plan
	2.2 Evaluate operational plans and implement any necessary actions

MB1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

BA490 – Manage physical resources

Unit reference number: K/600/9711

Level: 4
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of sustainability when using physical resources

LO2 Be able to identify resource requirements for own area of responsibility

LO3 Be able to obtain required resources for own area of responsibility

LO4 Be able to monitor and review the quality and usage of resources in own area of responsibility

Version 1.0

Unit content

Evidence requirements

Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

Details of the relationship between the unit and relevant national occupation standards unit

This unit directly relates to MSC E8 Manage physical resources.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the CfA for the Management Standards Centre.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Be able to obtain required resources for own area of responsibility	3.1 Submit a business case to procure required resources
	3.2 Review and agree required resources with relevant individuals
	3.3 Explain an organisation's processes for procuring agreed resources

Learning Outcome	Assessment Criteria
LO4 Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1 Monitor the quality of resources against required specifications
	4.2 Identify differences between actual and planned use of resources and take corrective action
	4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility
	4.4 Make recommendations to improve the effectiveness and efficiency of resource use

BA490 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

9 Units – Group P1C – optional knowledge units

Unit Handbook

LHS21 – Understand partnership working

Unit reference number: T/602/3188

Level: 4
Credit value: 1
Guided Learning (GL) hours: 7

Unit aim

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

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Understand partnership working

Version 1.0

Unit content

Evidence requirements

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

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to M2a

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Others may include:

- individuals
- children and young people
- families
- carers
- friends of the individual
- advocates

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand partnership working	1.1 Identify the features of effective partnership working
	1.2 Explain the importance of partnership working with: • colleagues • other professionals • others
	1.3 Analyse how partnership working delivers better outcomes
	1.4 Explain how to overcome barriers to partnership working

LHS21 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS22 – Understand how to manage a team

Unit reference number: D/602/3170

Level: 4
Credit value: 3
Guided Learning (GL) hours: 20

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the attributes of effective team performance

LO2 Know how to support team development

LO3 Know how to promote shared purpose within a team

LO4 Know how to promote a 'no-blame culture' within a team

LO5 Understand different styles of leadership and management

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS A1, B1 CCLD413, 425

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Know how to promote shared purpose within a team	3.1 Evaluate ways of promoting a shared vision within a team
	3.2 Review approaches that encourage sharing of skills and knowledge between team members

Learning Outcome	Assessment Criteria
LO4 Know how to promote a 'no-blame culture' within a team	4.1 Define the meaning of a 'no blame' culture'
	4.2 Evaluate the benefits of a 'no blame culture'
	4.3 Describe how systems and processes can be used to support a no blame culture
	4.4 Describe strategies for managing risks associated with a no blame culture

Learning Outcome	Assessment Criteria
LO5 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

LHS22 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS23 – Understanding professional supervision practice

Unit reference number: H/602/3185

Level: 4
Credit value: 3
Guided Learning (GL) hours: 22

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the purpose of supervision

LO2 Understand how the principles of supervision can be used to inform performance management

LO3 Understand how to support individuals through professional supervision

LO4 Understand how professional supervision supports performance

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to LMCS A1, B1, HSC 41, 43, 45

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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 • governance • safeguarding • key learning from critical reviews and inquiries

Learning Outcome	Assessment Criteria
LO3 Understand how to support individuals through professional supervision	3.1 Analyse the concept of anti-oppressive practice in professional supervision
	3.2 Explain methods to assist individuals to deal with challenging situations
	3.3 Explain how conflict may arise within professional supervision
	3.4 Describe how conflict can be managed within professional supervision

Learning Outcome	Assessment Criteria
LO4 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

LHS23 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

DEM301 – Understand the process and experience of dementia

Unit reference number: J/601/3538

Level: 3
Credit value: 3
Guided Learning (GL) hours: 22

Unit aim

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

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the neurology of dementia

LO2 Understand the impact of recognition and diagnosis of dementia

LO3 Understand how dementia care must be underpinned by a person centred approach

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to DEM 301

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the neurology of dementia	1.1 Describe a range of causes of dementia syndrome
	1.2 Describe the types of memory impairment commonly experienced by individuals with dementia
	1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
	1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
	1.5 Explain why the abilities and needs of an individual with dementia may fluctuate

Learning Outcome	Assessment Criteria
LO2 Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis
	2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
	2.3 Explain the process of reporting possible signs of dementia within agreed ways of working
	2.4 Describe the possible impact of receiving a diagnosis of dementia on • the individual • their family and friends

Learning Outcome	Assessment Criteria
LO3 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

DEM301 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

PDOP31 – Understand physical disability

Unit reference number: J/601/6150

Level: 3
Credit value: 3
Guided Learning (GL) hours: 22

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of differentiating between the individual and the disability

LO2 Understand the concept of physical disability Insert text

LO3 Understand the impact of living with a physical disability within society

LO4 Understand the importance of promoting inclusion and independence

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to PD OP 3.1

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of differentiating between the individual and the disability	1.1 Explain the importance of recognising the centrality of the **i**ndividual 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

Learning Outcome	Assessment Criteria
LO2 Understand the concept of physical disability	2.1 Define the term physical disability
	2.2 Describe the following terminology used in relation to physical disability: • congenital • acquired • neurological
	2.3 Compare a congenital disability with a neurological disability, including causes
	2.4 Explain the emotional impact of a progressive disability on the individual
	2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have

Learning Outcome	Assessment Criteria
LO3 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 inclusion for individuals with physical disabilities

Learning Outcome	Assessment Criteria
LO4 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

PDOP31 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

PDOP33 – Understand the impact of acquired brain injury on individuals

Unit reference number: Y/601/6167

Level: 3
Credit value: 3
Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to acquire knowledge to support people who have acquired brain injury. It covers both the impact on the individual who has the acquired brain injury and their carers

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand acquired brain injury

LO2 Understand the impact on individuals of acquired brain injury

LO3 Understand the specialist communication needs of an individual with acquired brain injury

LO4 Understand the impact that personality changes can have on an individual and those providing support

LO5 Understand the impact of challenging behaviour

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to PDOP3.3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand acquired brain injury	1.1 Define acquired brain injury
	1.2 Describe possible causes of acquired brain injury
	1.3 Explain the difference between a traumatic brain injury and other forms of acquired brain injury
	1.4 Describe brain injuries that are • mild • moderate • severe

Learning Outcome	Assessment Criteria
LO2 Understand the impact on individuals acquired brain injury	2.1 Discuss initial effects of acquired brain injury on the individual
	2.2 Explain the long-term effects of acquired brain injury to include: • physical • functional • cognitive • behavioural effects
	2.3 Explain the concepts of loss in relation to acquired brain injury for individuals and carers

Learning Outcome	Assessment Criteria
LO3 Understand the specialist communication needs of an individual with acquired brain injury	3.1 Define dysphasia and dysarthria
	3.2 Explain the effects of dysphasia and dysarthria on communication
	3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria
	3.4 Evaluate different intervention strategies and assistive tools that support communication

Learning Outcome	Assessment Criteria
LO4 Understand the impact that personality changes can have on an individual and those providing support	4.1 Explain the impact of personality changes on the individual
	4.2 Explain the impact of personality changes on those caring for the individual
	4.3 Explain how lack of self - awareness/insight may affect the individual
	4.4 Explain the skills needed to support the individual and family/carers to come to terms with personality changes

Learning Outcome	Assessment Criteria
LO5 Understand the impact of challenging behaviour	5.1 Explain behaviours which are considered challenging
	5.2 Analyse the importance of their own attitudes, values and skills when supporting an individual to manage their behaviour
	5.3 Explain measures that should be taken to manage the risk from challenging behaviour
	5.4 Explain the process for reporting and referring challenging behaviour

PDOP33 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

SSMU31 – Understand sensory loss

Unit reference number: M/601/3467

> **Level: 3**
> **Credit value: 3**
> **Guided Learning (GL) hours: 21**

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the factors that impact on an individual with sensory loss

LO2 Understand the importance of effective communication for individuals with sensory loss

LO3 Understand the main causes and conditions of sensory loss

LO4 Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to Sensory Services 1,2,3,4,5,6,7,8,9,11

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Understand the importance of effective communication for individuals with sensory loss	2.1 Explain the methods of communication used by individuals with: • Sight loss • Hearing loss • Deaf blindness
	2.2 Describe how the environment facilitates effective communication for people with sensory loss
	2.3 Explain how effective communication may have a positive impact on lives on individuals with sensory loss

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken	4.1 Identify the indicators and signs of: • Sight loss • Hearing loss • Deaf blindness
	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

SSMU31 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LDOP307 – Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Unit reference number: A/601/6274

Level: 3
Credit value: 3
Guided Learning (GL) hours: 21

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the development of human sexuality

LO2 Understand how the sexual development of individuals' with a learning disability can differ

LO3 Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities

LO4 Know how to support the sexual expression of an individual with a learning disability

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 311, 331, 332, 356

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Understand how the sexual development of individuals' with a learning disability can differ	2.1 Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability
	2.2 Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development
	2.3 Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health

Learning Outcome	Assessment Criteria
LO3 Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	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
	3.5 Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice

Learning Outcome	Assessment Criteria
LO4 Know how to support the sexual expression of an individual with a learning disability	4.1 Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities
	4.2 Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality
	4.3 Describe different ways an individual can express themselves sexually and how individual preferences can be supported
	4.4 Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences

LDOP307 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

EOL303 – Understand advance care planning

Unit reference number: A/503/8135

> **Level: 3**
> **Credit value: 3**
> **Guided Learning (GL) hours: 25**

Unit aim

The unit introduces the principles and process of advance care planning for those individuals with either a long term or terminal condition. It also introduces the relevant legislation that relates to the process of advance care planning and the individual's capacity to make decisions. The unit also introduces the concept of a person-centred approach to advance care planning and how an individual's care or support plan may be affected by an advance care plan.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles of advance care planning

LO2 Understand the process of advance care planning

LO3 Understand the person centred approach to advance care planning

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to the Skills for Health NOS:

CHS53 – Evaluate the delivery of care plans to meet the needs of individuals

CHS61 – Co-ordinate the care of individuals with long term conditions

CHS85 – Review and evaluate care management plans with individuals diagnosed with long term conditions

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of advance care planning	1.1 Describe the difference between a care or support plan and an Advance Care Plan
	1.2 Explain the purpose of advance care planning
	1.3 Identify the national, local and organisational agreed ways of working for advance care planning
	1.4 Explain the legal position of an Advance Care Plan
	1.5 Explain what is involved in an 'Advance Decision to Refuse Treatment'
	1.6 Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order

Learning Outcome	Assessment Criteria
LO2 Understand the process of advance care planning	2.1 Explain when advance care planning may be introduced
	2.2 Outline who might be involved in the advance care planning process
	2.3 Describe the type of information an individual may need to enable them to make informed decisions
	2.4 Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning
	2.5 Explain how the individual's capacity to discuss advance care planning may influence their role in the process
	2.6 Explain the meaning of informed consent
	2.7 Explain own role in the advance care planning process
	2.8 Identify how an Advance Care Plan can change over time
	2.9 Outline the principles of record keeping in advance care planning
	2.10 Describe circumstances when you can share details of the Advance Care Plan

Learning Outcome	Assessment Criteria
LO3 Understand the person centred approach to advance care planning	3.1 Describe the factors that an individual might consider when planning their Advance Care Plan
	3.2 Explain the importance of respecting the values and beliefs that impact on the choices of the individual
	3.3 Identify how the needs of others may need to be taken into account when planning advance care
	3.4 Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning
	3.5 Explain how individual's care or support plan may be affected by an Advance Care Plan

EOL303 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

EOL308 – End of life and dementia care

Unit reference number: F/503/8704

> **Level: 3**
> **Credit value: 2**
> **Guided Learning (GL) hours: 20**

Unit aim

This unit identifies the requirements when supporting individuals with dementia at the end of their life. This includes supporting individuals to prepare for the end of life and to plan the care and support they wish to receive during the process of dying. It also includes providing care and support as death approaches.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand considerations for individuals with dementia at end of life

LO2 Understand how to support individuals with dementia affected by pain and distress at end of life

LO3 Understand how to support carers of individuals with dementia at end of life

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to the Skills for Care and Development NOS HSC0385 – support individuals at the end of life

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand considerations for individuals with dementia at end of life	1.1 Outline in what ways dementia can be a terminal illness
	1.2 Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia
	1.3 Explain why it is important that end of life care for an individual with dementia must be person-centred
	1.4 Explain why individuals with dementia need to be supported to make advance care plans as early as possible

Learning Outcome	Assessment Criteria
LO2 Understand how to support individuals with dementia affected by pain and distress at end of life	2.1 Explain why pain in individuals with dementia is often poorly recognised and undertreated
	2.2 Describe ways to assess whether an individual with dementia is in pain or distress
	2.3 Describe ways to support individuals with dementia to manage their pain and distress at end of life using • Medication • Non medication techniques

Learning Outcome	Assessment Criteria
LO3 Understand how to support carers of individuals with dementia at end of life	3.1 Explain why carers may experience guilt and stress at the end of life of an individual with dementia
	3.2 Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia
	3.3 Describe how others caring for individuals with dementia may experience loss and grief
	3.4 Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life
	3.5 Give examples of how to support carers and others to support an individual with dementia in the final stages of their life

EOL308 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

10 Units – Group P1D – optional general units

Unit Handbook

LHS24 – Manage domiciliary services

Unit reference number: L/602/2337

Level: 5
Credit value: 6
Guided Learning (GL) hours: 39

Unit aim

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

Learning outcomes

There are outcomes to this unit. The learner will:

LO1 Understand factors that influence the management of domiciliary services

LO2 Be able to manage domiciliary services

LO3 Be able to implement systems for working safely in domiciliary services

LO4 Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services

LO5 Be able to respond to day to day changes and emergencies in domiciliary services

LO6 Be able to manage human resources required for domiciliary services

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to O3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to manage domiciliary services	2.1 Select and provide suitable practitioners to support individuals' needs
	2.2 Support practitioners' to develop awareness of their duties and responsibilities
	2.3 Support clear communication and information sharing with individuals and others
	2.4 Manage record keeping to meet legislative and regulatory requirements
	2.5 Explain systems that calculate and justify charges for domiciliary care

Learning Outcome	Assessment Criteria
LO3 Be able to implement systems for working safely in domiciliary services	3.1 Implement agreed ways of working that support individuals' and others' safety and protection
	3.2 Support practitioners to anticipate, manage and report risks
	3.3 Manage systems for risk or incident reporting, action and follow-up

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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
	5.2 Demonstrate how day to day changes and emergencies are managed in domiciliary services

Learning Outcome	Assessment Criteria
LO6 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

LHS24 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

LHS25 – Lead the management of transitions

Unit reference number: F/602/2853

> **Level: 5**
> **Credit value: 4**
> **Guided Learning (GL) hours: 29**

Unit aim

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

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the impact of change and transitions on the well-being of individuals

LO2 Be able to lead and manage provision that supports workers to manage transitions and significant life events

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of change and transitions on the well-being of individuals	1.1 Explain ways in which transitions and significant life events affect individuals' well being
	1.2 Analyse how theories on change inform approaches to the management of transitions
	1.3 Explain the concept of resilience in relation to transitions and significant life events
	1.4 Analyse the factors that affect individuals' ability to manage transitions and changes

Learning Outcome	Assessment Criteria
LO2 Be able to lead and manage provision that supports workers to manage transitions and significant life events	2.1 Explain how solution focused practice is used to support the management of transitions
	2.2 Promote a culture that supports and encourages individuals to explore challenges
	2.3 Support workers to encourage individuals to identify their own strengths and abilities
	2.4 Support workers to engage with individuals and others to identify outcomes and targets that build on their strengths and abilities
	2.5 Ensure workers support individuals to implement plans to meet identified outcomes and targets
	2.6 Enable workers to identify any additional support they may require to support individuals through transition and change

LHS25 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS26 – Lead positive behavioural support

Unit reference number: K/602/2572

Level: 7
Credit value: 10
Guided Learning (GL) hours: 75

Unit aim

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

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand the theoretical background and current policy context of positive behavioural support

LO2 Be able to conduct a functional analysis of an individual requiring positive behavioural support

LO3 Be able to design and lead person-centred, primary prevention strategies

LO4 Be able to design and lead secondary prevention strategies

LO5 Be able to assess the appropriateness of reactive strategy use

LO6 Be able to lead the implementation of a positive behavioural support plan

LO7 Be able to manage and review the implementation of positive behavioural support plans

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to conduct a functional analysis of an individual requiring positive behavioural support	2.1 Explain the importance of ensuring functional analysis is based on formal assessment
	2.2 Work with **others** to produce behavioural assessment reports
	2.3 Apply indirect assessment schedules and collect direct observation data
	2.4 Triangulate and analyse data collected
	2.5 Formulate and test hypotheses on the function of identified challenging behaviours

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Be able to design and lead secondary prevention strategies	4.1 Identify and define with others the early warning signs of agitation for an individual
	4.2 Construct with others a set of secondary prevention strategies derived from the functional analysis of an individual's behaviour
	4.3 Lead the implementation of agreed person centred secondary prevention interventions
	4.4 Apply tests of social validity to all secondary interventions designed for an individual

Learning Outcome	Assessment Criteria
LO5 Be able to assess the appropriateness of reactive strategy use	5.1 Critically compare the use of non-aversive and aversive reactive strategies
	5.2 Justify the use or absence of reactive strategies for an individual
	5.3 Identify the post-incident support needs of an individual and others to include: • Immediate • Intermediate • longer term

Learning Outcome	Assessment Criteria
LO6 Be able to lead the implementation of a positive behavioural support plan	6.1 Collaborate with others to produce a positive behavioural support plan for an individual to promote a helpful culture and environment which contains: • primary strategies • secondary strategies • reactive strategies
	6.2 Support others to understand the detail of the positive behavioural support plan
	6.3 Support others to develop knowledge, understanding and skills to implement the positive behavioural support plan
	6.4 Provide others with constructive feedback on their implementation of the positive behavioural support plan

Learning Outcome	Assessment Criteria
LO7 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

LHS26 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS27 – Develop provision for family support

Unit reference number: K/602/3074

> **Level: 5**
> **Credit value: 5**
> **Guided Learning (GL) hours: 33**

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop provision for family support.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation

LO2 Be able to develop provision for family support

LO3 Be able to implement provision for family support

LO4 Be able to support others to establish positive relationships with families

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to CCLD 422 coordinate work with families

CCLD 412 evaluate and co-ordinate the environment for children and families

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation	1.1 Outline the current key policies and legislative frameworks that govern the provision for family support
	1.2 Analyse the impact of key policies and legislative frameworks on the range of provision for family support

Learning Outcome	Assessment Criteria
LO2 Be able to develop provision for family support	2.1 Develop the aims and purpose of the provision to meet identified needs
	2.2 Plan how the aims and purpose of the provision will be achieved
	2.3 Provide detailed, factual and accessible information to others about the provision

Learning Outcome	Assessment Criteria
LO3 Be able to implement provision for family support	3.1 Work with families and others to identify the specific provision required to meet their needs
	3.2 Support workers to identify a range of interventions, tools and resources available to meet the needs of families
	3.3 Monitor workers practice in the provision of family support
	3.4 Provide constructive feedback to workers on practice in provision of family support
	3.5 Work with families and others to evaluate how their needs have been met by provision
	3.6 Ensure that information that will be shared with others is clarified with families

Learning Outcome	Assessment Criteria
LO4 Be able to support others to establish positive relationships with families	4.1 Explain the principles of establishing positive relationships with families
	4.2 Support workers to use a solution focussed approach to address difficulties in establishing relationships with families
	4.3 Support workers to share best practice in relation to establishing positive relationships with families

LHS27 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS28 – Lead support for disabled children and young people and their carers

Unit reference number: M/602/2380

Level: 6

Credit value: 8

Guided Learning (GL) hours: 57

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to lead service provision that supports disabled children and young people and their carers.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how legislation and policy influences provision for disabled children and young people and their carers

LO2 Understand the potential impact of disability on children and young people and their carers

LO3 Be able to lead child and young person centred provision

LO4 Be able to work in partnership with others to promote services for children and young people and their carers

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to CCLD414 co-ordinate and support provision for disabled children and those with special educational needs

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how legislation and policy influences provision for disabled children and young people and their carers	1.1 Evaluate how emergent thinking and research have influenced legislation and policy over time
	1.2 Evaluate how the development of legislation and policies has influenced current provision

Learning Outcome	Assessment Criteria
LO2 Understand the potential impact of disability on children and young people and their carers	2.1 Research the prevalence and cause of disabilities in children and young people
	2.2 Explain how disabilities may impact on children and young people
	2.3 Explain how disabilities experienced by children and young people may impact on carers
	2.4 Explain how early intervention is linked to positive outcomes for disabled children and young people and their carers

Learning Outcome	Assessment Criteria
LO3 Be able to lead child and young person centred provision	3.1 Explain the features of child and young people centred provision
	3.2 Promote an ethos that focuses on the child or young person rather than the disability
	3.3 Lead work with children and young people to develop accessible information about service provision
	3.4 Lead child and young person centred assessments that focus on strengths and abilities to identify the support required
	3.5 Work with others to plan provision that meets the identified needs of children and young people
	3.6 Implement provision that meets the identified needs of children and young people
	3.7 Evaluate with children and young people and their carers how well the service provision meets their needs

Learning Outcome	Assessment Criteria
LO4 Be able to work in partnership with others to promote services for children and young people and their carers	4.1 Analyse how specialist agencies and other professionals impact on wider opportunities for children and young people and their carers
	4.2 Share information with others to promote the wellbeing and positive outcomes for children, young people and their carers
	4.3 Work in partnership with others to obtain additional support for children, young people and their carers

LHS28 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS30 – Lead active support
Unit reference number: H/601/7354

Level: 5
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills to lead active support. It is aimed at those whose role includes managing others to deliver direct support and assistance to individuals.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how the active support model translates values into person-centred practical action with individuals

LO2 Be able to use practice leadership to promote positive interaction

LO3 Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation

LO4 Be able to use practice leadership in supporting others to maintain individuals' quality of life

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit, active support is referenced throughout the majority of the HSC NOS and links to HSC 45, 411, 416

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

LHS30 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS31 – Active support: Lead interactive training

Unit reference number: K/601/7355

Level: 5
Credit value: 4
Guided Learning (GL) hours: 30

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills to deliver interactive training. It is aimed at those whose role includes managing or training others to deliver direct support and targeted assistance to individuals.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the theoretical background to person-centred interactive training

LO2 Be able to plan person-centred interactive training sessions to enhance whole team performance

LO3 Be able to lead person-centred interactive training sessions in situ

LO4 Be able to provide support to improve the performance of others

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to active support and is referenced throughout the majority of the HSC NOS and links to HSC 45, 411, 416

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the theoretical background to person-centred interactive training	1.1 Explain what is meant by person-centred interactive training
	1.2 Clarify the key factors that make training effective in improving others performance and the service outcomes
	1.3 Explain how the three-stage training model can be used in interactive training
	1.4 Summarise the theory of positive interaction
	1.5 Explain the process of person-centred interactive training

Learning Outcome	Assessment Criteria
LO2 Be able to plan person-centred interactive training sessions to enhance whole team performance	2.1 Involve key others in developing the training plan, to ensure the needs of individuals are met
	2.2 Develop a timetable of scheduled in situ training sessions for others working directly with individuals
	2.3 Explain to others the preparation required prior to person-centred interactive training

Learning Outcome	Assessment Criteria
LO3 Be able to lead person-centred interactive training sessions in situ	3.1 Clarify aims and process of person-centred interactive training sessions with others to be trained
	3.2 Assess the performance of others through direct observation using a structured format
	3.3 Demonstrate required skills and process during direct observation of others

Learning Outcome	Assessment Criteria
LO4 Be able to provide support to improve the performance of others	4.1 Give constructive feedback to others on their performance, using a structured format
	4.2 Demonstrate required skills and values when giving feedback to others
	4.3 Act as a role-model to demonstrate desired performance to others
	4.4 Assess when others have achieved a satisfactory level of performance

LHS31 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS32 – Promote access to healthcare for individuals with learning disabilities

Unit reference number: J/601/5645

> **Level: 5**
> **Credit value: 6**
> **Guided Learning (GL) hours: 44**

Unit aim

The unit is aimed at those who are leading, supervising or influencing others to support individuals with learning disabilities to access healthcare and meet their healthcare needs

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand issues related to access to healthcare services for individuals with learning disabilities

LO2 Understand the healthcare needs that may affect individuals with learning disabilities

LO3 Understand good practice in supporting people with a learning disability to access healthcare services

LO4 Understand how to support others to develop, implement, monitor and review plans for healthcare

LO5 Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability

LO6 Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 415,416, 417, 418, 419

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Understand how to support others to develop, implement, monitor and review plans for healthcare	4.1 Explain how to champion a person-centred focus to the healthcare planning process
	4.2 Explain factors to consider when supporting others to develop and implement plans for healthcare
	4.3 Explain how to support others to monitor and review plans for healthcare
	4.4 Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals
	4.5 Explain how to support others to raise concerns and challenge healthcare services

Learning Outcome	Assessment Criteria
LO5 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 individual's healthcare needs
	5.4 Evaluate the impact of systems in meeting individuals healthcare needs

Learning Outcome	Assessment Criteria
LO6 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

LHS32 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS33 – Promote good practice in the support of individuals with autistic spectrum conditions

Unit reference number: A/601/5318

Level: 5
Credit value: 7
Guided Learning (GL) hours: 53

Unit aim

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

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions

LO2 Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions

LO3 Be able to promote good practice in the support of individuals with an autistic spectrum condition

LO4 Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition

LO5 Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world

Version 1

Unit content

Support of the unit by a sector or other appropriate body

This unit is linked to LDOP307

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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, focusing 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

Learning Outcome	Assessment Criteria
LO2 Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions	2.1 Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions
	2.2 Explain the applicability of legislation, policies and guidance to people, services or situations
	2.3 Explain the impact of legislation, policies and guidance on the provision of services
	2.4 Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition	4.1 Analyse the implications for practice of the link between behaviour and communication
	4.2 Develop strategies to support others to understand the link between behaviour and communication
	4.3 Liaise with family/carers and relevant professionals involved with individuals to maximise the effectiveness of communication
	4.4 Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them

Learning Outcome	Assessment Criteria
LO4 Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world	5.1 Explain the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience
	5.2 Develop, with appropriate professional support, a sensory management strategy
	5.3 Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing
	5.4 Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual

LHS33 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Branded	Qualifications Administrator

Unit Handbook

PDOP34 – Support families who are affected by acquired brain injury

Unit reference number: M/601/5817

Level: 3

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers including putting them at the centre of the intervention, recognising the emotional impact of acquired brain injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state

LO2 Understand the long term effects of acquired brain injury on family

LO3 Understand legislation that is relevant to carers of an individual affected by acquired brain injury

LO4 Be able to assess the support required by families who hold the primary caring role

LO5 Be able to work in partnership with other professionals and agencies

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to PDOP 3.1, 3.3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Understand the long term effects of acquired brain injury on family	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

Learning Outcome	Assessment Criteria
LO3 Understand legislation that is relevant to carers of an individual affected 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

PDOP34 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

PDOP35 – Support families who have a child with a disability

Unit reference number: D/601/5750

Level: 3
Credit value: 3
Guided Learning (GL) hours: 23

Unit aim

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the impact on a family of having a child with a disability

LO2 Be able to support families who have a child with a disability

LO3 Be able to support families with a child with a disability to use informal networks and community resources

LO4 Be able to work in partnership with other professionals and agencies to support families with a child with a disability

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to PD OP 3.1

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact on a family of having a child with a disability	1.1 Describe the emotional impact that a diagnosis can have on families
	1.2 Explain how the impact of having a child with a disability can be rewarding and/or challenging
	1.3 Explain the emotional experience that families may have after diagnosis, using theories of loss
	1.4 Explain how having a child with a disability may affect interpersonal relationships within a family
	1.5 Identify the changes that may need to be made to family life, social life, work and accommodation
	1.6 Explain why it is important for family members to have opportunities to explore feelings and experiences

Learning Outcome	Assessment Criteria
LO2 Be able to support families who have a child with a disability	2.1 Establish with the family the support they require
	2.2 Work with the family to identify different ways that needs can be met
	2.3 Support family members to discuss feelings and experiences related to having a child with a disability

Learning Outcome	Assessment Criteria
LO3 Be able to support families with a child with a disability to use informal networks and community resources	3.1 Explain what informal networks and community resources there are for children with disabilities and their families
	3.2 Give information to a family about community resources and informal networks to enable them to make choices
	3.3 Support a family to use community resources and informal networks

Learning Outcome	Assessment Criteria
LO4 Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1 Identify support and resources that a child with a disability may need
	4.2 Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability
	4.3 Provide information to a family about professionals and agencies that may provide support
	4.4 Identify when referrals should be made to other professionals and/or agencies
	4.5 Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability
	4.6 Review the outcomes for the family of partnership working
	4.7 Identify and report any additional support required by the family

PDOP35 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3007 – Support the development of community partnerships

Unit reference number: M/601/9494

Level: 4
Credit value: 5
Guided Learning (GL) hours: 33

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the role of community partnerships

LO2 Be able to identify where community partnerships could inform and support practice

LO3 Be able to bring people together to set up community partnerships

LO4 Be able to support the setting up of community partnerships

LO5 Be able to contribute to the running of community partnerships

LO6 Be able to contribute to the review of community partnerships

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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 invite participation in the proposed partnership

Learning Outcome	Assessment Criteria
LO4 Be able to support the setting up of community partnerships	4.1 Gather information about good practice from partnerships with similar purposes
	4.2 Gather information on potential costs and sources of funding for the partnership
	4.3 Provide information gathered to potential members of the partnership
	4.4 Work with others to agree: • membership of the partnership • aims and objectives • roles and responsibilities • activities and practices

Learning Outcome	Assessment Criteria
LO5 Be able to contribute to the running of community partnerships	5.1 Carry out own responsibilities to support the purpose of the partnership
	5.2 Support the community partnership to operate effectively
	5.3 Describe ways to support the partnership when a member disengages

Learning Outcome	Assessment Criteria
LO6 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

HSC3007 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC3027 – Support individuals to access housing and accommodation services

Unit reference number: K/601/7906

Level: 3
Credit value: 4
Guided Learning (GL) hours: 24

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand support available to access housing and accommodation services

LO2 Be able to work with individuals to identify housing and accommodation services that meet their needs

LO3 Be able to work with individuals to plan to access housing and accommodation services

LO4 Be able to work with individuals to access housing and accommodation services

LO5 Be able to work with housing and accommodation services to meet the needs of individuals

LO6 Be able to contribute to the review of housing and accommodation services for individuals

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 349

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Be able to work with individuals to plan to access housing and accommodation services	3.1 Work with the individual and others to agree a plan for accessing housing and accommodation services
	3.2 Establish with an individual which housing and accommodation services will be approached

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO4 Be able to work with housing and accommodation services to meet the needs of individuals	5.1 Provide housing and accommodation services with information about own role and responsibilities
	5.2 Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met

Learning Outcome	Assessment Criteria
LO4 Be able to contribute to the review of housing and accommodation services for individuals	6.1 Work with the individual and others to monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
	6.2 Identify any additional support needed
	6.3 Consult with others about any problems and proposed solutions
	6.4 Record and report on the review in line with agreed ways of working

HSC3027 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

HSC3048 – Support individuals at the end of life

Unit reference number: T/601/9495

Level: 3
Credit value: 7
Guided Learning (GL) hours: 53

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Learning outcomes

There are ten outcomes to this unit. The learner will:

LO1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life

LO2 Understand factors affecting end of life care

LO3 Understand advance care planning in relation to end of life care

LO4 Be able to provide support to individuals and key people during end of life care

LO5 Understand how to address sensitive issues in relation to end of life care

LO6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care

LO7 Be able to access support for the individual or key people from the wider team

LO8 Be able to support individuals through the process of dying

LO9 Be able to take action following the death of individuals

LO10 Be able to manage their own feelings in relation to the dying or death of individuals

Version 1.0

Unit content

Assessment guidance

Legislation and agreed ways of working will include policies and procedures where these apply, and may relate to:
- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults

Systems for advance care planning may include:
- gold standard framework
- preferred priorities for care

An **individual** is the person requiring end of life care

Key people may include:
- family members
- friends
- others who are important to the well-being of the individual

Support organisations and specialist services may include:
- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors

Other members of the team may include:
- line manager
- religious representatives
- specialist nurse
- occupational or other type of therapist
- social worker
- key people

Actions may include:
- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1 Outline legal requirements and **agreed ways of working** designed to protect the rights of individuals in end of life care
	1.2 Explain how **legislation** designed to protect the rights of individuals in end of life care applies to their own job role

Learning Outcome	Assessment Criteria
LO2 Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that **individuals** and **key people** may experience with the approach of death
	2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care
	2.3 Explain why key people may have a distinctive role in an individual's end of life care
	2.4 Explain why support for an individual's health and well-being may not always relate to their terminal condition

Learning Outcome	Assessment Criteria
LO3 Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care
	3.2 Explain the purpose of **advance care planning** in relation to end of life care
	3.3 Describe their own role in supporting and recording decisions about advance care planning
	3.4 Outline ethical and legal issues that may arise in relation to advance care planning

Learning Outcome	Assessment Criteria
LO4 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 well-being can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies
	4.6 Contribute to partnership working with key people to support the individual's well-being

Learning Outcome	Assessment Criteria
LO5 Understand how to address sensitive issues in relation to end of life care	5.1 Explain the importance of recording significant conversations during end of life care
	5.2 Explain factors that influence who should give significant news to an individual or key people
	5.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
	5.4 Analyse ways to address such conflicts

Learning Outcome	Assessment Criteria
LO6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care	6.1 Describe the role of **support organisations and specialist services** that may contribute to end of life care
	6.2 Analyse the role and value of an advocate in relation to end of life care
	6.3 Explain how to establish when an advocate may be beneficial
	6.4 Explain why support for spiritual needs may be especially important at the end of life
	6.5 Describe a range of sources of support to address spiritual needs

Learning Outcome	Assessment Criteria
LO7 Be able to access support for the individual or key people from the wider team	7.1 Identify when support would be best offered by **other members of the team**
	7.2 Liaise with other members of the team to provide identified support for the individual or key people

Learning Outcome	Assessment Criteria
LO8 Be able to support individuals through the process of dying	8.1 Carry out their own role in an individual's care
	8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
	8.3 Adapt support to reflect the individual's changing needs or responses
	8.4 Assess when an individual and key people need to be alone

Learning Outcome	Assessment Criteria
LO9 Be able to take action following the death of individuals	9.1 Explain why it is important to know about an individual's wishes for their after-death care
	9.2 Carry out **actions** immediately following a death that respect the individual's wishes and follow agreed ways of working
	9.3 Describe ways to support key people immediately following an individual's death

Learning Outcome	Assessment Criteria
LO10 Be able to manage their own feelings in relation to the dying or death of individuals	10.1 Identify ways to manage their own feelings in relation to an individual's dying or death
	10.2 Utilise support systems to deal with their own feelings in relation to an individual's dying or death

HSC3048 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3057 – Work with families, carers and individuals during times of crisis

Unit reference number: F/601/9029

Level: 4
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

This unit is aimed at health and social care workers working with individuals and their carers and families.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis

LO2 Be able to develop risk management strategies when working with individuals, carers and families in times of crisis

LO3 Be able to respond during times of crisis

LO4 Be able to review the outcomes of requests for action during times of crisis

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 provide
	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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Be able to respond during times of crisis	3.1 Evaluate the seriousness and urgency of a request for action
	3.2 Work with families, carers and individuals to agree the response to a crisis situation
	3.3 Record and communicate the agreed actions
	3.4 Implement agreed actions promptly in line with agreed ways of working

Learning Outcome	Assessment Criteria
LO4 Be able to review the outcomes of requests for action during times of crisis	4.1 Explain how to conduct a valid, reliable and comprehensive review
	4.2 Review outcomes of actions taken and decisions made
	4.3 Analyse the results of the review to inform future risk management strategies and actions to be taken

HSC3057 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3065 – Implement the positive behavioural support model

Unit reference number: T/601/9738

Level: 4
Credit value: 8
Guided Learning (GL) hours: 61

Unit aim

This unit is aimed at those working with individuals who have complex needs continuing health care severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the positive behavioural support model.

Learning outcomes

There are ten outcomes to this unit. The learner will:

LO1 Understand the context of the positive behavioural support model

LO2 Understand the term 'challenging behaviour'

LO3 Understand the context in which challenging behaviour occurs

LO4 Be able to contribute to the functional analysis in relation to an individual's challenging behaviour

LO5 Understand the key characteristics of positive behavioural support

LO6 Be able to implement primary prevention strategies

LO7 Be able to use a person centred approach to develop plans that promote participation

LO8 Be able to implement secondary prevention strategies

LO9 Be able to implement non aversive reactive strategies

LO10 Be able to understand and implement positive behavioural support plans

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 326, 337 and 398

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the context of the positive behavioural support model	1.1 Explain how positive behavioural support has been influenced by: • Applied Behaviour Analysis (ABA) • Social Role Valorisation (SRV)
	1.2 Summarise current legislation and policy guidance relating to Positive Behavioural Support

Learning Outcome	Assessment Criteria
LO2 Understand the term 'challenging behaviour'	2.1 Define the term 'challenging behaviour'
	2.2 Explain the reasons for the term challenging behaviour coming into use
	2.3 Analyse key factors that lead to a behaviour being defined as challenging

Learning Outcome	Assessment Criteria
LO3 Understand the context in which challenging behaviour occurs	3.1 Summarise key environmental risk factors for challenging behaviours
	3.2 Explain how slow and fast triggers contribute to challenging behaviour
	3.3 Analyse the role of reinforcement in maintaining behaviour
	3.4 Explain the time intensity model

Learning Outcome	Assessment Criteria
LO4 Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1 Describe the key components of functional analysis
	4.2 Explain the key methods of analysing behaviour
	4.3 Complete accurate records of behaviour using a structured method
	4.4 Identify environmental risk factors for an individual's challenging behaviour
	4.5 Identify possible slow and fast triggers for an individual's challenging behaviour
	4.6 Identify factors that may contribute to reinforcement of an individual's challenging behaviour
	4.7 Evaluate the importance of functional analysis in effective person centred behavioural intervention for individuals

Learning Outcome	Assessment Criteria
LO5 Understand the key characteristics of positive behavioural support	5.1 Describe the key characteristics of positive behavioural support
	5.2 Explain the role within positive behavioural support of:- primary prevention strategies • secondary prevention strategies • non aversive reactive strategies
	5.3 Explain the importance of social validity in the positive behavioural support model

Learning Outcome	Assessment Criteria
LO6 Be able to implement primary prevention strategies	6.1 Summarise the key primary prevention strategies
	6.2 Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice
	6.3 Explain the importance of effective communication and positive interaction in primary prevention for individuals
	6.4 Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity
	6.5 Use effective communication with an individual to promote positive behaviour
	6.6 Evaluate the social validity of an agreed primary prevention strategy for an individual

Learning Outcome	Assessment Criteria
LO7 Be able to use a person centred approach to develop plans that promote participation	7.1 Explain how active support can help prevent challenging behaviour by improving an individual's quality of life
	7.2 Analyse the role of structure and daily planning in primary prevention for individuals
	7.3 Review an individual's daily activities to identify areas for increasing participation and choice
	7.4 Review an individual's routine to identify opportunities for increasing participation and choice
	7.5 Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
	7.6 Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities

Learning Outcome	Assessment Criteria
LO8 Be able to implement secondary prevention strategies	8.1 Summarise key secondary prevention strategies
	8.2 Explain when secondary prevention strategies should be used with individuals
	8.3 Identify early warning signs of behavioural agitation in an individual
	8.4 Identify possible secondary prevention strategies that may be used with an individual
	8.5 Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences

Learning Outcome	Assessment Criteria
LO9 Be able to implement non aversive reactive strategies	9.1 Explain when reactive strategies should be used with individuals
	9.2 Describe the key characteristics and types of reactive strategies
	9.3 Assess the risks in the use of reactive strategies
	9.4 Identify possible reactive strategies that may be used for an individual
	9.5 Implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
	9.6 Establish an individual's preferred post–incident support
	9.7 Identify own preferred post-incident support

Learning Outcome	Assessment Criteria
LO10 Be able to understand and implement positive behavioural support plans	10.1 Explain the purpose and importance of positive behaviour support plans for individuals
	10.2 Identify the key components of a positive behaviour support plan for individuals
	10.3 Implement agreed procedures in an individual's positive behavioural support plan
	10.4 Contribute to the review of an individual's positive behavioural support plan

HSC3065 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

SSOP37 – Support individuals to access education, training or employment

Unit reference number: H/601/3546

Level: 4
Credit value: 4
Guided Learning (GL) hours: 31

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the value of engagement in training, education or employment for individuals

LO2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment

LO3 Understand the support available to individuals accessing education, training or employment

LO4 Be able to support an individual to identify and access education, training or employment that meet needs and preferences

LO5 Be able to support individuals to undertake education, training or employment

LO6 Be able to evaluate engagement in education, training or employment

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Understand the support available to individuals accessing education, training or employment	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment
	3.2 Clarify the support provided by the various agencies

Learning Outcome	Assessment Criteria
LO4 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: • 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 an interview or selection for education, training or employment

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 Be able to evaluate engagement in education, training or employment	6.1 Review with the individual and/or others the continued support required to undertake education, training or employment
	6.2 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

SSOP37 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

LHS34 – Promote awareness of sensory loss

Unit reference number: M/601/5249

Level: 5
Credit value: 3
Guided Learning (GL) hours: 19

Unit aim

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

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to raise awareness of sensory loss

LO2 Be able to raise awareness of sensory loss

LO3 Be able to review action to promote awareness of sensory loss

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Be able to review action to promote awareness of sensory loss	3.1 Review the outcomes of awareness raising in relation to individuals with sensory loss • own work • partnership work
	3.2 Review the effectiveness of agreed ways of working in relation to awareness raising
	3.3 Provide feedback on the effectiveness of an awareness raising activity

LHS34 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	rebranded	Qualifications Administrator

Unit Handbook

LHS35 – Support the use of assistive technology

Unit reference number: H/601/5250

Level: 5
Credit value: 4
Guided Learning (GL) hours: 31

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the contribution that assistive technology can make to the lives of individuals

LO2 Be able to facilitate the use of assistive technology

LO3 Be able to develop others to facilitate the use of assistive technology

LO4 Be able to review the provision of assistive technology

Version v1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to sensory services 4, 6, 7, 9, 11

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the contribution that assistive technology can make to the lives of individuals	1.1 Investigate and report on the range and availability of assistive technology
	1.2 Research how the use of assistive technology can result in positive outcomes for individuals

Learning Outcome	Assessment Criteria
LO2 Be able to facilitate the use of assistive technology	2.1 Research assistive technology solutions that meet identified needs
	2.2 Explain how a range of assistive technology solutions can be adapted according to need and context
	2.3 Assess the risks associated with the range of assistive technology solutions
	2.4 Describe a range of assessment and referral processes which are used to secure assistive technology
	2.5 Support the individual to secure the provision of appropriate assistive technology
	2.6 Support the individual to use assistive technology

Learning Outcome	Assessment Criteria
LO3 Be able to develop others to facilitate the use of assistive technology	3.1 Provide information to others about assistive technology
	3.2 Provide guidance to others to facilitate the use of assistive technology

Learning Outcome	Assessment Criteria
LO4 Be able to review the provision of assistive technology	4.1 Review the assessment and referral processes used to secure assistive technology
	4.2 Review the outcomes of assistive technology support to individuals against identified needs

LHS35 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS36 – Explore models of disability

Unit reference number: K/601/5251

Level: 5
Credit value: 5
Guided Learning (GL) hours: 32

Unit aim

This unit provides the knowledge and skills needed to understand models of disability, develop others' understanding and review how they impact on individuals and organisations.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the complexities of models of disability

LO2 Be able to review how models of disability underpin organisational practice

LO3 Develop others' awareness of models of disability

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to sensory services 1, 2, 3, 10, 11

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to review how models of disability underpin organisational practice	2.1 Analyse how agreed ways of working can promote particular models of disability
	2.2 Make recommendations for agreed ways of working that actively promote empowerment and participation
	2.3 Implement agreed actions in the context of own role

Learning Outcome	Assessment Criteria
LO3 Develop others' awareness of models of disability	3.1 Develop activities that increase others' understanding of • models of disability • how they are experienced by individuals • how they shape organisational structure and agreed ways of working
	3.2 Implement planned activities
	3.3 Review the outcomes of planned activities

LHS36 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS37 – Support individuals with sensory loss with communication

Unit reference number: M/601/5252

Level: 5
Credit value: 5
Guided Learning (GL) hours: 37

Unit aim

This unit provides the knowledge and skills needed to discriminate between language and communication and to support the use of a range of communication methods.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand language development

LO2 Understand factors that affect the language and communication of an individual with sensory loss

LO3 Understand the complexities of specialist communication systems

LO4 Be able to support the individual with communication

LO5 Be able to support others to make use of specialist communication

LO6 Review communication work

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to This unit is linked to sensory services 4, 5, 6, 7, 8, 9, 11

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Understand factors that affect the language and communication of an individual with sensory loss	2.1 Compare and contrast the impact of congenital and acquired sensory loss on • communication • language
	2.2 Explain the potential impacts of a deteriorating condition on an individual's communication

Learning Outcome	Assessment Criteria
LO3 Understand the complexities of specialist communication systems	3.1 Identify when specialist communication systems may be used
	3.2 Evaluate the strengths and weakness of specialist communication systems

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 Be able to support others to make use of specialist communication	5.1 Advise others about specialist communication
	5.2 Support others to make use of specialist communication with the individual

Learning Outcome	Assessment Criteria
LO6 Review communication work	6.1 Review how communication support to individuals meets identified needs in relation to • own work • agreed ways of working • work with others

LHS37 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS38 – Support individuals with multiple conditions and/or disabilities

Unit reference number: T/601/5253

Level: 5
Credit value: 5
Guided Learning (GL) hours: 34

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the implications of multiple conditions and/or disabilities for the individual

LO2 Be able to support an individual with multiple conditions and/or disabilities

LO3 Be able to develop others to support the individual with multiple conditions and/or disabilities

LO4 Be able to review service provision in respect of individuals with multiple conditions and/or disabilities

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the implications of multiple conditions and/or disabilities for the individual	1.1 Explain the correlation between conditions and • disability • gender • age • ethnicity • socio-economic status
	1.2 Explain how multiple conditions and/or disabilities can impact on the individual
	1.3 Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities

Learning Outcome	Assessment Criteria
LO2 Be able to support an individual with multiple conditions and/or disabilities	2.1 Work collaboratively with the individual and/or others to support the individual
	2.2 Provide advice and expertise to support the assessment and/or referral of an individual with multiple conditions and/or disabilities
	2.3 Use referral processes to secure services for the individual

Learning Outcome	Assessment Criteria
LO3 Be able to develop others to support the individual with multiple conditions and/or disabilities	3.1 Advise and inform others about the implications of multiple conditions
	3.2 Devise strategies to improve the practice of others • at and individual level • at an organisational level

Learning Outcome	Assessment Criteria
LO4 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
	4.2 Implement actions agreed as a result of evaluation within their own role

LHS38 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYMP5 – Support children's speech language and communication

Unit reference number: T/600/9789

Level: 3
Credit value: 4
Guided Learning (GL) hours: 30

Unit aim

The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of speech, language and communication for children's overall development

LO2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting

LO3 Be able to provide support for the speech, language and communication development of the children in own setting

LO4 Be able to contribute to maintaining a positive environment that supports speech, language and communication

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupational standards

Speech, language and communication framework

This unit covers, or links to competences from the SLCF

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

Notes for guidance

Learning outcomes 3 and 4 must be assessed in a real work environment. The unit needs to be assessed in line with the SfC RQF Assessment Principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of speech, language and communication for children's overall development	1.1 Explain each of the terms: • speech • language • communication • speech, language and communication needs
	1.2 Explain how speech, language and communication skills support each of the following areas in children's development: • learning • emotional • behaviour • social
	1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term

Learning Outcome	Assessment Criteria
LO2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years
	2.2 Explain the relevant positive effects of adult support for the children and their carers
	2.3 Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning

Learning Outcome	Assessment Criteria
LO3 Be able to provide support for the speech, language and communication development of the children in own setting	3.1 Demonstrate methods of providing support taking into account the: • age • specific needs • abilities • home language where this is different to that of setting • interests of the children in own setting
	3.2 Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children
	3.3 Demonstrate in own practice how to work with children to develop speech, language and communication in: • 1:1 basis • groups
	3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting

Learning Outcome	Assessment Criteria
LO4 Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1 Explain the importance of the environment in supporting speech, language and communication development
	4.2 Review evidence about the key factors that provide a supportive speech, language and communication environment
	4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children

EYMP5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CYP17 – Understanding the needs of children and young people who are vulnerable and experiencing poverty and disadvantage

Unit reference number: F/600/9777

Level: 4
Credit value: 5
Guided Learning (GL) hours: 40

Unit aim

To provide learners with an in depth understanding of the effects of poverty and disadvantage on children and young people.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the factors that may impact on the outcomes and life chances of children and young people

LO2 Understand how poverty and disadvantage affect children and young people's development

LO3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable

LO4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage

LO5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to DCSF narrowing the gap guidance 2008

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the factors that may impact on the outcomes and life chances of children and young people	1.1 Identify the factors that impact on outcomes and life chances for children and young people
	1.2 Explain the critical importance of poverty in affecting outcomes and life chances
	1.3 Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
	1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people

Learning Outcome	Assessment Criteria
LO2 Understand how poverty and disadvantage affect children and young people's development	2.1 Analyse how poverty and disadvantage may affect children and young people's: • physical development • social and emotional development • communication development • intellectual development • learning

Learning Outcome	Assessment Criteria
LO3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1 Explain what is meant by both disadvantage and vulnerability
	3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people
	3.3 Evaluate the impact of early intervention

Learning Outcome	Assessment Criteria
LO4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1 Research the policy and guidance impacting on support services at national level and evaluate how this operates at local level
	4.2 Explain how carers can be engaged in the strategic planning of services
	4.3 Analyse how practitioners can encourage carers to support children and young people's learning and development
	4.4 Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account

Learning Outcome	Assessment Criteria
LO5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence
	5.2 Explain why it is important for practitioners to have high expectations of, and ambitions for all children and young people regardless of their circumstances and background
	5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting

CYP17 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS39 – Independent mental capacity advocacy

Unit reference number: F/502/3295

> **Level: 4**
> **Credit value: 12**
> **Guided Learning (GL) hours: 35**

Unit aim

The unit aims to support candidates to develop the practical skills and knowledge required to provide IMCA support within the Mental Capacity Act 2005.

Learning outcomes

There are nine outcomes to this unit. The learner will:

LO1 Understand and use the Mental Capacity Act

LO2 Provide independent mental capacity advocacy

LO3 Work with the decision maker

LO4 Challenge decisions made by the decision maker

LO5 Work with people who lack capacity

LO6 Work with accommodation and care review referrals

LO7 Work with serious medical treatment referrals

LO8 Work with adult protection referrals

LO9 Construct an Independent mental capacity advocacy written report that meets statutory requirements

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand and use the Mental Capacity Act	1.1 Explain key principles of the Mental Capacity Act 2005
	1.2 Analyse powers within the Mental Capacity Act 2005
	1.3 Use research skills to identify a range of provisions within the Mental Capacity Act 2005
	1.4 Explain who may be affected by the Mental Capacity Act 2005 and why
	1.5 Use the code of practice

Learning Outcome	Assessment Criteria
LO2 Provide independent mental capacity advocacy	2.1 Use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA
	2.2 Analyse the role and responsibilities of an IMCA
	2.3 Summarise rights afforded to an IMCA within the Mental Capacity Act 2005
	2.4 Prioritise a range of case work
	2.5 Assess a range of potential challenges which IMCAs can face in practice
	2.6 Resolve practice dilemmas
	2.7 Evaluate the differences between IMCA and general advocacy
	2.8 Assess and resolve conflicts of interest
	2.9 Summarise the role of commissioners
	2.10 Commit to using supervision
	2.11 Signpost qualifying people to other services

Learning Outcome	Assessment Criteria
LO3 Work with the decision maker	3.1 Identify the decision maker
	3.2 Identify good practice in partnership working between the decision maker and the IMCA
	3.3 Resolve a range of dilemmas and challenges which may be faced
	3.4 Use referral processes which identify legal requirements for accepting a new client
	3.5 Evaluate the correctness of the assessment of capacity
	3.6 Identify the requirements for accepting referral when family are involved
	3.7 Identify which IMCA service is responsible to represent an individual in different geographical areas
	3.8 Respond to decision makers who do not practice partnership working
	3.9 Present to decision makers on what an IMCA can contribute

Learning Outcome	Assessment Criteria
LO4 Challenge decisions made by the decision maker	4.1 Map out the decision-making process within each area an IMCA may be involved
	4.2 Raise concerns during the decision-making process
	4.3 Highlight concerns after the decision is made

Learning Outcome	Assessment Criteria
LO5 Work with people who lack capacity	5.1 Use a range of methods to communicate with people who lack capacity
	5.2 Use non-instructed Advocacy to identify the wishes and preferences of people receiving IMCA support
	5.3 Use strategies to work with people with dementia or learning disabilities
	5.4 Ascertain the wishes and preferences of people who lack capacity

Learning Outcome	Assessment Criteria
LO6 Work with accommodation and care review referrals	6.1 Research information and establish options
	6.2 Evaluate the differences and similarities in a range of types of accommodation
	6.3 Identify a range of possible care packages to enable people to stay at home
	6.4 Assess the suitability of types of accommodation to individuals
	6.5 Assess the impact the decision will have on the individual
	6.6 Use a range of information sources to suggest alternative courses of action
	6.7 Explain the function of a range of regulatory bodies

Learning Outcome	Assessment Criteria
LO7 Work with serious medical treatment referrals	7.1 Summarise the criteria for serious medical treatment
	7.2 Research and gather information
	7.3 Assess the impact the decision will have on the individual
	7.4 Use a range of information sources to suggest alternative courses of action
	7.5 Obtain a second medical opinion where appropriate
	7.6 Explain the importance of seeking a second medical opinion
	7.7 Identify risks, benefits and ethical issues connected to medical treatments
	7.8 Explain the process of referral in medical systems to access treatment

Learning Outcome	Assessment Criteria
LO8 Work with adult protection referrals	8.1 Identify the different stages at which the IMCA may be instructed within adult protection procedures
	8.2 Identify a range of situations where the IMCA may represent the individual during adult protection meetings
	8.3 Analyse and use local and national adult protection procedures
	8.4 Use the guidelines for IMCA in adult protection proceedings referrals
	8.5 Research and gather information
	8.6 Attend meetings where necessary
	8.7 Identify a range of protection plans which may be formulated within adult protection strategy meetings
	8.8 Summarise the issues involved in communicating with families in adult protection cases

Learning Outcome	Assessment Criteria
LO9 Construct an Independent mental capacity advocacy written report that meets statutory requirements	9.1 Identify a range of issues that should be addressed within an IMCA report
	9.2 Identify what should never be in an IMCA report
	9.3 Write an IMCA report
	9.4 Identify good practice in recording case work
	9.5 Explain the impact of data protection legislation on the recording of work

LHS39 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS40 – Independent mental health advocacy

Unit reference number: J/502/3296

Level: 4
Credit value: 7
Guided Learning (GL) hours: 35

Unit aim

The unit will support learners to develop the skills and knowledge required to provide independent health advocacy (IMHA) as detailed within the Mental Health Act.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Know how mental health legislation affects IMHA qualifying patients

LO2 Provide independent mental health advocacy

LO3 Respond to requests for Independent mental health advocacy support

LO4 Engage with professionals

LO5 Respond to individuals who have diverse needs

LO6 Work safely

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals

GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness

H16 Market and promote the service

HSC 23 Develop your knowledge and practice

HSC 328 Contribute to care planning and review

HSC 366 Support individuals to represent their own needs and wishes at decision making forums

HSC 367 Help individuals identify and access independent representation and advocacy

HSC 368 Present individuals' needs and preferences

HSC 3199 Promote the values and principles underpinning best practice

HSC 45 Develop practices which promote choice, well-being and protection of all individuals

HSC 418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs

HSC 419 Provide advice and information to those who enquire about mental health needs and related services

HSC 423 Assist individuals at formal hearings

HSC 431 Support individuals where abuse has been disclosed

HSC 434 Maintain and manage records and reports

HSC 437 Promote your organisation and its services to stakeholders

MH_1 Promote effective communication and relationships with people who are troubled or distressed

MH 43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how Mental Health legislation affects IMHA qualifying patients	1.1 Explain key principles of Mental Health legislation
	1.2 Analyse powers within the Mental Health Act 1983 as amended by the Mental Health Act 2007
	1.3 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to explain the process of compulsion
	1.4 Research a range of safeguards enshrined within the Mental Health Act 1983 as amended by the Mental Health Act 2007

Learning Outcome	Assessment Criteria
LO2 Provide independent mental health advocacy	2.1 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to identify when an individual is entitled to receive IMHA support
	2.2 Analyse the roles and responsibilities of an IMHA
	2.3 Summarise rights afforded to an IMHA within the Mental Health Act
	2.4 Prioritise a range of case work
	2.5 Assess a range of potential dilemmas which IMHAs can face in practice
	2.6 Resolve practice dilemmas
	2.7 Summarise and respond to a range of common advocacy issues for qualifying patients
	2.8 Understand treatment options available to an individual who is subject to compulsion under the Mental Health Act
	2.9 Signpost qualifying patients to other services
	2.10 Identify a range of information that should and must be recorded
	2.11 Work within different environments
	2.12 Understand how physical environment can impact on individuals

Learning Outcome	Assessment Criteria
LO3 Respond to requests for independent mental health advocacy support	3.1 Identify a range of people who can refer to the IMHA service
	3.2 Use referral processes
	3.3 Implement and review referral processes
	3.4 Respond to referrals
	3.5 Know when to refer to a range of advocacy services

Learning Outcome	Assessment Criteria
LO4 Engage with professionals	4.1 Research and identify a range of people and services the IMHA is likely to come into contact with
	4.2 Communicate the IMHA's role to a range of people
	4.3 Use strategies to negotiate with professionals
	4.4 Respond to dilemmas and challenges which may be faced

Learning Outcome	Assessment Criteria
LO5 Respond to individuals who have diverse needs	5.1 Describe how having mental health needs can impact on daily living
	5.2 Offer support to individuals who have mental health needs
	5.3 Use of range of methods to communicate with people who have mental health needs
	5.4 Respond to cultural and spiritual needs of an individual
	5.5 Identify dimensions of diversity
	5.6 Signpost a range of specialist support services that a qualifying patient may wish to access
	5.7 Evaluate how the personal and cultural identity of an IMHA can impact on the advocacy relationship

Learning Outcome	Assessment Criteria
LO6 Work safely	6.1 Identify situations that present potential risks
	6.2 Respond to risk
	6.3 Summarise adult (or) child protection procedures
	6.4 Commit to using supervision

LHS40 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS41 – Providing independent advocacy management

Unit reference number: L/502/3297

Level: 4
Credit value: 11
Guided Learning (GL) hours: 35

Unit aim

The unit develops practical skills in how to manage an independent advocacy service or scheme.

Learning outcomes

There are nine outcomes to this unit. The learner will:

LO1 Manage advocacy services

LO2 Implement record keeping systems

LO3 Recruit and induct independent advocates

LO4 Facilitate service user involvement in the running of the independent advocacy service

LO5 Construct a business plan

LO6 Measure advocacy outcomes

LO7 Negotiate a service level agreement

LO8 Establish relationships with commissioners of advocacy services

LO9 Promote independent advocacy and the service

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 41 Use and develop methods and systems to communicate record and report
H16 Market and promote the service
HSC48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice
HSC 367 Help individuals identify and access independent representation and advocacy
HSC 45 Develop practices which promote choice, well-being and protection of all individuals
HSC 411 Manage a service which achieves the best possible outcomes for the individual
HSC 431 Support individuals where abuse has been disclosed
HSC 434 Maintain and manage records and reports
HSC 435 Manage the development and direction of the provision
HSC 437 Promote your organisation and its services to stakeholders
HSC 440 Support effective governance
HSC 441 Contribute to the selection, recruitment and retention of staff to develop a quality service
HSC 445 Recruit and place volunteers
HSC 449 Represent one's own agency at other agencies' meetings
HSC 451 Lead teams to support a quality provision
HSC 452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals
LMC A1.2 Manage and develop workers through supervision and performance reviews
LMC A1.4 Enhance the quality and safety of your provision through workforce development
LMC A2.3 Promote a positive image of your provision and its contribution to the lives of people
LMC A3 Actively engage in the safe selection and recruitment of workings and their retention in care services
LMC B1 Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people
LMC B1.1 Lead and manage provision that complies with legislation, registration, regulation and inspection requirements
LMC B1.2 Lead and manage provision that promotes rights and responsibilities
LMC B2.1 Lead and manage provision that involves people in decisions about the outcomes they wish to achieve
LMC B1.3 Lead and manage provision that protects people
LMC E1.2 Manage effective communication
LMC E1.3 Manage and maintain recording and reporting systems and procedures and use them effectively
LMC E5.1 Develop and review operational plans for your provision
LMC E5.3 Evaluate whether and to what extent resources meet current and future demands
LMC E7.1 Develop a business plan for your provision
LMC E7.2 Implement, monitor and review the business plan
LMC E7.3 Evaluate policies, procedures and practices for business planning
LMC E13 Market cost and contract to ensure the viability of your provision

CPC 414A Identify and evaluate opportunities for change and improvements in services, provisions and systems

CPC 415A Analyse information and prepare the business case

CPC 503A Evaluate internal and external trends and changes

MH_1 Promote effective communication and relationships with people who are troubled or distressed

MH 43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

Assessment guidance

The unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Manage advocacy services	1.1 Select and use a range of management strategies
	1.2 Explain the purpose and principles of supervision
	1.3 Provide supervision
	1.4 Implement an appraisal system
	1.5 Review a range of policy and procedures
	1.6 Implement advocacy policy and procedures
	1.7 Maintain and review policy documents
	1.8 Produce and share policy documents
	1.9 Use standards in the running of the service

Learning Outcome	Assessment Criteria
LO2 Implement record keeping systems	2.1 Explain the importance of keeping different types of records
	2.2 Review and manage internal record keeping systems
	2.3 Compare and contrast between good and poor examples of record keeping

Learning Outcome	Assessment Criteria
LO3 Recruit and induct independent advocates	3.1 Create job descriptions and person specifications for the independent advocacy role
	3.2 Implement good practice within recruitment processes, recognising diversity and fairness
	3.3 Adhere to legal requirements in the recruitment of advocates
	3.4 Explain the purpose of advocacy induction
	3.5 Design and implement induction packages
	3.6 Identify support needs of new advocates

Learning Outcome	Assessment Criteria
LO4 Facilitate service user involvement in the running of the independent advocacy service	4.1 Use a range of opportunities to involve service users
	4.2 Explain why service users should be involved in the running of the services
	4.3 Offer support and training to skill service users to secure their involvement

Learning Outcome	Assessment Criteria
LO5 Construct a business plan	5.1 Identify key features of a business plan
	5.2 Construct a business plan
	5.3 Present the business plan to the organisation
	5.4 Review the business plan

Learning Outcome	Assessment Criteria
LO6 Measure advocacy outcomes	6.1 Analyse different types of outcomes
	6.2 Use available data to measure quantitative outcomes
	6.3 Implement strategies to measure qualitative outcomes
	6.4 Evaluate results in order to implement changes

Learning Outcome	Assessment Criteria
LO7 Negotiate a service level agreement	7.1 Explain the purpose and function of a service level agreement
	7.2 Construct a service level agreement
	7.3 Negotiate a service level agreement which upholds key advocacy principles with funders or commissioners

Learning Outcome	Assessment Criteria
LO8 Establish relationships with commissioners of advocacy services	8.1 Explain the role of commissioners and commissioning bodies
	8.2 Develop successful working relationships
	8.3 Identify and address potential barriers which can prevent effective working relationships

Learning Outcome	Assessment Criteria
LO9 Promote independent advocacy and the service	9.1 Use opportunities and a range of methods to promote advocacy
	9.2 Establish user- friendly referral processes

LHS41 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LHS42 – Providing independent advocacy to adults

Unit reference number: R/502/3298

> **Level: 4**
> **Credit value: 5**
> **Guided Learning (GL) hours: 35**

Unit aim

The unit aims to provide learners with a detailed understanding and the practical skills needed to provide independent advocacy to adults in a range of settings including: care homes, hospital wards, community settings, secure settings, supported housing, prisons, day centres and police station.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Provide independent advocacy support to adults in a range of settings

LO2 Treat the individual receiving advocacy support as an individual

LO3 Assist the individual receiving advocacy support to explore choices and potential consequences

LO4 Support adults through a range of meetings

LO5 Work safely

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to HSC 330 Support individuals to access and use services and facilities
HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals
AHP 17 Assist and support individuals to use total communication systems
HSC 31 Promote effective communication for and about individuals
GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness
H16 Market and promote the service
H136 Communicate effectively with individuals and others
HSC 328 Contribute to care planning and review
HSC 335 Contribute to the protection of individuals from harm and abuse
HSC 366 Support individuals to represent their own needs and wishes at decision making forums
HSC 367 Help individuals identify and access independent representation and advocacy
HSC 368 Present individuals' needs and preferences
HSC 3199 Promote the values and principles underpinning best practice
HSC 45 Develop practices which promote choice, well-being and protection of all individuals
HSC 423 Assist individuals at formal hearings
HSC 429 Work with groups to promote individual growth, development and independence
HSC 431 Support individuals where abuse has been disclosed
HSC 434 Maintain and manage records and reports
HSC 437 Promote your organisation and its services to stakeholders

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Provide independent advocacy support to adults in a range of settings	1.1 Identify a range of settings and their impact on adults who may require the support of an advocate
	1.2 Analyse and address the potential negative impact of the environment
	1.3 Promote the advocacy service in a range of settings
	1.4 Identify and address a range of dilemmas advocates can face in practice
	1.5 Support adults to self-advocate
	1.6 Apply local or national standards

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Assist the individual receiving advocacy support to explore choices and potential consequences	3.1 Help individuals to access a range of sources of information on options available
	3.2 Support an individual to explore options available and make choices
	3.3 Use UK and European legislation to identify human, service and legal rights
	3.4 Act on the choices and preferred options of an individual

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 Work safely	5.1 Use supervision to identify good practice and areas for improvement
	5.2 Maintain accurate records
	5.3 Summarise local adult protection procedures
	5.4 Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality
	5.5 Respond to disclosures of abuse

LHS42 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS43 – Independent advocacy with children and young people

Unit reference number: Y/502/3299

Level: 4
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

The unit will support learners to develop the skills and knowledge required to provide Independent Advocacy to children and young people, particularly:

- children in need
- children who are looked after by the local authority
- children who are involved in family group or child protection conferences
- young people in the secure estate
- disabled children and young people
- children and young people in education
- children and young people receiving mental health support

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Provide independent advocacy support to children and young people

LO2 Use UK, European and International legislation to promote children's rights

LO3 Respond to requests for advocacy support

LO4 Assist the child or young person to explore choices and potential consequence

LO5 Support children and young people through a range of meetings and decision making processes

LO6 Engage with professionals

LO7 Use child protection systems to keep children and young people safe

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to H136 Communicate effectively with individuals and others
HSC 330 Support individuals to access and use services and facilities
HSC 366 Support individuals to represent their own needs and wishes at decision making forums
HSC 367 Help individuals identify and access independent representation and advocacy
HSC 368 Present individuals' needs and preferences
HSC 3199 Promote the values and principles underpinning best practice
HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals
AHP 17 Assist and support individuals to use total communication systems
HSC 44 Develop practices which promote choice, well-being and protection of children and young people
HSC 45 Develop practices which promote choice, well-being and protection of all individuals
HSC 46 Independently represent and advocate with, and on behalf of, children and young people
HSC 49 Develop and maintain an environments which safeguards and protects children and young people
HSC 431 Support individuals where abuse has been disclosed
HSC 434 Maintain and manage records and reports
HSC 437 Promote your organisation and its services to stakeholders
GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness
H16 Market and promote the service
CCLD 301 Develop and promote positive relationships
CCLD 305 Protect and promote children's rights
CCLD 226 Safeguard children from harm
CCLD 338 Develop productive working relationships with colleagues
CCLD 404 Reflect on, review and develop own practice

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Provide independent advocacy support to children and young people	1.1 Analyse which groups of children and young people access advocacy support
	1.2 Analyse the roles and responsibilities of a children's advocate
	1.3 Assess a range of common advocacy issues for children and young people
	1.4 Respond to a range of common advocacy issues
	1.5 Identify a range of dilemmas children's advocates can face in practice
	1.6 Respond to practice dilemmas
	1.7 Support children and young people to self-advocate
	1.8 Select and use skills to support children and young people to express their wishes, feelings and preferred course(s) of action
	1.9 Distinguish between interests and wishes and feelings
	1.10 Select and apply relevant standards which govern service and practitioner
	1.11 Use a variety of methods to communicate with children and young people
	1.12 Recognise the impact of communication of behaviour, emotional state, feelings, confidence and of gender
	1.13 Make positives endings when the advocacy relationship finishes

Learning Outcome	Assessment Criteria
LO2 Use UK, European and International legislation to promote children's rights	2.1 Summarise key principles and powers in a range of legislation and guidance affecting children
	2.2 Use the Children Act 1989 and 2004 to identify a range of safeguards and rights
	2.3 Use opportunities to promote the rights of children and young people
	2.4 Explain to young people the rights they are entitled to claim
	2.5 Empower young people with strategies to claim rights

Learning Outcome	Assessment Criteria
LO3 Respond to requests for advocacy support	3.1 Identify a range of people who can refer to children's advocates
	3.2 Implement child friendly-referral processes
	3.3 Refer to a range of support services

Learning Outcome	Assessment Criteria
LO4 Assist the child or young person to explore choices and potential consequence	4.1 Use UK and European legislation to identify children's service, ethical and legal rights
	4.2 Treat the child as an individual and accept their preferred choices
	4.3 Access information to allow children and young people to make informed choices
	4.4 Support children and young people who wish to make complaints or representations about the services they receive
	4.5 Support children and young people to understand the potential short, medium and long term consequences of the choice(s) they are making

Learning Outcome	Assessment Criteria
LO5 Support children and young people through a range of meetings and decision making processes	5.1 Explain the purpose and functioning of a range of meetings
	5.2 Summarise the role of an independent advocate within a range of meetings
	5.3 Attend a range of meetings
	5.4 Support a child or young person to attend a range of meetings
	5.5 Represent a young person at meetings
	5.6 Support a young person to have his/her voice heard at a range of meetings
	5.7 Support a young person to evaluate the outcomes of a range of meetings

Learning Outcome	Assessment Criteria
LO6 Engage with professionals	6.1 Explain the role of a children's advocate to a range of people
	6.2 Summarise a range of services and systems children and young people are likely to come into contact with
	6.3 Represent the views and wishes of children and young people to professionals responsible for making decisions
	6.4 Summarise the roles and responsibilities of a range of people who support children and young people
	6.5 Explain jargon and terminology to children and young people

Learning Outcome	Assessment Criteria
LO7 Use child protection systems to keep children and young people safe	7.1 Explain the role of safeguarding boards
	7.2 Summarise local child protection procedures
	7.3 Use child protection procedures to identify when it is appropriate to disclose information and breach confidentiality
	7.4 Respond to disclosures or concerns of abuse

LHS43 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

LHS44 – Providing independent mental capacity advocacy – deprivation of liberty safeguards

Unit reference number: F/502/3300

Level: 4
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

The unit aims to provide candidates with the practical skills and knowledge required to provide IMCA DOLS.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand legislation which affects people who may be subject to deprivation of liberty safeguards

LO2 Provide the statutory independent mental capacity advocacy deprivation of liberty safeguards service

LO3 Construct an IMCA DOLS written report that meets statutory requirements

LO4 Challenge decisions

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to AHP 17 Assist and support individuals to use total communication systems
HSC 41 Use and develop methods and systems to communicate record and report
HSC 45 Develop practices which promote choice, well-being and protection of all individuals
H136 Communicate effectively with individuals and others
HSC 328 Contribute to care planning and review
HSC 335 Contribute to the protection of individuals from harm and abuse
HSC 368 Present individuals' needs and preferences
HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals
HSC 3199 Promote the values and principles underpinning best practice
MH_1 Promote effective communication and relationships with people who are troubled or distressed
MH 43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand legislation which affects people who may be subject to deprivation of liberty safeguards	1.1 Identify when a IMCA DOLS must be instructed
	1.2 Identify a range of factors which may determine whether a person is or is not being deprived of their liberty
	1.3 Identify the managing authority and supervisory body in situations where someone may be deprived of their liberty
	1.4 Analyse key principles and powers of the Mental Capacity Act 2005
	1.5 Summarise the interplay between the Mental Capacity Act 2005 and Mental Health Act
	1.6 Use the code of practice

Learning Outcome	Assessment Criteria
LO2 Provide the statutory independent mental capacity advocacy – deprivation of liberty safeguards service	2.1 Distinguish between standard and urgent authorisations
	2.2 Identify the requirements of each of the six assessments for authorisations and who should undertake them
	2.3 Summarise the roles and responsibilities for the three IMCA DOLS' roles
	2.4 Identify factors which may or may not make a deprivation of liberty in a person's best interest
	2.5 Evaluate the different ways the IMCA can make representations in the assessment process
	2.6 Use a range of methods to communicate with people who lack capacity
	2.7 Use non-instructed Advocacy to ascertain the wishes, feelings or preferences of an individual
	2.8 Provide a range of information to help an individual understand the process of deprivation of liberty
	2.9 Support an individual to engage with the process
	2.10 Represent an individual during assessment
	2.11 Support an individual to appeal

Learning Outcome	Assessment Criteria
LO3 Construct an IMCA DOLS written report that meets statutory requirements	3.1 Identify a range of issues that should be addressed within an IMCA DOLS report
	3.2 Write an IMCA DOLS report
	3.3 Identify good practice in recording case work
	3.4 Explain the impact of data protection legislation on the recording of work

Learning Outcome	Assessment Criteria
LO4 Challenge decisions	4.1 Map out the potential routes for formal challenges
	4.2 Know how to raise informal and formal concerns and provide feedback
	4.3 Use opportunities to highlight concerns

LHS44 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ASM1 – Recognise indications of substance misuse and refer individuals to specialists

Unit reference number: M/601/0648

Level: 3
Credit value: 4
Guided Learning (GL) hours: 24

Unit aim

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

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Recognise indications of substance misuse

LO2 Assess and monitor risk

LO3 Handle information and maintain records

LO4 Refer individuals to appropriate services

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Recognise indications of substance misuse	1.1 Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
	1.2 Identify possible indications of substance misuse (e.g. physical, behavioural, social, emotional)
	1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse
	1.4 Show how to obtain specialist assistance where required
	1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date

Learning Outcome	Assessment Criteria
LO2 Assess and monitor risk	2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
	2.2 Review the assessment of risk and explain why this is important
	2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk

Learning Outcome	Assessment Criteria
LO3 Handle information and maintain records	3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so
	3.2 Identify the rights of individuals and the principle of confidentiality

Learning Outcome	Assessment Criteria
LO4 Refer individuals to appropriate services	4.1 Identify the range of services relevant to substance misuse available locally and nationally
	4.2 Demonstrate how to refer individuals to services in line with organisational requirements
	4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements

ASM1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ASM4 – Identify and act upon immediate risk of danger to substance misusers

Unit reference number: D/501/0585

Level: 3
Credit value: 4
Guided Learning (GL) hours: 24

Unit aim

This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Identify immediate risk of danger to substance misusers

LO2 Act upon immediate risk of danger to substance misusers

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Health/DANOS national occupational standard: AB5 Identify and act upon immediate risk of danger to substance users.

This also appears in Health and Social Care Standards as HSC342

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Identify immediate risk of danger to substance misusers	1.1 Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
	1.2 Describe any signs of immediate risk of danger which may include risk of • overdose • individuals causing injury or harm to themselves or others (e.g. family members)
	1.3 Explain the relevant policies and procedures for dealing with risk of danger to individuals and others

Learning Outcome	Assessment Criteria
LO2 Act upon immediate risk of danger to substance misusers	2.1 Describe how to make the individual aware that they are available and willing to help
	2.2 Obtain information on the substance used from the individual or any person near the individual
	2.3 Obtain personal details from the individual or any person near the individual
	2.4 Encourage the individual to describe any pain or discomfort they may be experiencing
	2.5 Take actions which are appropriate to the substance used and the effect it has had on the individual e.g. • calming the individual, if the individual is in an agitated state, if safe to do so • reviving the individual, if the individual seems to be in a withdrawn state
	2.6 Show how to interact with the individual in a manner which recognises their needs and rights
	2.7 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety
	2.8 Demonstrate when and how to request any first aid treatment/support
	2.9 Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access relevant agencies and services)
	2.10 Record all information and report to appropriate person in the required format

ASM4 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3070 – Lead and manage practice in dementia care

Unit reference number: D/504/2212

Level: 5
Credit value: 6
Guided Learning (GL) hours: 41

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand current policy and practice guidance for dementia care

LO2 Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families

LO3 Be able to lead practice that promotes the well-being of individuals with dementia

LO4 Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia

LO5 Be able to support staff to deliver dementia care

LO6 Be able to develop own practice in leading the delivery of dementia care

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is not directly related to the NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

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

Influence may include:
- raising awareness in families
- suggested changes to care environment
- team meetings
- partnership working

Range of methods should include:
- family
- friends
- other unpaid carers

Strategies may include:
- supervision
- counselling
- peer mentoring
- team meetings
- care reviews
- learning and development opportunities

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current policy and practice guidance for dementia care	1.1 Analyse how current policy and practice guidance underpin service provision in dementia care
	1.2 Explain why a person-centred approach is the benchmark for practice in dementia care

Learning Outcome	Assessment Criteria
LO2 Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families	2.1 Support others to develop an understanding of the causes of dementia syndrome
	2.2 Support others to develop an understanding of the impact of early onset dementia on individuals and their families
	2.3 Support others to develop an understanding of the impact on the individuals with dementia and their families of: • diagnosis • treatment of dementia

Learning Outcome	Assessment Criteria
LO3 Be able to lead practice that promotes the well-being of individuals with dementia	3.1 Manage a service that demonstrates a person centred approach
	3.2 Lead practice that supports staff to explore the stories and histories of individuals
	3.3 Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia
	3.4 Lead practice that supports staff to influence changes to the physical environment that meet the needs of individuals with dementia
	3.5 Lead practice that supports staff to influence changes to the social environment that meet the needs of individuals with dementia
	3.6 Lead practice that supports staff to interact with individuals with dementia
	3.7 Manage the ongoing assessment of the needs of individuals with dementia using a range of methods
	3.8 Support staff to contribute to care plans that reflect a person centred approach

Learning Outcome	Assessment Criteria
LO4 Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia	4.1 Lead practice that supports staff to evaluate the impact on carers of supporting an individual with dementia
	4.2 Lead practice that supports staff to work in partnership with carers
	4.3 Lead practice that supports staff to involve carers in assessment and care planning
	4.4 Explain how to support staff to resolve conflicts with carers

Learning Outcome	Assessment Criteria
LO5 Be able to support staff to deliver dementia care	5.1 Evaluate the potential impact on staff when supporting an individual with dementia
	5.2 Implement strategies to support staff who are delivering dementia care
	5.3 Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills for dementia care

Learning Outcome	Assessment Criteria
LO6 Be able to develop own practice in leading the delivery of dementia care	6.1 Reflect on own practice in leading and managing the delivery of dementia care
	6.2 Develop plan to improve own practice in leading and managing dementia care

HSC3070 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

HSC3071 – Support the spiritual wellbeing of individuals

Unit reference number: M/503/8133

Level: 3
Credit value: 3
Guided Learning (GL) hours: 26

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting the spiritual well-being of individuals.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of spirituality for individuals

LO2 Be able to access the spiritual needs of an individual

LO3 Understand the impact of values and beliefs on own and an individual's spiritual wellbeing

LO4 Be able to support individuals' spiritual wellbeing

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio if evidence

Assessment guidance

Spirituality can be defined in many ways and can include:
• life force
• personal values and beliefs
• uniqueness
• life pilgrimage
• how desires are channelled
• creativity
• search for hope, harmony and wholeness.

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

Others may include:
• partner
• family
• friends
• neighbours
• care worker
• colleague
• manager
• Social Worker
• Occupational Therapist
• GP
• Speech & Language Therapist
• Physiotherapist
• Pharmacist
• Nurse
• Psychologist
• Independent Mental Capacity Advocate
• Community Psychiatric Nurse
• Clinical nurse specialists

Activities may include formal or informal ceremonies, traditions and practices in addition to any other activity which might enable the individual to explore or express their own spirituality.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of spirituality for individuals	1.1 Outline different ways in which spirituality can be defined
	1.2 Define the difference between spirituality and religion
	1.3 Describe different aspects of spirituality
	1.4 Explain how spirituality is an individual experience
	1.5 Explain how spirituality defines an individual's identity
	1.6 Outline the links between spirituality, faith and religion
	1.7 Explain how an individual's current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion

Learning Outcome	Assessment Criteria
LO2 Be able to assess the spiritual needs of an individual	2.1 Support the **individual** to identify their spiritual needs and how and by whom these can be addressed
	2.2 Identify how an individual's emphasis on spirituality may vary at different stages of their life experience
	2.3 Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan

Learning Outcome	Assessment Criteria
LO3 Understand the impact of values and beliefs on own and an individual's spiritual well-being	3.1 Analyse how your own values and beliefs may impact on others when communicating about the individual's spiritual well-being
	3.2 Identify how the values and beliefs of **others** may impact on the individual
	3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others

Learning Outcome	Assessment Criteria
LO4 Be able to support individuals' spiritual well-being	4.1 Access resources and information to support the individual's spiritual well-being
	4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
	4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual well-being
	4.4 Support the individual to participate in their chosen activities to support their spiritual well-being
	4.5 Access any additional expertise required to meet the individual's spiritual needs
	4.6 Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual

HSC3071 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC3072 – Support individuals during the last days of life

Unit reference number: F/503/8685

Level: 4
Credit value: 5
Guided Learning (GL) hours: 33

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting individuals during the last days of life.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the impact of the last days of life on the individual and others

LO2 Understand how to respond to common symptoms in the last days of life

LO3 Be able to support individuals and others during the last days of life

LO4 Be able to respond to changing needs of an individual during the last days of life

LO5 Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual

LO6 Be able to manage own feelings in relation to an individual's dying or death

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

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

Others may include:
• partner
• family
• friends
• neighbours
• care worker
• colleague
• manager
• Social Worker
• Occupational Therapist
• GP
• Speech & Language Therapist
• Physiotherapist
• Pharmacist
• Nurse
• Psychologist
• Independent Mental Capacity Advocate
• Community Psychiatric Nurse
• Clinical nurse specialists

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of the last days of life on the individual and others	1.1 Describe psychological aspects of the dying phase of the **individual** and **others**
	1.2 Analyse the impact of the last days of life on the relationship between individuals and others

Learning Outcome	Assessment Criteria
LO2 Understand how to respond to common symptoms in the last days of life	2.1 Describe the common signs of approaching death
	2.2 Explain how to minimise **distress** of symptoms related to the last days of life
	2.3 Describe appropriate comfort measures in the final hours of life
	2.4 Explain the circumstances when life-prolonging treatment can be stopped or withheld
	2.5 Identify the signs that death has occurred

Learning Outcome	Assessment Criteria
LO3 Be able to support individuals and others during the last days of life	3.1 Demonstrate a **range of ways** to enhance an individual's well- being during the last days of life
	3.2 Work in partnership with others to support the individual's well-being
	3.3 Describe how to use a **range of tools for end of life care** according to agreed ways of working
	3.4 Support others to understand the process following death according to **agreed ways of working**

Learning Outcome	Assessment Criteria
LO4 Be able to respond to changing needs of an individual during the last days of life	4.1 Explain the importance of following the individual's advance care plan in the last days of life
	4.2 Record the changing needs of the individual during the last days of life according to agreed ways of working
	4.3 Support the individual when their condition changes according to agreed ways of working

Learning Outcome	Assessment Criteria
LO5 Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	5.1 Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working
	5.2 Provide care for the individual after death according to national guidelines, local policies and procedures
	5.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care
	5.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
	5.5 Explain ways to support others immediately following the death of the individual

Learning Outcome	Assessment Criteria
LO6 Be able to manage own feelings in relation to an individual's dying or death	6.1 Identify ways to manage own feelings in relation to an individual's death
	6.2 Use support systems to manage own feelings in relation to an individual's death

HSC3072 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3073 – Lead and manage end of life care services

Unit reference number: T/503/8134

Level: 5
Credit value: 7
Guided Learning (GL) hours: 45

Unit aim

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

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Be able to apply current legislation and policy in end of life care in order to develop end of life services

LO2 Understand current theory and practice underpinning end of life care

LO3 Be able to lead and manage effective end of life care services

LO4 Be able to establish and maintain key relationships to lead and manage end of life care

LO5 Be able to support staff and others in the delivery of excellence in the end of life care service

LO6 Be able to continuously improve the quality of the end of life care service

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

End of life care services may include those services provided at diagnosis, during treatment or palliative care, including the dying phase, or following death **Individual** is the person receiving support or care in the work setting

Others may include:
- care or support staff
- colleague
- manager
- non-direct care or support staff
- carers
- families
- visitors
- volunteers
- health professionals
- other organisations
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Macmillan Nurse
- Independent Mental Capacity Advocate
- Clinical Nurse Specialists

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

Range of resources may include:
- de-briefing
- mentoring
- supervision
- counselling services

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to apply current legislation and policy in end of life care in order to develop end of life services	1.1 Summarise current legislation relating to the provision of best practice **end of life care services**
	1.2 Apply local and national policy guidance for end of life care to the setting in which you work
	1.3 Analyse legal and ethical issues relating to decision making at end of life
	1.4 Explain how issues of mental capacity could affect end of life care

Learning Outcome	Assessment Criteria
LO2 Understand current theory and practice underpinning end of life care	2.1 Describe the theoretical models of grief, loss and bereavement
	2.2 Explain how grief and loss manifest in the emotions of **individuals** who are dying and **others**
	2.3 Analyse how a range of **tools for end of life care** can support the individual and others
	2.4 Explain the pathway used by your local health authority
	2.5 Critically reflect on how the outcomes of national research can affect your workplace practices

Learning Outcome	Assessment Criteria
LO3 Be able to lead and manage effective end of life care services	3.1 Explain the qualities of an effective leader in end of life care
	3.2 Manage own feelings and emotions in relation to end of life care, using a **range of resources** as appropriate
	3.3 Use effective communication to support individuals at end of life and others
	3.4 Use effective mediation and negotiation skills on behalf of the individual who is dying
	3.5 Ensure there are sufficient and appropriate resources to support the delivery of end of life care services
	3.6 Describe the possible role(s) of advocates in end of life care
	3.7 Manage palliative care emergencies according to the wishes and preferences of the individual
	3.8 Use a range of tools for end of life care to measure standards through audit and after death analysis

Learning Outcome	Assessment Criteria
LO4 Be able to establish and maintain key relationships to lead and manage end of life care	4.1 Identify key relationships essential to effective end of life care
	4.2 Analyse the features of effective partnership working within your work setting
	4.3 Implement shared decision-making strategies in working with individuals at end of life and others
	4.4 Analyse how partnership working delivers positive outcomes for individuals and others
	4.5 Initiate and contribute to multi-disciplinary assessments
	4.6 Explain how to overcome barriers to partnership working
	4.7 Access specialist multi-disciplinary advice to manage complex situations

Learning Outcome	Assessment Criteria
LO5 Be able to support staff and others in the delivery of excellence in the end of life care service	5.1 Describe how a shared vision for excellent end of life care services can be supported
	5.2 Implement strategies to empower staff involved in the delivery of end of life care to ensure positive outcomes for individuals and others
	5.3 Support others to use a range of resources as appropriate to manage own feelings when working in end of life care
	5.4 Support staff and others to comply with legislation, policies and procedures
	5.5 Support staff and others to recognise when mental capacity has reduced to the extent that others will determine care and treatment for the person at the end of life
	5.6 Access appropriate learning and development opportunities to equip staff and others for whom you are responsible
	5.7 Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care
	5.8 Provide feedback to staff on their practices in relation to end of life care

Learning Outcome	Assessment Criteria
LO6 Be able to continuously improve the quality of the end of life care service	6.1 Analyse how reflective practice approaches can improve the quality of end of life care services
	6.2 Critically reflect on methods for measuring the end of life care service against national indicators of quality
	6.3 Use outcomes of reflective practice to improve aspects of the end of life care service

HSC3073 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC3074 – Lead a service that supports individuals through significant life events

Unit reference number: L/503/8138

Level: 5
Credit value: 4
Guided Learning (GL) hours: 31

Unit aim

This unit is for leaders and managers of care services. It is about managing and maintaining care services provision that supports people to deal effectively with transitions and significant life events.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to implement organisational systems and procedures necessary to support individuals experiencing significant life events

LO2 Be able to ensure sufficient and appropriate resources to support individuals experiencing significant life events

LO3 Be able to ensure staff can respond to individuals experiencing significant life events

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

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

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

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

Others may include:
• partner
• family
• friends
• neighbours
• care worker
• colleague
• manager
• Social Worker
• Occupational Therapist
• GP
• Speech & Language Therapist
• Physiotherapist
• Pharmacist
• Nurse
• Psychologist
• Independent Mental Capacity Advocate
• Community Psychiatric Nurse
• clinical nurse specialists

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS SCDLMCSB3 - Manage provision of care services that deals effectively with transitions and significant life events

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to implement organisational systems and procedures necessary to support individuals experiencing significant life events	1.1 Ensure systems and structures in your setting enable and demonstrate acceptance for cultural diversity, individual wishes, needs and preferences
	1.2 Ensure organisational systems and procedures uphold person centred approaches
	1.3 Implement organisational systems and procedures that ensure quality of service when supporting individuals experiencing significant life events
	1.4 Implement effective communication systems which promote open, sensitive and appropriate communication
	1.5 Implement reporting and recording systems which safeguard people you support in line with national and local agreed ways of working
	1.6 Ensure administrative arrangements for legal or financial issues are in line with legal requirements
	1.7 Describe how your organisational systems and procedures can respond to the particular and future needs, wishes and preferences of individuals experiencing significant life events
	1.8 Analyse how the service operates in ways which promote active participation for those you support, their families and carers
	1.9 Explain how to resolve tensions or conflicts that may arise for individuals experiencing significant life events, their families and carers

Learning Outcome	Assessment Criteria
LO2 Be able to ensure sufficient and appropriate resources to support individuals experiencing significant life events	2.1 Ensure appropriate staffing and skills levels that would be necessary to respond to individuals experiencing significant life events
	2.2 Provide staff and others for whom you are responsible with appropriate learning opportunities to enable them to respond sensitively to individuals experiencing significant life events
	2.3 Identify specialist resources that may be required in supporting individuals experiencing significant life events
	2.4 Develop collaborative working partnerships with other key services and resources to support individuals experiencing significant life events
	2.5 Implement effective methods for sharing information with other services as appropriate

Learning Outcome	Assessment Criteria
LO3 Be able to ensure staff can respond to individuals experiencing significant life events	3.1 Support staff and others to accept and respect the emotions associated with major life changes and loss
	3.2 Support staff and others to accept and respond sensitively to individuals wishes, choices and spiritual needs
	3.3 Support staff to monitor individuals' emotional, behavioural, psychological or physical changes
	3.4 Support staff and others to communicate effectively in response to individuals experiencing significant life events
	3.5 Implement systems and procedures for staff to be able to seek additional guidance and information where they are faced with a situation which is outside of their own expertise
	3.6 Provide appropriate support systems for staff and others to help them to manage the impact of their work on their own emotional and physical needs

HSC3074 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3075 – Support individuals to stay safe or from harm and abuse

Unit reference number: T/504/2202

Level: 3
Credit value: 4
Guided Learning (GL) hours: 27

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how legislative frameworks support the safeguarding of individuals

LO2 Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse

LO3 Be able to support individuals to gain understanding about how to stay safe

LO4 Be able to work in ways that support individuals to stay safe

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

Safeguarding is working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns about the welfare of individuals, appropriate action is taken to address those concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies.

Individuals refer to an adult, child or young person who is accessing a social care service.

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship.

Harm or abuse may include neglect; physical; emotional; sexual; financial abuse; bullying; self-harm.

Factors would include factors that make someone more vulnerable, these may relate to the individual, to their personal circumstances, to the work setting or to their environment.

Electronic communications may include the use of mobile phones and the internet, including social networking sites.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is linked to the Skills for Care and Development NOS:

SCDHSC0024 – Support the safeguarding of individuals

SCDHSC0034 – Promote the safeguarding of children and young people.

SCDHSC0035 – Promote the safeguarding of individuals.

SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse.

SCDHSC0335 – Contribute to the support of individuals who have experienced harm or abuse.

SCDHSC0044 – Lead practice that promotes the safeguarding of children and young people.

SCDHSC0045 – Lead practice that promotes the safeguarding of individuals.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how legislative frameworks support the safeguarding of individuals	1.1 Outline legislation and national policies that relate to the safeguarding of individuals
	1.2 Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks

Learning Outcome	Assessment Criteria
LO2 Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse	2.1 Identify the factors that make an individual vulnerable to harm or abuse
	2.2 Work with an individual and key people to identify actions, behaviours and situations that may lead to harm or abuse to the individual
	2.3 Describe the common features of perpetrator behaviour
	2.4 Support an individual to gain understanding of when the behaviour of others may be unacceptable
	2.5 Support an individual to gain understanding of the risks associated with the use of electronic communications

Learning Outcome	Assessment Criteria
LO3 Be able to support individuals to gain understanding about how to stay safe	3.1 Support an individual to gain understanding about their right to stay safe
	3.2 Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe
	3.3 Work with an individual to balance their rights, responsibilities and risks
	3.4 Explain how to challenge behaviours or actions that may lead to harm or abuse

Learning Outcome	Assessment Criteria
LO4 Be able to work in ways that support individuals to stay safe	4.1 Engage with an individual in a way that supports trust and rapport
	4.2 Support an individual to express fears, anxieties or concerns they may have about their safety
	4.3 Explain what actions to take where there are concerns that an individual might have been harmed or abused
	4.4 Take action to deal with risks that may lead to harm or abuse
	4.5 Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse
	4.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
	4.7 Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed
	4.8 Explain the actions that should be taken if reported concerns are not acted upon
	4.9 Access support in situations that are outside your expertise, experience, role and responsibility
	4.10 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse

HSC3075 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3076 – Provide support to adults who have experienced harm or abuse

Unit reference number: J/504/2205

Level: 4
Credit value: 5
Guided Learning (GL) hours: 39

Unit aim

This unit identifies the requirements when you support individuals who have experienced harm or abuse. The unit includes responding to individuals at the time they make a disclosure, leading support for those who have experienced abuse and evaluating with them the support provided.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the role of self and others when supporting individuals who have experienced harm or abuse

LO2 Be able to support individuals to disclose harm or abuse

LO3 Be able to support individuals who have experienced harm or abuse

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

Others may include:

• colleagues

• families or carers

• other professionals

• advocates

Individuals would include a person who is accessing a social care service

Harm or abuse may include neglect; physical; emotional; sexual; financial abuse; bullying; self-harm.

Only sufficient information – this would involve avoiding leading questions or putting pressure on the individual to divulge information.

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS:

SCDHSC0431 - Support individuals who have experienced harm or abuse

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of self and others when supporting individuals who have experienced harm or abuse	1.1 Explain own role and responsibilities to individuals who have experienced harm or abuse
	1.2 Explain the role and responsibilities of others to individuals who have experienced harm or abuse
	1.3 Explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse

Learning Outcome	Assessment Criteria
LO2 Be able to support individuals to disclose harm or abuse	2.1 Support an individual to understand who information about harm or abuse will be shared with and the reasons for this
	2.2 Support an individual to disclose any harm or abuse they have experienced at their own pace
	2.3 Explain why it is important to respond calmly to disclosures of harm or abuse
	2.4 Communicate with an individual according to their level of understanding when they are disclosing harm or abuse
	2.5 Seek only sufficient information to confirm that there is an allegation
	2.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
	2.7 Keep detailed, accurate, timed, dated and signed records about any disclosures of harm or abuse
	2.8 Access further support in situations that are outside your expertise, experience, role and responsibility

Learning Outcome	Assessment Criteria
LO3 Be able to support individuals who have experienced harm or abuse	3.1 Access information about how to support an individual who has experienced harm or abuse
	3.2 Work with an individual, agreed key people and others to establish what outcomes they want from safeguarding interventions
	3.3 Work with an individual, agreed key people and others to understand implications from harm and abuse
	3.4 Work with agreed key people and others to support an individual to deal with distress, fear and anxieties that may have been caused by harm or abuse
	3.5 Work with agreed key people and others to support an individual to develop positive coping strategies
	3.6 Seek support where the individual's behaviour gives cause for concern
	3.7 Use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experience
	3.8 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse

HSC3076 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3077 – Assess the needs of carers and families

Unit reference number: T/504/2216

Level: 3

Credit value: 4

Guided Learning (GL) hours: 28

Unit aim

This unit identifies the requirements when you assess the support needs of carers and families. The requirements include identifying the strengths, vulnerabilities, needs and circumstances of carers and families and using this information to evaluate their own support needs. It also covers developing and presenting the assessment, along with preferred options for addressing the needs identified.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the contribution that families and carers make in caring for individuals

LO2 Be able to engage with families and carers who are providing care

LO3 Be able to assess the needs of families and carers

LO4 Be able to identify a plan to support families and carers

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

The individual is the person requiring care or support.

Society may include:
• local authority provision
• NHS
• individuals and others
• communities

Active listening may include:
• observation
• clarification
• questioning techniques
• non-verbal messages

Others may include:
• other professionals
• agencies
• line manager

Agreed:
• others whom the family and carers have agreed can be consulted to either obtain or share information

Resources may include:
• family or neighbours
• community resources
• voluntary organisations
• statutory support in terms of additional domiciliary care
• respite for carers to have time for themselves

Needs and wishes may include:
• additional support to alleviate the physical input by the carer
• time to have a holiday
• go to the hairdressers
• time with their peers to do fun things

Plan of action may include:
• care plans
• person centred plans

This may not require formal statutory responses, but may be a plan whereby a carer decides to designate time for themselves, identifies a recreational activity.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS:

SCDHSC0427 – Assess the needs of carers and families.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the contribution that families and carers make in caring for individuals	1.1 Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
	1.2 Explain the rights of families and carers providing care to individuals
	1.3 Describe the benefits to society of family and unpaid carers providing care
	1.4 Describe the benefits and challenges faced by family and unpaid carers in providing care

Learning Outcome	Assessment Criteria
LO2 Be able to engage with families and carers who are providing care	2.1 Support families and carers to speak about their experiences of providing care to individuals
	2.2 Use active listening skills to identify unspoken feelings and emotions
	2.3 Support families and carers to understand their rights
	2.4 Support families and carers in their caring role
	2.5 Explain to families and carers the additional support that is available
	2.6 Gain consent from families and carers to speak with others about their circumstances

Learning Outcome	Assessment Criteria
LO3 Be able to assess the needs of families and carers	3.1 Support families and carers to identify the support they need to meet the needs of an individual
	3.2 Identify with families and carers the areas of care which they want to retain
	3.3 Support families and carers to identify their wishes and needs for their own well-being
	3.4 Gather additional information from agreed others
	3.5 Share the record of assessment with families and carers

Learning Outcome	Assessment Criteria

LO4 Be able to identify a plan to support families and carers	4.1 Support families, carers and others to identify resources to address needs and wishes
	4.2 Support families, carers and others to develop a plan of action to access resources
	4.3 Support families, carers and others to implement the plan of action

HSC3077 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3078 – Provide support to children or young people who have experienced harm or abuse

Unit reference number: F/504/2204

Level: 4
Credit value: 6
Guided Learning (GL) hours: 45

Unit aim

This unit identifies the requirements when you contribute to the support of children and young people who have experienced harm or abuse. The unit addresses the need to take action where there are concerns that children or young people are at risk of harm and abuse and how to support children and young people who make a disclosure. It also includes supporting children and young people when they have experienced harm or abuse.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the role of self and others when supporting children or young people who have experienced harm or abuse

LO2 Be able to support children or young people who disclose harm or abuse

LO3 Be able to support children or young people who have experienced harm or abuse

LO4 Be able to work with others to support the safe involvement of key people with children or young people who have experienced harm or abuse

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and development NOS:
SCDHSC0325 - Contribute to the support of children and young people who have experienced harm or abuse
SCDHSC0034 – Promote the safeguarding of children and young people.
SCDHSC0431 – Support individuals who have experienced harm or abuse.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of self and others when supporting children and young people who have experienced harm of abuse	1.1 Explain own role and responsibilities to children or young people who have experienced harm or abuse
	1.2 Explain the role and responsibilities of others to children or young people who have experienced harm or abuse
	1.3 Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse

Learning Outcome	Assessment Criteria
LO2 Be able to support children or young people who disclose harm or abuse	2.1 Support a child or young person to gain understanding about: • who information of harm or abuse will be shared with • the reasons for sharing information of harm or abuse
	2.2 Support a child or young person to disclose, at their own pace, harm or abuse they have experienced
	2.3 Explain why it is important to respond calmly to disclosures of harm or abuse
	2.4 Communicate with a child or young person according to their level of development and understanding when they are disclosing harm or abuse
	2.5 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
	2.6 Keep records about disclosures of harm or abuse that are detailed, accurate, timed, dated and signed
	2.7 Access support in situations that are outside your expertise, experience, role and responsibility

Learning Outcome	Assessment Criteria
LO3 Be able to support children or young people who have experienced harm or abuse	3.1 Access information about how to support a child or young person who has experienced harm or abuse
	3.2 Work with a child or young person, agreed key people and others to understand implications from harm and abuse
	3.3 Work with agreed key people and others to support a child or young person to deal with distress, fear and anxieties that may have been caused by harm or abuse
	3.4 Work with agreed key people and others to support a child or young person to develop positive coping strategies
	3.5 Seek support where a child or young person's behaviour gives cause for concern
	3.7 Use supervision to reflect on own support to a child or young person and any feelings about harm or abuse they have experienced
	3.8 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse

Learning Outcome	Assessment Criteria
LO4 Be able to work with others to support the safe involvement of key people with children or young people who have experienced harm or abuse	4.1 Access information about limitations of involvement with a child or young person placed upon key people
	4.2 Work with others to ensure that limitations placed upon key people of their involvement with a child or young person are adhered to
	4.3 Support a child or young person to understand the reasons for limitations placed on key people for involvement in their lives
	4.4 Support a child or young person to gain understanding about why it is necessary to set and maintain safe, consistent and understandable boundaries for themselves and key people

HSC3078 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3079 – Understanding the factors affecting older people

Unit reference number: D/504/2243

Level: 3
Credit value: 2
Guided Learning (GL) hours: 17

Unit aim

This unit covers an understanding of older people, the impact of ageing, the range of factors that impact on older people and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with older people.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the impact of the ageing process on older people

LO2 Understand attitudes of society to older people

LO3 Understand the importance of using person centred approaches with older people

LO4 Understand the importance of independence for older people

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

Older people are defined as those who are over 50.

The individual is the person requiring care or support.

Age discrimination may include any legal definition where one exists.

Person centred approach is one that fully recognises the uniqueness of the individual and establish this as the basis for planning and delivery of care and support. The approach promotes dignity for older people.

Day to day life may include
• relationships
• family role
• social status
• access to community facilities
• personal care
• independence
• lack of social support
• lack of material well being
• education opportunities
• housing
• employment
• access to social and leisure activities
• health care
• sensory loss

Community may include:
• neighbourhood
• family group
• religious communities
• ethnic communities
• environment
• clubs and societies
• political and professional groups

Details of the relationship between the unit and relevant national occupation standards unit

This unit is not directly related to the NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of the ageing process on older people	1.1 Describe changes that may come with ageing
	1.2 Explain how the experience of the ageing process is unique to each individual
	1.3 Analyse the potential impact of factors associated with ageing on older people to include • Physical • Emotional • Social • Cognitive • Environmental • Financial /Economic
	1.4 Describe how a positive approach to ageing can contribute to the health & wellbeing of an individual

Learning Outcome	Assessment Criteria
LO2 Understand attitudes of society to older people	2.1 Describe the contributions to society made by older people
	2.2 Explain what is meant by age discrimination
	2.3 Explain how societal attitudes and beliefs impact on older people
	2.4 Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people

Learning Outcome	Assessment Criteria
LO3 Understand the importance of using person centred approaches with older people	3.1 Describe how the effects of ageing can affect the day to day life of older people
	3.2 Describe ways of using a person centred approach to support older people to maintain health and well-being in day to day life
	3.3 Explain the importance of social inclusion for older people
	3.4 Outline barriers to social inclusion for older people
	3.5 Describe ways of using a person centred approach to enable older people to make positive contributions to their community

Learning Outcome	Assessment Criteria
LO4 Understand the importance of independence for older people	4.1 Explain how independence can contribute to the well-being of older people
	4.2 Describe how to support older people to maintain independence
	4.3 Describe how older people can be in control of decision making about their care and support needs
	4.4 Explain how to encourage older people to take positive risks

HSC3079 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3080 – Provide information about health and social care or children and young people's services

Unit reference number: Y/504/2239

Level: 3
Credit value: 3
Guided Learning (GL) hours: 20

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in providing information about health and social care and children and young people's services.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to develop a plan to provide information about own organisation and its services

LO2 Be able to provide information about own organisation and its services

LO3 Be able to evaluate information provided to stakeholders

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

Others may include:
• staff
• carers
• families
• friends
• local community
• other professional
• public bodies

Accessible format may include:
• language preference
• braille / moon
• technological aids
• range of multi media
• sign language
• story boards
• large print
• pictures
• objects of reference

Details of the relationship between the unit and relevant national occupation standards unit

This unit is not directly related to the NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to develop a plan to provide information about own organisation and its services	1.1 Work with others to establish the information to be provided to include • purpose • target audience • accessibility • dissemination
	1.2 Work with others to identify the resources required to provide information
	1.3 Produce a plan to provide information about own organisation and services

Learning Outcome	Assessment Criteria
LO2 Be able to provide information about own organisation and its services	2.1 Provide information about own organisation and its services for different audiences
	2.2 Provide information about own organisation and its services in accessible formats
	2.3 Provide opportunities for stakeholders to seek clarification about the information

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate information provided to stakeholders	3.1 Clarify with stakeholders whether information: • has been received • has been understood • meets their information needs
	3.2 Support stakeholders to identify improvements that can be made to information
	3.3 Use feedback to make recommendations for changes to information

HSC3080 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3081 – Lead and manage infection prevention and control within the work setting

Unit reference number: Y/504/2208

Level: 5
Credit value: 6
Guided Learning (GL) hours: 38

Unit aim

The purpose of this unit is to assess the knowledge, understanding and skills of learners when leading and managing infection prevention and control within their own area of responsibility

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand current infection prevention and control policies, procedures and practices

LO2 Be able to lead the implementation of policies and procedures for infection prevention and control

LO3 Be able to manage the exchange of information about infections

LO4 Be able to lead the practice of infection prevention and control

LO5 Be able to manage risk management in infection prevention and control

LO6 Be able to review the effectiveness of policies, procedures and practices for infection prevention and control

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

- IPC 13 – Provide guidance, resources and support to enable staff to minimise the risk of spreading infection
- SCDHSC00423 – Lead practice for health and safety in the work setting

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence.

Assessment guidance

The individual is the person requiring care or support.

Proportionate approach encourages the learner to consider how infection prevention and control practices may be applied in proportion to the setting and the staffing within that setting. The Department of Health 'Code of Practice for health and social care on the prevention and control of infections and related guidance' (England only) contains a useful appendix which gives examples of how a proportionate approach would apply.

Range of settings may include:
• individual's own home
• community environments
• residential care homes
• nursing home
• hospitals

Others may include:
• people who use services
• care or support staff
• colleague
• manager
• non-direct care or support staff
• carers
• families
• visitors
• contractors
• volunteers
• other professional

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current infection prevention and control policies, procedures and practices	1.1 Summarise national and local policies for infection prevention and control
	1.2 Evaluate how policies, procedures and practices in own work setting meet infection prevention and control regulatory requirements
	1.3 Explain role and responsibilities in relation to infection prevention and control

Learning Outcome	Assessment Criteria
LO2 Be able to lead the implementation of policies and procedures for infection prevention and control	2.1 Analyse the differences between applying infection prevention policies and procedures in an individual's own home to that of a residential care setting
	2.2 Explain how to ensure a proportionate approach to the implementation of policies and procedures in a range of settings
	2.3 Communicate policies and procedures for infection prevention and control to others within the work setting
	2.4 Allocate roles and responsibilities to meet infection prevention and control procedures within own work setting
	2.5 Manage compliance with procedures for infection prevention and control
	2.6 Explain actions to take when infection prevention and control procedures and practices are not being complied with

Learning Outcome	Assessment Criteria
LO3 Be able to manage the exchange of information about infections	3.1 Explain why it is important to share information with others
	3.2 Provide information on infections to others
	3.3 Manage processes for the exchange of information about infection between others
	3.4 Manage systems for keeping records of suspected or diagnosed infections

Learning Outcome	Assessment Criteria
LO4 Be able to lead the practice of infection prevention and control	4.1 Explain why infection prevention and control practice should be included in: • job descriptions • performance management
	4.2 Support staff to recognise their role in minimising the risk of spreading infection through: • supervision • appraisal
	4.3 Provide access to resources for staff to minimise the risks of infection
	4.4 Monitor infection prevention and control practice
	4.5 Provide feedback to staff on their practice of infection prevention and control
	4.6 Manage the learning and development needs for staff about infection prevention and control: • during induction • continuing professional development

Learning Outcome	Assessment Criteria
LO5 Be able to manage risk management in infection prevention and control	5.1 Manage the implementation of risk assessment processes to minimise infection
	5.2 Manage the implementation of controls identified from risk assessment processes in partnership with the individual and others
	5.3 Manage risk management records
	5.4 Manage the reporting of risks and hazards that are outside your area of responsibility

Learning Outcome	Assessment Criteria
LO6 Be able to review the effectiveness of policies, procedures and practices for infection prevention and control	6.1 Assess trends of reported patterns of infections in own work setting
	6.2 Identify factors that contribute to spread and/or reduction of infection in own work setting
	6.3 Evaluate the implementation of infection prevention and control procedures in own work setting
	6.4 Make recommendations for changes to infection prevention and control policies, procedures and practices in own work setting

HSC3081 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

HSC3082 – Professional practice in health and social care for adults or children and young people

Unit reference number: T/504/2197

Level: 5

Credit value: 6

Guided Learning (GL) hours: 43

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand theories that underpin practice within health and social care.

LO2 Be able to lead the implementation of values, principles and statutory frameworks that underpin service provision in own area of work

LO3 Be able to use evidence based practice in the provision of health and social care services

LO4 Be able to engage others in reflective practice

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

Others could include:
• team members and colleagues
• other professionals

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS:

SCDHSC0043 – Take responsibility for the continuing professional development of yourself and others.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand theories that underpin practice within health and social care	1.1 Analyse theories that underpin practice within health and social care, including: • Human development and growth • Identity and self esteem • Loss and change • Psychological and sociological perspectives of social issues • Discrimination in contemporary society

Learning Outcome	Assessment Criteria
LO2 Be able to lead the implementation of values, principles and statutory frameworks that underpin service provision in own area of work	2.1 Analyse how values, principles and statutory frameworks underpin service provision in own area of work
	2.2 Implement in own setting, values and principles that underpin service provision
	2.3 Implement in own setting, statutory frameworks that underpin service provision
	2.4 Support others to implement values and principles that underpin service provision

Learning Outcome	Assessment Criteria
LO3 Be able to use evidence based practice in the provision of health and social care services	3.1 Analyse how evidence based practice can be used to inform service provision
	3.2 Lead the implementation of evidence based practice in own setting
	3.3 Evaluate use of evidence based practice in own setting

Learning Outcome	Assessment Criteria
LO4 Be able to engage others in reflective practice	4.1 Analyse the use of models of reflective practice in own setting
	4.2 Model the use of: • Reflection on practice • Reflection in practice
	4.3 Encourage a culture that supports reflective practice
	4.4 Support others to engage in reflective practice

HSC3082 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3083 – Develop maintain and use records and reports

Unit reference number: A/504/2198

Level: 4
Credit value: 3
Guided Learning (GL) hours: 23

Unit aim

This unit identifies requirements when you lead practice for managing and disseminating records and reports. This includes leading practice for maintaining records and reports, providing evidence for judgements and decisions, leading practice for access to records and reports and sharing information with individuals, key people and others.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the legal and organisational requirements for recording information and providing reports

LO2 Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working

LO3 Be able to use records and reports to inform judgements and decisions

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS:
SCDHSC0041 – Maintain effective communication systems and practice.
SCDHSC0434 – Lead practice for managing disseminating records and reports

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

Agreed ways of working – policies and procedures where they exist.

An individual is someone requiring care or support.

Others may include:
• team members and colleagues
• other professionals.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legal and organisational requirements for recording information and providing reports	1.1 Specify own responsibilities and those of others when recording information and producing reports
	1.2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information

Learning Outcome	Assessment Criteria
LO2 Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working	2.1 Support individuals to participate in the preparation of reports
	2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them
	2.3 Maintain accurate, complete, retrievable and up to date records
	2.4 Ensure that records and reports comply with legal and organisational requirements
	2.5 Explain how to balance the tension between confidentiality and openness in records and reports
	2.6 Use information communication technology (ICT) systems for the collection and storage of information
	2.7 Use ICT that supports information exchange within and across disciplines and organisations

Learning Outcome	Assessment Criteria
LO3 Be able to use records and reports to inform judgements and decisions	3.1 Clarify the accuracy of records and reports with individuals and others
	3.2 Respond to feedback from those who receive records and reports
	3.3 Demonstrate the use of facts and evidence based opinions within records and reports
	3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions

HSC3083 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

HSC3084 – Lead practice which supports individuals to take positive risks

Unit reference number: H/504/2213

Level: 5
Credit value: 4
Guided Learning (GL) hours: 30

Unit aim

This unit identifies the requirements when developing risk management plans to promote independence in daily living. This includes preparing to carry out risk assessments, working in partnership with individuals to carry out risk assessments and developing risk management plans with individuals and those who are important to them.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the relationship between person-centred assessment, care planning and positive risk taking for individuals

LO2 Be able to promote understanding of the legal and policy frameworks which underpin an individual's right to make decisions and take risks

LO3 Be able to develop practice which includes the individual and others in positive risk assessment and planning

LO4 Be able to support others to understand individuals' ambitions and the support they will need to achieve them

LO5 Be able to develop systems for positive risk taking

LO6 Be able to evaluate the practice of positive risk-taking

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

The individual is the person requiring care or support.

Personal growth – growth in confidence, ability, self-worth, ability to overcome obstacles, reach new levels etc.

Staff – this can include staff for whom you have supervisory or management responsibility as well as peers and staff from other agencies.

Hopes and ambitions –this includes working towards independent living, independent travel, employment, shopping, managing own money, sports etc.

Service-led assessments – these are assessments where needs are met on the basis of resources available, rather than enabling the individual to achieve to their fullest potential using support from other sources apart from funded resources.

Others – this may include family, friends, legal guardians, staff from other agencies, line manager etc.

Inclusive assessment practice – this means fully including the individual, family and friends, those whom the individual wishes to be included and those who are legally appointed as guardian. It also includes staff from within and outside the setting.

Health, safety and wellbeing – this includes staying safe from physical harm through putting oneself in danger without exercising caution, it also includes being put in situation of abuse; it also included not being over-protected from achieving goals.

Support – this can include giving consent, words of encouragement, not blaming when things take several attempts, actively engaging in making opportunities possible disability, old age prevents individuals from taking risks.

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS:

SCDHSC0450 – Develop risk management plans to promote independence in daily living

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the relationship between person-centred assessment, care planning and positive risk taking for individuals.	1.1 Analyse the tension between positive risk-taking and person-centred planning
	1.2 Explain why positive risk taking should be considered within the context of a person-centred assessment
	1.3 Explain how models of risk management can be used in positive risk taking
	1.4 Analyse how taking positive risks can contribute to personal growth for the individual

Learning Outcome	Assessment Criteria
LO2 Be able to promote understanding of the legal and policy frameworks which underpin an individual's right to make decisions and take risks	2.1 Support staff to work to legal and policy frameworks for decision making which underpin an individual's right to make decisions and take risks
	2.2 Support staff to integrate human rights principles in supporting individuals to make decisions and take risks

Learning Outcome	Assessment Criteria
LO3 Be able to develop practice which includes the individual and others in positive risk assessment and planning	3.1 Manage practice which supports person-centred assessments rather than service-led assessments
	3.2 Develop assessment practice with staff which engages the individual and others in identifying activities to support the individual achieve their hopes and ambitions
	3.3 Support staff to engage in inclusive assessment practice to establish hazards and risks associated with hopes and ambitions
	3.4 Support practice which enables the individual and others to balance individual hopes and ambitions with health, safety and wellbeing
	3.5 Develop risk management strategies for engaging the individual and others to build in safeguards to mitigate against risks to the individual
	3.6 Support others to develop care plans which address positive risk-taking

Learning Outcome	Assessment Criteria
LO4 Be able to support others to understand individuals' ambitions and the support they will need to achieve them	4.1 Support staff to understand how their own values and belief systems may impact on supporting an individual to take risks
	4.2 Support others to facilitate the individual to articulate what they want to achieve
	4.3 Support staff to develop practice of gaining consent from the individual to include others in taking positive risks
	4.4 Support staff to use advocacy skills with families and others to gain support for individuals to take positive risks
	4.5 Support staff to record how decisions about positive risk taking are reached

Learning Outcome	Assessment Criteria
LO5 Be able to develop systems for positive risk taking	5.1 Support staff to understand the principle of duty of care while supporting the individual to take positive risks
	5.2 Manage systems to ensure staff and others know what action to take if the individual chooses to take unplanned risks
	5.3 Manage practice to ensure that: • risk taking is compliant with risk assessment • supports are in place to enable the individual to undertake identified risks • consent is gained from individuals to include others • outcomes for individuals are reviewed

Learning Outcome	Assessment Criteria
LO6 Be able to evaluate the practice of positive risk-taking	6.1 Evaluate with staff and others: • risk assessment methods • risk management model used • the benefits to the individual from risk taking
	6.2 Support staff to evaluate their practice in working through the process of positive risk taking with individuals

HSC3084 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3085 – Lead practice in assessing and planning for the needs of families and carers

Unit reference number: A/504/2217

Level: 5
Credit value: 3
Guided Learning (GL) hours: 22

Unit aim

This unit identifies the requirements when you lead on developing programmes of support for carers and families of individuals who use health and social care services. The requirements include working with carers and families to gather information about their needs, then developing, implementing and reviewing the effectiveness of programmes of support for carers and families, in partnership with them and others.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people

LO2 Be able to develop the practice of staff in assessing the needs of families and carers

LO3 Be able to implement a care planning process to support families and carers

LO4 Be able to evaluate quality of assessment and care planning to meet the needs of families and carers

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS:
SCDHSC0428 - Lead the development of programmes of support for carers and families

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

Society may include:
* local authority provision
* NHS
* individuals and others
* communities

The individual is the person requiring care or support.

Resources – resources can include support from family or neighbours, community resources, voluntary organisations, statutory support in terms of additional domiciliary care, respite for carers to have time for themselves etc.

Needs and wishes – this can be additional support to alleviate the physical input by the carer, it can be giving the carer time for themselves, time to have a holiday, go to the hairdressers, have time with their peers to do fun things.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people	1.1 Analyse the benefits and challenges faced by family and unpaid carers in providing care
	1.2 Support others to understand the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
	1.3 Support others to understand the benefits to society of family and unpaid carers providing care
	1.4 Support others to recognise the contribution that carers make to the well-being of individuals
	1.5 Support others to understand the rights of families and carers providing care

Learning Outcome	Assessment Criteria
LO2 Be able to develop the practice of staff in assessing the needs of families and carers	2.1 Implement procedures for assessing the needs of families and carers
	2.2 Support staff to learn from families and carers about their caring role
	2.3 Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers
	2.4 Support staff to carry out assessments of needs and wishes in partnership with carers and families
	2.5 Support staff to gain consent from carers and families to speak with others about their circumstances
	2.6 Manage recording procedures to ensure assessments are shared with families and carers
	2.7 Monitor the quality of assessments carried out by staff

Learning Outcome	Assessment Criteria
LO3 Be able to implement a care planning process to support families and carers	3.1 Establish systems which ensure that all care plans include: • participation by carers and families • agreement on resources required to address needs and wishes • agreed roles and responsibilities in achieving the plan
	3.2 Monitor the implementation of care plans which support families and carers

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate quality of assessment and care planning to meet the needs of families and carer	4.1 Evaluate the quality of assessments carried out to meet the needs of families and carers
	4.2 Evaluate the quality of care plans to meet the needs of families and carers
	4.3 Use analysis of the needs of families and carers to inform strategic planning within an organisation

HSC3085 Document History

Version	Issue Date	Changes	Role
V1.0	31/02/2023	Re-branded	Qualification Administrator

nit Handbook

HSC3086 – Manage business redesign in health and social care or children or young people's services

Unit reference number: J/504/2236

Level: 5
Credit value: 5
Guided Learning (GL) hours: 30

Unit aim

This unit's aim is to assess the learner's knowledge and understanding and skills in managing business redesign of health and social care or children or young people's services.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the wider market of provision of health and social care or children or young people's services in relation to a work setting

LO2 Be able to work with others to support business redesign

LO3 Be able to develop a plan for business redesign

LO4 Be able to implement a plan for business redesign

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

Others may include:
• investors
• local authority
• regulatory bodies
• individuals
• children and young people
• staff
• carers
• family and friends
• other professionals
• community

Business refers to service delivery:

Stakeholders could include:
• individuals
• carers
• families
• workforce
• commissioners
• regulators
• investors

Details of the relationship between the unit and relevant national occupation standards unit

This unit is not directly related to the NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the wider market of provision of health and social care or children or young people's services in relation to a work setting	1.1 Analyse the relationship between the current market and service provision within a work setting
	1.2 Analyse current drivers shaping health and social care or children or young people's services
	1.3 Research gaps in current market provision in relation to health and social care or children or young people's services

Learning Outcome	Assessment Criteria
LO2 Be able to work with others to support business redesign	2.1 Develop a business culture that supports change and growth in own work setting
	2.2 Work with others to identify opportunities for business growth in own work setting

Learning Outcome	Assessment Criteria
LO3 Be able to develop a plan for business redesign	3.1 Identify legislative requirements that may influence redesign of the business
	3.2 Evaluate ways of improving own market share
	3.3 Use a risk management process to manage business redesign
	3.4 Work with others to analyse changes needed to redesign the business to include: • service provision • human resources • finances • environment

Learning Outcome	Assessment Criteria
LO4 Be able to implement a plan for business redesign	4.1 Communicate details of business redesign to stakeholders
	4.2 Work with others to implement the plan for business redesign
	4.3 Manage the impact of business redesign on others
	4.4 Develop systems to monitor the impact of the business redesign

HSC3086 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3067 – Understand professional management and leadership in health and social care or children and young people's settings

Unit reference number: F/504/2218

Level: 5
Credit value: 6
Guided Learning (GL) hours: 50

Unit aim

The purpose of this unit is to assess the learner's knowledge of theories of management and leadership and the relationship between professional management and leadership. It provides an introduction to the skills required of managers and leaders in health and social care and children and young people's settings and the impact of policy drivers on those roles.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand theories of management and leadership and their application to health and social care or children and young people's settings

LO2 Understand the relationship between professional management leadership

LO3 Understand the skills of professional management and leadership in health and social care or children and young people's settings

LO4 Understand the impact of policy drivers on professional and leadership in health and social care or children and young people's services

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

The unit is not directly related to the NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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 • 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

Learning Outcome	Assessment Criteria
LO4 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

HSC3067 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3087 – Appraise staff performance

Unit reference number: J/504/2219

Level: 5
Credit value: 5
Guided Learning (GL) hours: 32

Unit aim

The purpose of this unit is to develop the learner's knowledge, understanding and skills to appraise staff performance.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand policies, theories and models which underpin appraisal of performance

LO2 Be able to support others to understand the purpose of appraisal

LO3 Be able to facilitate preparation for appraisals

LO4 Be able to support appraisee to participate in appraisal meetings

LO5 Be able to evaluate own practice during the appraisal process

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

Policies and agreed ways of working – this will include organisational and national policies. These may be attached to standards or frameworks.

Others will include those staff for which you have responsibility.

Mutual responsibilities – the underpinning principle of appraisal is that both parties engage in a conversation rather than it being a "top-down" process. Therefore there is an element of joint responsibility and both parties should familiarise themselves of the competences against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed.

Range of sources may include:
• feedback from individuals, carers and families
• feedback from other colleagues, other professionals
• own observations
• work products

Details of relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS:
SCDHSC0043 – Take responsibility for the continuing professional development of yourself and others.
LMCA1 – Manage and develop yourself and your workforce within care services.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand policies, theories and models which underpin appraisal of performance	1.1 Explain policies and agreed ways of working for appraisals in the work setting
	1.2 Research models of appraisal to explore their applicability in the work setting
	1.3 Evaluate how appraisals are used to inform: • achievement of objectives • overall performance • future objectives
	1.4 Explain how appraisals are used to develop practice
	1.5 Differentiate between appraisals and disciplinary processes
	1.6 Use research on the theories of power to explore the relationship between appraiser and appraisee

Learning Outcome	Assessment Criteria
LO2 Be able to support others to understand the purpose of appraisal	2.1 Support others to develop an understanding of the purpose of appraisals to include: • mutual responsibilities • the achievement of objectives • reflection on overall performance • professional development • how outcomes of the appraisal will be used • future objectives

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Be able to support appraisee to participate in appraisal meetings	4.1 Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee
	4.2 Demonstrate how to prepare the environment for the appraisal meeting
	4.3 Support the appraisee to engage in an evaluation of their performance over the past year to include: • areas of practice which have met or exceeded standards • areas for development
	4.4 Provide feedback to appraisee on their performance over the past year to include: • areas of practice which have met or exceeded standards • areas for development
	4.5 Identify with appraisee work objectives for forthcoming year
	4.6 Identify with appraisee professional development plan for forthcoming year
	4.7 Record the appraisal in line with work setting requirements

Learning Outcome	Assessment Criteria
LO5 Be able to evaluate own practice during the appraisal process	5.1 Evaluate with appraise their experience of how the appraisal was conducted
	5.2 Reflect on own practice in managing the appraisal process

HSC3087 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3088 – Support people who are providing homes to individuals

Unit reference number: R/504/2224

> **Level: 4**
> **Credit value: 6**
> **Guided Learning (GL) hours: 40**

Unit aim

This unit identifies the requirements when you support the provision of a placement for an adult, child or young person in a provider's own home. The unit requires you to ensure that the placement provider has sufficient information and support in preparation for the placement and support during the placement itself. It also includes supporting the provider to reflect on and review the progress of the placement both for their own family and also for the adult, child or young person.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to carry out assessments for the approval of adult placement / shared lives carers

LO2 Be able to support adult placement / shared lives carers to prepare for providing a home to an individual

LO3 Be able to carry out the matching process between adult placement / shared lives carers and individuals

LO4 Be able to monitor and review placements of individuals

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

Carer(s) in the context of this unit carers are 'adult placement or shared lives' carers who provide accommodation and / or support in their home. This includes the mutual sharing of everyday life experience between the approved carer and the individual who chooses to use this type of service.

Individuals refers to people accessing care or support

Others may include:
• other professionals
• families, friends, advocates or others who are important to individuals

Details of the relationship between the unit and relevant national occupation standards unit

This unit is directly related to the Skills for Care and Development NOS: SCDHSC0425 – Support people who are providing homes for adults, children and young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to carry out assessments for the approval of adults placement / shared lives carers	1.1 Provide information to carer(s) on the criteria against which they will be assessed
	1.2 Work with carer(s) to clarify their role and responsibilities
	1.3 Carry out initial assessment of carer(s) against agreed criteria
	1.4 Complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks
	1.5 Agree the content of the assessment report with carer(s)
	1.6 Present the assessment for approval of carer(s) in line with work setting requirements

Learning Outcome	Assessment Criteria
LO2 Be able to support adult placement / shared lives to prepare for providing a home to an individual	2.1 Provide advice and guidance to carer(s) about preparing to share their home and their lives with an individual
	2.2 Support carer(s) to reflect on changes they will need to make in order to provide a home to an individual
	2.3 Work with carer(s) to identify learning needs related to providing a home to an individual
	2.4 Support carer(s) to meet their learning needs
	2.5 Support carer(s) to reflect on how they can make an individual feel welcome in their home
	2.6 Support carer(s) to develop 'house rules'
	2.7 Support carer(s) to prepare their families and networks for the inclusion of an individual

Learning Outcome	Assessment Criteria
LO3 Be able to carry out the matching process between adult placement / shared lives carers and individuals	3.1 Match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s)
	3.2 Provide information to an individual and matched carer(s) prior to introductions
	3.3 Facilitate introduction meetings between an individual and potential carer(s)
	3.4 Work with an individual, potential carer(s) and others to evaluate the introduction sessions
	3.5 Work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made

Learning Outcome	Assessment Criteria
LO4 Be able to monitor and review placements of individuals	4.1 Carry out placement monitoring visits with an individual carer(s) according to work setting requirements
	4.2 Complete reports from placement visits in line with work setting requirements
	4.3 Provide ongoing advice and guidance to carer(s) about the support of an individual
	4.4 Carry out periodic reviews of carer(s) in line with work setting requirements

HSC3088 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

HSC3089 – Manage disciplinary processes in health and social care or children and young peoples' settings

Unit reference number: M/504/2232

Level: 5
Credit value: 6
Guided Learning (GL) hours: 40

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings

LO2 Be able to manage staff practice which falls below professional and/or organisational standards

LO3 Be able to compile and present evidence for a disciplinary proceeding

LO4 Be able to manage the outcomes of a disciplinary process

Version 1

Unit content

Details of the relationship between the unit and relevant national occupation standards unit

This unit is not linked to any NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

Regulatory processes refer to the situation when behaviours and conduct are referred to a professional body for investigation.

Others may include:
- human resource personnel
- other managers
- legal representatives
- trade union representatives
- labour relations organisations e.g. ACAS
- people who use services, carers or family members

Management options are when there a range of management actions which can be taken before engaging in disciplinary processes e.g. training, setting objectives, coaching/mentoring. They also include disciplinary options depending on seriousness of complaint.

Underlying issues may include:
- family issues
- ill health
- bullying in the workplace
- financial
- alcohol/substance misuse

Initiate disciplinary process could include:
- liaison with other managers
- consultation with human resources departments
- advice from legal representatives or labour relations organisations

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings	1.1 Explain how legislation, organisational policies and procedures relate to disciplinary processes.
	1.2 Analyse the relationship between disciplinary and regulatory processes
	1.3 Identify own role and role of others in relation to disciplinary processes
	1.4 Define practice which would be considered as: • performance issues that may lead to disciplinary proceedings • gross misconduct
	1.5 Explain the different approaches used to manage performance issues and gross misconduct
	1.6 Outline sanctions which may be considered within a disciplinary process

Learning Outcome	Assessment Criteria
LO2 Be able to manage staff practice which falls below professional and/or organisational standards	2.1 Consult with others to establish management options when practice falls below standards
	2.2 Use supervision to address with staff member, practice which falls below organisational standards and/or professional codes of conduct to include: • reflection on their practice and conduct • evidence of their practice and conduct which fall below standards • exploration of underlying issues • setting of objectives to improve practice • explanation of actions which will be taken if improvement is not achieved
	2.3 Review with staff member objectives which have been set, to assess if improvements have been achieved
	2.4 Initiate disciplinary process where objectives have not been met
	2.5 Provide staff member with information about the disciplinary process including their rights

Learning Outcome	Assessment Criteria
LO3 Be able to compile and present evidence for a disciplinary proceeding	3.1 Complete reports in line with work setting requirements to include: • evidence of the complaint against the member of staff • evidence of the process undertaken with the member of staff • analysis of risks to others as a result of staff member's conduct
	3.2 Present evidence in a disciplinary proceeding

Learning Outcome	Assessment Criteria
LO4 Be able to manage the outcomes of a disciplinary process	4.1 Implement the decisions from a disciplinary process
	4.2 Manage the implications of the outcomes for individuals and others
	4.3 Evaluate own practice in the disciplinary process

HSC3089 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

HSC5 P1 Document History

Version	Issue Date	Changes	Role
v3	14/02/2023	Formatting and re-branding. No content amendment.	Data Administrator