NCFE CACHE

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Qualification specification

NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (90 credits) – Adults' Management Pathway
QN: 601/4312/5

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and Young People's Services (England) (90 credits) – Adults' Management Pathway (601/4312/5)

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 8.0 July 2018).

Version	Publication Date	Summary of amendments
v8.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources.

Section 1: General introduction

About this qualification specification

This qualification specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website and secure website. Your Tutor or Assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This specification also contains extra information for your Tutor or Assessor.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

> Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence/Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, a unit has some Skills/Competence component(s).

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is: www.ncfe.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.ncfe.org.uk.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Settings (England) (90 credits)
Qualification number	601/4312/5
Aim	This qualification provides learners with the skills and knowledge needed to manage practice and lead others in adult health and social care provision or in children and young people's services. It has six pathways - three for those working with adults and three for those working with children and young people - and covers a wide range of topics including: • safeguarding and protection • managing care services • supporting development and partnership working • contributing to broader activities such as change programmes and recruitment • complying with quality systems and continuously improving quality • developing and carrying out policy • promoting and developing best practice • care management. The **Management** pathways are most suitable for Assistant Managers and Deputy Managers working in day or domiciliary services who are looking to progress their career. It is also appropriate for Managers who have not yet achieved a vocational qualification at this level. The **Residential Services** pathways are aimed at learners in similar job roles as those taking the Management pathways but the focus is on management and care in residential settings. The **Advanced Practice** pathways are geared towards senior practitioners who would like to develop their career but wish to remain active practitioners within the management framework.
Purpose Ofqual code and description (where applicable)	D. Confirm occupational competence and/or 'licence to practice' D1: Confirm competence in an occupational role to the standards required
Total Qualification Time (hours)	900
Guided learning hours	Min	515	Max	709
Credit value	90	**Minimum credits at/ above Level**	66
Minimum age of learner	19
Age ranges covered by the qualification	18+
Real work environment (RWE) requirement/ recommendation	Learners will need to be working in the role of Deputy or Manager in an appropriate setting, or have the opportunity to carry out responsibilities associated with these roles, to be able to study for the NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and

	Young People's Settings (England) (90 credits).
Rules of Combination	Learners must take the 6 Shared Core Mandatory Units, 7 Mandatory Adults' Management Pathway Units (63 credits) and the remaining 27 credits from Option Groups H, I and J. A minimum of 12 credits must be taken from Option Group H. A minimum of 1 credit and a maximum of 6 credits must be taken from Option Group I. Learners must achieve 90 credits, a minimum of 66 of these credits must be at/above Level 5. For Apprenticeships, the latest framework document, available from www.afo.sscalliance.org/frameworkslibrary, should always be consulted to ensure that all mandatory qualifications, units, on-the-job hours and apprenticeship conditions are achieved and evidenced.
Progression	It is anticipated that learners will be able to progress from advanced practitioner to manager status via this qualification. It is also anticipated that it will provide access to higher education opportunities.
Recommended assessment methods	All units will be internally assessed using a range of methods which could include: Inference of knowledge from direct observation of practice, Expert witness evidence when directed by the sector skills assessment strategy, Portfolio of evidence or a task*. * NB: assessment tasks are provided for Tutors' convenience. They are not mandatory.
Additional assessment requirements	All units must be assessed in line with the Skills for Care and Development Assessment Strategy.
Grading system	The qualification will be Achieved or Not Yet Achieved, and all the assessment criteria for the chosen units must be achieved in order to obtain Achieved overall.
How long will it take to complete?	The qualification can usually be completed in one year.
Entry requirements/ recommendations	There are no formal entry requirements for this qualification but learners will need to be at least 19 years of age. It is also recommended that they will hold a Level 3 qualification or above in a related area.

Qualification introduction and purpose

This qualification, which replaces the Level 4 NVQ in Health and Social Care Leadership and Management in Care Services, is nationally recognised and is based on the Health and Social Care National Occupational Standards (NOS). The NOS, assessment principles and qualification structure are owned by the Sector Skills Council, Skills for Care and Development.

Adults' Management Pathway

The aim of the Adults' Management pathway is to guide and assess the knowledge and skills relating to the Health and Social Care senior workforce. If you work in the Health and Social Care Sector in a managerial role, this is the ideal qualification for you. You may be looking to develop your career, possibly into management within the broader context of Health and Social Care.

The list of those who would benefit from this course is long and varied; you might be an assistant or deputy manager, or a manager who has not yet achieved a recognised vocational qualification at this level.

Work settings and job roles

Examples of some of the settings:

- community based domiciliary services
- day services for adults.

Learners undertaking the Level 5 Diploma (Adults' Management practice) would be working in job roles such as:

- Manager
- Deputy Manager
- Assistant Manager.

Rules of combination and progression

NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) – Adults' Management Pathway

Learners must take the 6 Shared Core Mandatory Units, 7 Mandatory Adults' Management Pathway Units (63 credits) and the remaining 27 credits from Option Groups H, I and J.

A minimum of 12 credits must be taken from Option Group H. A minimum of 1 credit and a maximum of 6 credits must be taken from Option Group I.

Learners must achieve 90 credits, a minimum of 66 of these credits must be at/above Level 5.

Unit achievement log

Group A - Shared Core & Mandatory (6 units, 30 credits)

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
SHC 51	F/602/2335	Use and develop systems that promote communication	Skills	5	3	24	35	
SHC 52	L/602/2578	Promote professional development	Knowledge/ Skills	4	4	33	41	
SHC 53	Y/602/3183	Champion equality, diversity and inclusion	Knowledge/ Skills	5	4	34	45	
M1	K/602/3172	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	Knowledge/ Skills	5	5	33	49	
M2c	A/602/3189	Work in partnership in health and social care or children and young people's settings	Knowledge/ Skills	4	4	26	55	
OP 5.25	J/602/3499	Undertake a research project within services for health and social care or children and young people	Knowledge/ Skills	5	10	80	61	
Total credit and GLH for Shared Core and Mandatory Units					**30**	**230**		

Group F – Adults' Management Pathway Mandatory Units (7 units, 33 credits)

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
M3	M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	Knowledge/ Skills	5	5	35	65	
P1	R/602/2856	Safeguarding and protection of vulnerable adults	Knowledge/ Skills	5	5	37	71	
P5	Y/602/2860	Understand safeguarding of children and young people (for those working in the adult sector)	Knowledge	3	1	10	77	
HSCM1	D/602/2844	Lead person-centred practice	Knowledge/ Skills	5	4	29	81	
LM1c	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	Knowledge/ Skills	6	7	46	87	
LM2c	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	Knowledge/ Skills	5	5	39	93	
SS 5.1	J/601/5242	Assess the individual in a health and social care setting	Knowledge/ Skills	5	6	41	99	
Credit and GLH from Group F units					33	237		
Total credit and GLH for Mandatory plus Group F Units					**63**	**467**		

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Group H Optional – Management units

Learners must take a minimum of 12 credits from this group
Details of these units can be found in the separate Optional Units document which is available on our website

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
O1	J/602/2336	Develop procedures and practice to respond to concerns and complaints	Knowledge/ Skills	5	6	40	
O16	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	Knowledge/ Skills	4	3	26	
O20c	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	Knowledge/ Skills	5	6	42	
O30c	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Knowledge/ Skills	5	6	43	
O35	T/602/2574	Manage induction in health and social care or children and young people's settings	Knowledge/ Skills	4	3	21	
O40	F/602/2612	Facilitate change in health and social care or children and young people's setting	Knowledge/ Skills	5	6	42	
O41	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	Knowledge/ Skills	6	7	48	
O42	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	Knowledge/ Skills	4	4	31	

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Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
O43	R/602/2758	Manage quality in health and social care or children and young people's setting	Knowledge/ Skills	5	5	36	
B1	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	Skills	5	6	25	
E8	K/600/9711	Manage physical resources	Knowledge/ Skills	4	3	25	

Group I Optional – Knowledge Units (minimum 1 credit, maximum 6 credits)

Details of these units can be found in the separate Optional Units document which is available on our website.

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
☆	M2a	T/602/3188	Understand partnership working	Knowledge	4	1	7	
☆	LM1a	D/602/3170	Understand how to manage a team	Knowledge	4	3	20	
☆	LM2a	H/602/3185	Understanding professional supervision practice	Knowledge	4	3	22	
☆	DEM 301	J/601/ 3538	Understand the process and experience of dementia	Knowledge	3	3	22	
☆	PD OP 3.1	J/601/6150	Understand physical disability	Knowledge	3	3	22	
☆	PD OP 3.3	Y/601/6167	Understand the impact of acquired brain injury on individuals	Knowledge	3	3	28	
☆	SS MU 3.1	M/601/3467	Understand sensory loss	Knowledge	3	3	21	
☆	LD OP 307	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3	21	

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
☆	EOL 307	J/503/8137 Barred combination with EOL 306	Understand how to support individuals during last days of life	Knowledge	3	3	28	
☆	EOL 303	A/503/8135	Understand Advance Care planning	Knowledge	3	3	25	
☆	EOL 308	F/5038704	End of life and dementia care	Knowledge	3	2	20	

Group J – Options

Details of these units can be found in the separate Optional Units document which is available on our website.

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
O3	L/602/2337	Manage domiciliary services	Knowledge/ Skills	5	6	39	
O4	F/602/2853	Lead the management of transitions	Knowledge/ Skills	5	4	29	
O32	K/602/2572 Barred combination with HSC 3065	Lead positive behavioural support	Knowledge/ Skills	7	10	75	
CCLD OP 5.12	K/602/3074	Develop provision for family support	Knowledge/ Skills	5	5	33	
CCLD OP 5.13	M/602/2380	Lead support for disabled children and young people and their carers	Knowledge/ Skills	6	8	57	
LD OP 503	H/601/7354	Lead active support	Knowledge/ Skills	5	5	35	
LD OP 504	K/601/7355	Active support: Lead interactive training	Knowledge/ Skills	5	4	30	
LD 509	J/601/5645	Promote access to healthcare for individuals with learning disabilities	Knowledge/ Skills	5	6	44	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
LD 510	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	Knowledge/ Skills	5	7	53	
PD OP 3.4	M/601/5817	Support families who are affected by acquired brain injury	Knowledge/ Skills	3	3	30	
PD OP 3.5	D/601/5750	Support families who have a child with a disability	Knowledge/ Skills	3	3	23	
HSC 3007	M/601/9494	Support the development of community partnerships	Knowledge/ Skills	4	5	33	
HSC 3027	K/601/7906	Support individuals to access housing and accommodation services	Knowledge/ Skills	3	4	24	
HSC 3048	T/601/9495	Support individuals at the end of life	Knowledge/ Skills	3	7	53	
HSC 3057	F/601/9029	Work with families, carers and individuals during times of crisis	Knowledge/ Skills	4	5	35	
HSC 3065	T/601/9738 Barred combination with O32	Implement the Positive Behavioural Support model	Knowledge/ Skills	4	8	61	
SS OP 3.7	H/601/3546	Support individuals to access education, training or employment	Knowledge/ Skills	4	4	31	
SS 5.2	M/601/5249	Promote awareness of sensory loss	Knowledge/ Skills	5	3	19	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
SS 5.3	H/601/5250	Support the use of assistive technology	Knowledge/ Skills	5	4	31	
SS 5.4	K/601/5251	Explore models of disability	Knowledge/ Skills	5	5	32	
SS 5.5	M/601/5252	Support individuals with sensory loss with communication	Knowledge/ Skills	5	5	37	
SS 5.6	T/601/5253	Support individuals with multiple conditions and/or disabilities	Knowledge/ Skills	5	5	34	
EYMP5	T/600/9789	Support children's speech, language and communication	Knowledge/ Skills	3	4	30	
CYPOP 17	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	Knowledge	4	5	40	
ADV 305	F/502/3295 Barred combination with Advo 306, 307, 308, 309, 310	Independent Mental Capacity Advocacy	Knowledge/ Skills	4	12	35	
ADV 306	J/502/3296 Barred combination with ADV 305, 307, 308, 309, 310	Independent Mental Health Advocacy	Knowledge/ Skills	4	7	35	

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Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
ADV 307	L/502/3297 Barred combination with ADV 305, 306, 308, 309, 310	Providing Independent Advocacy Management	Skills	4	11	35	
ADV 308	R/502/3298 Barred combination with ADV 305, 306, 307, 309, 310	Providing Independent Advocacy to Adults	Skills	4	5	35	
ADV 309	Y/502/3299 Barred combination with ADV 305, 306, 307, 308, 310	Independent Advocacy with Children and Young People	Skills	4	7	35	
ADV 310	F/502/3300 Barred combination with ADV 305, 306, 307, 308, 309	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	Knowledge/ Skills	4	5	35	
ASM1	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Skills	3	4	24	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
ASM4	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Skills	3	4	24	
LM 507	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	Knowledge	5	6	50	
LM 501	T/504/2197	Professional practice in health and social care for adults or children and young people	Knowledge/ Skills	5	6	43	
LM 502	A/504/2198	Develop, maintain and use records and reports	Knowledge/ Skills	4	3	23	
HSC 3067	T/504/2202	Support individuals to stay safe from harm or abuse	Knowledge/ Skills	3	4	27	
HSC 3068	F/504/2204	Provide support to children or young people who have experienced harm or abuse	Knowledge/ Skills	4	6	45	
HSC 3069	J/504/2205	Provide support to adults who have experienced harm or abuse	Knowledge/ Skills	4	5	39	
IC 501	Y/504/2208	Lead and manage infection prevention and control within the work setting	Knowledge/ Skills	5	6	38	
DEM 501	D/504/2212	Lead and manage practice in dementia care	Knowledge/ Skills	5	6	41	
LM 503	H/504/2213	Lead practice which supports individuals to take positive risks	Knowledge/ Skills	5	4	30	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSC 3070	T/504/2216	Assess the needs of carers and families	Knowledge/ Skills	3	4	28	
LM 504	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Skills	5	3	22	
LM 508	J/504/2219	Appraise staff performance	Knowledge/ Skills	5	5	32	
LM 509	R/504/2224	Support people who are providing homes to individuals	Skills	4	6	40	
LM 510	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	Knowledge/ Skills	5	6	40	
LM 505	J/504/2236	Manage business redesign in health and social care or children or young people's services	Knowledge/ Skills	5	5	30	
HSC 3073	Y/504/2239	Provide information about health and social care or children and young people's services	Skills	3	3	20	
HSC 3072	D/504/2243	Understand the factors affecting older people	Knowledge	3	2	17	
EOL 304	M/503/8133	Support the spiritual well-being of individuals	Knowledge/ Skills	3	3	26	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
EOL 306	F/503/8685 Barred combination with EOL 307	Support individuals during the last days of life	Knowledge/ Skills	4	5	33	
EOL 501	T/503/8134	Lead and manage end of life care services	Knowledge/ Skills	5	7	45	
EOL 502	L/503/8138	Lead a service that supports individuals through significant life events	Skills	5	4	31	

Explanation of terms used at Level 5:

(not all verbs are used in this qualification)

Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to, eg adhere to a strict code of practice.
Analyse	Break the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Apply (standards)	Explain how existing knowledge, practices, standards etc can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail, looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way, showing depth and understanding.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
Collaborate (L7)	Work jointly with.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.
Develop	Identify, build and extend a topic, plan or idea.

Distinguish between	Discuss identified differences between more than one item, product, object or activity.
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able.
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary which serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Monitor	Maintain regular surveillance.
Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.

Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.
Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of, and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Summarise	Select the main ideas, argument or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.
Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify three aspects to ensure validity.
Work in partnership	Work in association with two or more persons (this may include stakeholders, service users and/or carers.

Section 3: Units

This section includes assessment tasks for Tutors' convenience. They are not mandatory.

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

SHC 51: Use and develop systems that promote communication

Unit reference	F/602/2335	Level	5
Credit value	3	GLH	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.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.			
1. Be able to address the range of communication requirements in own role.	1.1. Review the range of groups and individuals whose communication needs must be addressed in own job role.		
	1.2. Explain how to support effective communication within own job role.		
	1.3. Analyse the barriers and challenges to communication within own job role.		
	1.4. Implement a strategy to overcome communication barriers.		
	1.5. Use different **means of communication** to meet different needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to improve communication systems and practices that support positive outcomes for individuals.	2.1. Monitor the effectiveness of communication systems and practices.		
	2.2. Evaluate the effectiveness of existing communication systems and practices.		
	2.3. Propose improvements to communication systems and practices to address any shortcomings.		
	2.4. Lead the implementation of revised communication systems and practices.		
3. Be able to improve communication systems to support **partnership working**.	3.1. Use communication systems to promote partnership working.		
	3.2. Compare the effectiveness of different communications systems for partnership working.		
	3.3. Propose improvements to communication systems for partnership working.		
4. Be able to use systems for effective information management.	4.1. Explain legal and ethical tensions between maintaining confidentiality and sharing information.		
	4.2. Analyse the essential features of information sharing agreements within and between organisations.		
	4.3. Demonstrate use of information management systems that meet legal and ethical requirements.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: SHC 51
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	LMCS E1 HSC 41
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Means of communication** may include: - verbal - non-verbal - sign - pictorial - written - electronic - assisted - personal - organisational - formal - informal - public (information/promotional). **Partnership Working**: Working effectively together with people, professionals, agencies and organisations to enhance the well-being of people and support positive and improved outcomes.

Assessment task – SHC 51 Use and develop systems that promote communication

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

SHC 52: Promote professional development

Unit reference	L/602/2578	Level	4
Credit value	4	GLH	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.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.			
1. Understand principles of professional development.	1.1. Explain the importance of continually improving knowledge and practice.		
	1.2. Analyse potential barriers to professional development.		
	1.3. Compare the use of different **sources and systems of support** for professional development.		
	1.4. Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to prioritise goals and targets for own professional development.	2.1. Evaluate own knowledge and performance against **standards and benchmarks**.		
	2.2. Prioritise development goals and targets to meet expected standards.		
3. Be able to prepare a professional development plan.	3.1. Select learning opportunities to meet development objectives and reflect personal learning style.		
	3.2. Produce a plan for own professional development, using an appropriate source of support.		
	3.3. Establish a process to evaluate the effectiveness of the plan.		
4. Be able to improve performance through reflective practice.	4.1. Compare models of reflective practice.		
	4.2. Explain the importance of reflective practice to improve performance.		
	4.3. Use reflective practice and feedback from others to improve performance.		
	4.4. Evaluate how practice has been improved through: • reflection on best practice • reflection on failures and mistakes.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: SHC 52
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	This unit links with the following NOS: HSC 43 LMCS A1 D3 CCLD 429 LDSS/GCU6.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Sources and systems of support** may include: - formal support - informal support - supervision - appraisal - mentoring - within the organisation - beyond the organisation. **Standards and benchmarks** may include: - codes of practice - regulations - minimum/ essential standards - national occupational standards.

Assessment task – SHC 52 Promote professional development

As a manager in Health and Social Care you know that the ability to reflect on your own practice is an essential skill. You have decided to prepare a set of guidance notes on the principles of professional development for your staff team which:

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- explains the importance of continually improving knowledge and practice
- analyses potential barriers to professional development
- compares the use of different sources and systems of support for professional development
- explains factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.

SHC 53: Champion equality, diversity and inclusion

Unit reference	Y/602/3183	Level	5
Credit value	4	GLH	34
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required for 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.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.			
1. Understand diversity, equality and inclusion in own area of responsibility.	1.1. Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility.		
	1.2. Analyse the potential effects of barriers to equality and inclusion in own area of responsibility.		
	1.3. Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.		
2. Be able to champion diversity, equality and inclusion.	2.1. Promote equality, diversity and inclusion in policy and practice.		
	2.2. Challenge discrimination and exclusion in policy and practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
3. Understand how to develop systems and processes that promote diversity, equality and inclusion.	3.1. Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion.		
	3.2. Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility.		
	3.3. Propose improvements to address gaps or shortfalls in systems and processes.		
4. Be able to manage the risks presented when balancing individual rights and professional duty of care.	4.1. Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.		
	4.2. Explain the principle of informed choice.		
	4.3. Explain how issues of individual capacity may affect informed choice.		
	4.4. Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: SHC 53
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	LMCS, B1, HSC 45, LDSS/GCU 5, LDSS 408
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 4 must be assessed in the work setting.

Assessment task – SHC 53 Champion equality, diversity and inclusion

As a manager in Health and Social Care you are part of a peer group involved in providing continual professional development for the group's members. You have been tasked with leading an informed discussion on championing equality, diversity and inclusion. Prepare notes for this discussion which:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explain models of practice that underpin equality, diversity and inclusion in own area of responsibility
- analyse the potential effects of barriers to equality and inclusion in own area of responsibility
- analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.

Task 2 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion
- evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
- propose improvements to address gaps or shortfalls in systems and processes.

M1: 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	K/602/3172	**Level**	5
Credit value	5	**GLH**	33
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required for health and safety and risk management, including the development of policies, procedures and practices in health and social care or children and young people's settings.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent Assessor.			
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health and social care or children and young people's settings.	1.1. Explain the legislative framework for health, safety and risk management in the work setting.		
	1.2. Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.		
2. Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings.	2.1. Demonstrate compliance with health, safety and risk management procedures.		
	2.2. Support **others** to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with.		
	2.4. Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements.		
3. Be able to lead the implementation of policies, procedures and practices to manage risk to **individuals** and others in health and social care or children and young people's settings.	3.1. Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others.		
	3.2. Work with individuals and others to assess potential risks and hazards.		
	3.3. Work with individuals and others to manage potential risks and hazards.		
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings.	4.1. Work with individuals to balance the management of risk with individual rights and the views of others.		
	4.2. Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking.		
	4.3. Evaluate own practice in promoting a balanced approach to risk management.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Analyse how helping others to understand the balance between risk and rights improves practice.		
5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings.	5.1. Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others.		
	5.2. Evaluate the health, safety and risk management policies, procedures and practices within the work setting.		
	5.3. Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting.		
	5.4. Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: M1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** may include: • self • workers/ practitioners • carers • significant others • visitors to the work setting • inspectors/ regulators. An **individual** is someone accessing care or support.

Assessment task – M1 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings

As a manager in Health and Social Care you have been asked to give a presentation to all similar facilities in your organisation on health and safety and risk management. The notes you make to inform your presentation will:

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

- explain the legislative framework for health, safety and risk management in the work setting
- analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.

M2c: Work in partnership in health and social care or children and young people's settings

Unit reference	A/602/3189	Level	4
Credit value	4	GLH	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.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.			
1. 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.		
2. Be able to establish and maintain working relationships with colleagues.	2.1. Explain own role and responsibilities in working with colleagues.		
	2.2. Develop and agree common objectives when working with colleagues.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Evaluate own working relationship with colleagues.		
	2.4. Deal constructively with any conflict that may arise with colleagues.		
3. Be able to establish and maintain working relationships with other professionals.	3.1. Explain own role and responsibilities in working with other professionals.		
	3.2. Develop procedures for effective working relationships with other professionals.		
	3.3. Agree common objectives when working with other professionals within the boundaries of own role and responsibilities.		
	3.4. Evaluate procedures for working with other professionals.		
	3.5. Deal constructively with any conflict that may arise with other professionals.		
4. Be able to work in partnership with others.	4.1. Analyse the importance of working in partnership with others.		
	4.2. Develop procedures for effective working relationships with others.		
	4.3. Agree common objectives when working with others within the boundaries of own role and responsibilities.		
	4.4. Evaluate procedures for working with others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Deal constructively with any conflict that may arise with others.		

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: Date:

Assessor sign off of completed unit: M2c I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	LMCS B1, HSC 41, CCLD 405, 406
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Other professionals** may include: • workers from other agencies or organisations • advocates • independent visitors. **Others** may include: • individuals • children and young people • families • carers • friends of the individual • advocates.

Assessment task – M2c Work in partnership in health and social care or children and young people's settings

As a new manager working within Health and Social Care in a multi-disciplinary team you have been tasked with preparing a discussion paper for your first supervision with your line manager, about implementing and promoting effective partnership working, which:

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- identifies the features of effective partnership working
- explains the importance of partnership working with:
  - o colleagues
  - o other professionals
  - o others
- analyses how partnership working delivers better outcomes
- explains how to overcome barriers to partnership working.

OP 5.25: Undertake a research project within services for health and social care or children and young people

Unit reference	J/602/3499	Level	5
Credit value	10	GLH	80
Unit aim	The purpose of this unit is to assess the learners' knowledge and understanding in skills required to undertake a research project within services for health and social care or children or young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 3 and 4 must be assessed by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Be able to justify a topic for research within services for health and social care or children and young people.	1.1. Identify the area for the research project.		
	1.2. Develop the **aims and objectives** of the research project.		
	1.3. Explain **ethical considerations** that apply to the area of the research project.		
	1.4. Complete a literature review of chosen area of research.		
2. Understand how the components of research are used.	2.1. Critically compare different types of research.		
	2.2. Evaluate a range of methods that can be used to collect data.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Identify a range of tools that can be used to analyse data.		
	2.4. Explain the importance of validity and reliability of data used within research.		
3. Be able to conduct a research project within services for health and social care or children and young people.	3.1. Identify sources of support whilst conducting a research project.		
	3.2. Formulate a detailed plan for a research project.		
	3.3. Select research methods for the project.		
	3.4. Develop research questions to be used within project.		
	3.5. Conduct the research using identified research methods.		
	3.6. Record and collate data.		
4. Be able to analyse research findings.	4.1. Use data analysis methods to analyse the data.		
	4.2. Draw conclusions from findings.		
	4.3. Reflect how own research findings substantiate initial literature review.		
	4.4. Make recommendations related to area of research.		
	4.5. Identify potential uses for the research findings within practice.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: OP 5.25
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 420 Undertake a research project
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 1, 3 and 4 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Aims and objectives** – the reasons, understanding and methods for conducting the research project. **Ethical considerations** – confidentiality, sensitivity of data, seeking agreements with participants.

Assessment task - OP 5.25: Undertake a research project within services for health and social care or children and young people

Task links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

As a manager you will be aware of the importance of developing knowledge and understanding in order to improve organisational practice. You have been tasked with undertaking a research project within your service. You are meeting with your line manager to discuss your proposal. In preparation for the meeting prepare a research brief to justify your chosen methodology. The research brief must contribute to the justification of the selected methodology by:

- critically comparing different types of research
- evaluating a range of methods that can be used to collect data
- identifying a range of tools that can be used to analyse data
- explaining the importance of validity and reliability of data used within research.

M3: Manage health and social care practice to ensure positive outcomes for individuals

Unit reference	M/602/2850	Level	5
Credit value	5	GLH	35
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the process of planning and achieving positive outcomes that underpin the personalisation agenda. This unit covers a range of the key areas of practice that support the implementation of personalisation. The unit also explores the role of the manager/senior worker in providing a supportive environment for individuals to achieve positive outcomes.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent Assessor.			
1. Understand the theory and principles that underpin outcome based practice.	1.1. Explain 'outcome based practice'.		
	1.2. Critically review **approaches to outcome based practice**.		
	1.3. Analyse the effect of legislation and policy on outcome based practice.		
	1.4. Explain how outcome based practice can result in positive changes in individuals' lives.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well-being.	2.1. Explain the psychological basis for well-being.		
	2.2. Promote a culture among the workforce of considering all aspects of individuals' well-being in day to day practice.		
	2.3. Review the extent to which systems and processes promote individual well-being.		
3. Be able to lead practice that promotes individuals' health.	3.1. Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision.		
	3.2. Use **appropriate methods** to meet the health needs of individuals.		
	3.3. Implement practice and protocols for involving appropriate professional health care expertise for individuals.		
	3.4. Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs.		
4. Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve.	4.1. Explain the necessary steps in order for individuals to have choice and control over decisions.		
	4.2. Manage resources so that individuals can achieve positive outcomes.		
	4.3. Monitor and evaluate progress towards the achievement of		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	outcomes.		
	4.4. Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes.		
	4.5. Implement systems and processes for recording the identification, progress and achievement of outcomes.		
5. Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes.	5.1. Analyse the importance of effective working relationships with carers, families and significant others for the achievement of positive outcomes.		
	5.2. Implement systems, procedures and practices that engage carers, families and significant others.		
	5.3. Use **appropriate approaches to address conflicts and dilemmas** that may arise between individuals, staff and carers, families and significant others.		
	5.4. Explain how legislation and regulation influence working relationships with carers, families and significant others.		
	5.5. Implement safe and confidential recording systems and processes to provide effective information sharing and recording.		

Additional information about the unit:	
Relationship to occupational standards	LMCS B2, B3, B4
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Approaches to outcome based practice** may include: • results based accountability • outcomes management • outcomes into practice • logic model. **Appropriate methods** may include: • agreed therapeutic/development activities • regular health checks • administering prescribed medication/treatment • promoting/supporting healthy lifestyle choices. **Appropriate approaches to address conflicts and dilemmas** may include: • one to one discussion • group discussion • using contracts • providing information to inform choices • mentoring for conflict resolution.

Assessment task – M3 Manage health and social care practice to ensure positive outcomes for individuals

As a manager of a Health and Social Care facility that is going to implement personalisation for individuals who use the service, you have decided to produce a resource pack for the individuals who use your service and your staff team which:

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- explains 'outcome based practice'
- critically reviews approaches to outcome based practice
- analyses the effect of legislation and policy on outcome based practice
- explains how outcome based practice can result in positive changes in individuals' lives.

P1: Safeguarding and protection of vulnerable adults

Unit reference	R/602/2856	Level	5
Credit value	5	GLH	37
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.			
1. Understand the legislation, regulations and policies that underpin the protection of vulnerable adults.	1.1. Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults.		
	1.2. Evaluate the impact of **policy developments** on approaches to safeguarding vulnerable adults in own service setting.		
	1.3. Explain the legislative framework for safeguarding vulnerable adults.		
	1.4. Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain the protocols and referral procedures when harm or abuse is alleged or suspected.		
2. Be able to lead service provision that protects vulnerable adults.	2.1. Promote service provision that supports vulnerable adults to assess risks and make informed choices		
	2.2. Provide information to others on: • indicators of abuse • measures that can be taken to avoid abuse taking place • steps that need to be taken in the case of suspected or alleged abuse.		
	2.3. Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse.		
	2.4. Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring.		
	2.5. Provide feedback to others on practice that supports the protection of vulnerable adults.		
3. Be able to manage inter-agency, joint or integrated working in order to protect	3.1. Follow **agreed protocols** for working in partnership with other organisations.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
vulnerable adults.	3.2. Review the effectiveness of systems and procedures for working in partnership with other organisations.		
4. Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults.	4.1. Support the participation of vulnerable adults in a review of systems and procedures.		
	4.2. Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting.		
	4.3. Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults.		
	4.4. Recommend proposals for improvements in systems and procedures in own service setting.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: P1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 45, 430
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles Learning outcomes 2, 3 and 4 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Policy developments** may include: • Our Health, Our Care, Our Say • Putting People First • No Secrets • In Safe Hands • Vetting and Barring Scheme/ Independent Safeguarding Authority • Local Safeguarding Adults Boards. **Agreed protocols** may include: • boundaries • areas of responsibility • information sharing • limits of authority • decision making • recording information.

Assessment task – P1 Safeguarding and protection of vulnerable adults

As a manager in a Health and Social Care organisation that is working in partnership with vulnerable adults, you have decided to produce an information pack for your staff's continual professional development which:

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- analyses the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults
- evaluates the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting
- explains the legislative framework for safeguarding vulnerable adults
- evaluates how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults
- explains the protocols and referral procedures when harm or abuse is alleged or suspected.

P5: Understand safeguarding of children and young people (for those working in the adult sector)

Unit reference	Y/602/2860	**Level**	3
Credit value	1	**GLH**	10
Unit aim	The purpose of this unit is to assess the learner's knowledge required to understand the safeguarding of children and young people. These workers do not work directly with children, but need to know how to recognise and respond to abuse and/or neglect should they come across it in the course of their work with adults.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

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

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: P5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 305, LDSS 1, HSC 34
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Assessment task – P5 Understand safeguarding of children and young people (for those working in the adult sector)

As a manager in a Health and Social Care organisation providing services for adults, you have decided to create an information pack for understanding safeguarding of children and young people for new and existing staff, including bank and agency staff, which:

Task 1 links to learning outcome 1, assessment criteria 1.1.

- explains the policies, procedures and practices for safe working with children and young people

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- describes the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- describes the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- explains the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged.

HSCM1: Lead person-centred practice

Unit reference	D/602/2844	Level	5
Credit value	4	GLH	29
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to work as a manager or senior practitioner in a wide range of settings. It covers the promotion and implementation of person-centred practice.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.			
1. Understand the theory and principles that underpin person-centred practice.	1.1. Explain person-centred practice.		
	1.2. Critically review approaches to person-centred practice.		
	1.3. Analyse the effect of legislation and policy on person-centred practice.		
	1.4. Explain how person-centred practice informs the way in which **consent** is established with **individuals**.		
	1.5. Explain how person-centred practice can result in positive changes in individuals' lives.		
2. Be able to lead a person-centred practice.	2.1. Support **others** to work with individuals to establish their history, preferences, wishes and needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Support others to implement person-centred practice.		
	2.3. Support others to work with individuals to review approaches to meet individuals' needs and preferences.		
	2.4. Support others to work with individuals to adapt approaches in response to individuals' emerging needs or preferences.		
3. Be able to lead the implementation of **active participation** of individuals.	3.1. Evaluate how active participation enhances the wellbeing and quality of life of individuals.		
	3.2. Implement systems and processes that promote active participation.		
	3.3. Support the use of risk assessments to promote active participation in all aspects of the lives of individuals.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: HSCM1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 414, HSC 416 and LMCS B5.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 3 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent. **Others** may include: • family members • friends • advocates • paid workers • other professionals • carers. An **individual** is someone accessing care or support. **Active participation** is a way of working that recognises an individual's right to participate in the activities and

	relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Assessment task – HSCM1 Lead person-centred practice

As a manager in Health and Social Care you have been tasked with writing a short paper on person-centred practice for the new Director of Social Services which:

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- explains person-centred practice
- critically reviews approaches to person-centred practice
- analyses the effect of legislation and policy on person-centred practice
- explains how person-centred practice informs the way in which consent is established with individuals
- explains how person-centred practice can result in positive changes in individuals' lives.

LM1c: Lead and manage a team within a health and social care or children and young people's setting

Unit reference	H/602/3171	Level	6
Credit value	7	GLH	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.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent Assessor.			
1. Understand the features of effective team performance within a health and social care or children and young people's setting.	1.1. Explain the features of effective team performance.		
	1.2. Identify the challenges experienced by developing teams.		
	1.3. Identify the challenges experienced by established teams.		
	1.4. Explain how challenges to effective team performance can be overcome.		
	1.5. Analyse how different management styles may influence outcomes of team performance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Analyse methods of developing and maintaining: • trust • accountability.		
	1.7. Compare methods of addressing conflict within a team.		
2. Be able to support a positive culture within the team for a health and social care or children and young people's setting.	2.1. Identify the components of a positive culture within own team.		
	2.2. Demonstrate how own practice supports a positive culture in the team.		
	2.3. Use systems and processes to support a positive culture in the team.		
	2.4. Encourage creative and innovative ways of working within the team.		
3. Be able to support a shared vision within the team for a health and social care or children and young people's setting.	3.1. Identify the factors that influence the vision and strategic direction of the team.		
	3.2. Communicate the vision and strategic direction to team members.		
	3.3. Work with **others** to promote a shared vision within the team.		
	3.4. Evaluate how the vision and strategic direction of the team influences team practice.		
4. Be able to develop a plan with	4.1. Identify team objectives.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
team members to meet agreed objectives for a health and social care or children and young people's setting.	4.2. Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives.		
	4.3. Facilitate team members to actively participate in the planning process.		
	4.4. Encourage sharing of skills and knowledge between team members.		
	4.5. Agree roles and responsibilities with team members.		
5. Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting.	5.1. Set personal work objectives with team members based on agreed objectives.		
	5.2. Work with team members to identify opportunities for development and growth.		
	5.3. Provide advice and support to team members to make the most of identified development opportunities.		
	5.4. Use a solution focused approach to support team members to address identified challenges.		
6. Be able to manage team performance in a health and social care or children and young people's setting.	6.1. Monitor and evaluate progress towards agreed objectives.		
	6.2. Provide feedback on performance to: • the individual • the team.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: LM1c
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	LMCS A1, B1 CCLD 413, 425
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** may include: - workers/ practitioners - carers - significant others - other professionals - people who use services.

Assessment task – LM1c Lead and manage a team within a health and social care or children and young people's setting

As a manager working within Health and Social Care you have a new staff member joining your established team. You need to plan an information session for all your staff which:

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7.

- explains the features of effective team performance
- identifies the challenges experienced by developing teams
- identifies the challenges experienced by established teams
- explains how challenges to effective team performance can be overcome
- analyses how different management styles may influence outcomes of team performance
- analyses methods of developing and maintaining:
    o trust
    o accountability
- compares methods of addressing conflict within a team.

LM2c: Develop professional supervision practice in health and social care or children and young people's work settings

Unit reference	M/602/3187	**Level**	5
Credit value	5	**GLH**	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.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent Assessor.			
1. Understand the purpose of professional supervision in health and social care or children and young people's work settings.	1.1. Analyse the principles, scope and purpose of professional supervision.		
	1.2. Outline theories and models of professional supervision.		
	1.3. Explain how the requirements of legislation, codes of practice and **agreed ways of working** influence professional supervision.		
	1.4. Explain how findings from research, critical reviews and inquiries can be used within professional supervision.		
	1.5. Explain how professional supervision can protect the: • **individual** • supervisor • supervisee.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings.	2.1. Explain the performance management cycle.		
	2.2. Analyse how professional supervision supports performance.		
	2.3. Analyse how performance indicators can be used to measure practice.		
3. Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings.	3.1. Explain factors which result in a power imbalance in professional supervision.		
	3.2. Explain how to address power imbalance in own supervision practice.		
	3.3. Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process.		
	3.4. Agree with supervisee the frequency and location of professional supervision.		
	3.5. Agree with supervisee sources of evidence that can be used to inform professional supervision.		
	3.6. Agree with supervisee actions to be taken in preparation for professional supervision.		
4. Be able to provide professional supervision in health and social care or children and young people's work settings.	4.1. Support supervisees to reflect on their practice.		
	4.2. Provide positive feedback about the achievements of the supervisee.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Provide constructive feedback that can be used to improve performance.		
	4.4. Support supervisees to identify their own development needs.		
	4.5. Review and revise professional supervision targets to meet the identified objectives of the work setting.		
	4.6. Support supervisees to explore different methods of addressing challenging situations.		
	4.7. Record agreed supervision decisions.		
5. Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings.	5.1. Give examples from own practice of managing conflict situations within professional supervision.		
	5.2. Reflect on own practice in managing conflict situations experienced during professional supervision process.		
6. Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings.	6.1. Gather feedback from supervisee/s on own approach to supervision process.		
	6.2. Adapt approaches to own professional supervision in light of feedback from supervisees and others.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: LM2c
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	LMCS A1, B1, HSC 41, 43, 45 CCLD 328, 427
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Agreed ways of working** will include policies and procedures where these exist. An **individual** is someone accessing care or support.

Assessment task – LM2c Develop professional supervision practice in health and social care or children and young people's work settings

The Health and Social Care organisation that you work for, as a manager, has developed a new supervision policy. You have been tasked with informing your staff team about the changes to supervision and performance management before the new policy is implemented.

Prepare notes for an information session to your staff team which:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- analyse the principles, scope and purpose of professional supervision
- outline theories and models of professional supervision
- explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision
- explain how findings from research, critical reviews and inquiries can be used within professional supervision
- explain how professional supervision can protect the:
  - o individual
  - o supervisor
  - o supervisee

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- explain the performance management cycle
- analyse how professional supervision supports performance.
- analyse how performance indicators can be used to measure practice.

SS 5.1: Assess the individual in a health and social care setting

Unit reference	J/601/5242	Level	5
Credit value	6	GLH	41
Unit aim	The purpose of this unit is to provide the knowledge and skills needed to understand and implement different forms of assessment in the context of partnership working		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in real work settings by a vocationally competent Assessor.			
1. Understand assessment processes.	1.1. Compare and contrast the range and purpose of different forms of assessment.		
	1.2. Explain how partnership work can positively support assessment processes.		
2. Be able to lead and contribute to assessments.	2.1. Initiate early assessment of the individual.		
	2.2. Support the active participation of the individual in shaping the assessment process.		
	2.3. Undertake assessments within the boundaries of own role.		
	2.4. Make recommendations to support referral processes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to manage the outcomes of assessments.	3.1. Develop a care or support plan in collaboration with the individual that meets their needs.		
	3.2. Implement interventions that contribute to positive outcomes for the individual.		
4. Be able to promote **others**' understanding of the role of assessment.	4.1. Develop others' understanding of the functions of a range of assessment tools.		
	4.2. Develop others' understanding that assessment may have a positive and/or negative impact on an individual and their families.		
	4.3. Develop others' understanding of their contribution to the assessment process.		
5. Review and evaluate the effectiveness of assessment.	5.1. Review the assessment process based on feedback from the individual and/or others.		
	5.2. Evaluate the outcomes of assessment based on feedback from the individual and/or others.		
	5.3. Develop an action plan to address the findings.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: SS 5.1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	Sensory Services 1, 2, 3, 4, 6, 11
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** could include: • other professionals • carers/ family members • advocates • colleagues.

Assessment task – SS 5.1 Assess the individual in a health and social care setting

As a manager in Health and Social Care which is involved in the development of a new community facility you have been tasked with presenting a short paper on the assessment process to the stakeholders which:

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

- compares and contrasts the range and purpose of different forms of assessment
- explains how partnership work can positively support assessment processes.

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor - by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* - when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence - may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an Assessor to observe the learner's performance.

** **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in *"Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance"*.

The Centre needs to ensure that individuals undertaking Assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles/ NCFE CACHE Assessment Strategy

Knowledge learning outcomes
- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/ Skills learning outcomes
- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**.

Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.