Qualification Specification: optional units

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

QN: 601/4312/5

NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (601/4312/5)

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Summary of changes

This document summarises the changes to this optional units document since the last version (Version 7.1 June 2022). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v7.1	June 2022	Removal of mention of the withdrawn adult pathways from the optional unit index – leaving only the 2 live children and young people's pathways.
v8.0	August 2022	Removal of the following 3 units: • Providing independent advocacy to adults (R/502/3298) • Provide support to adults who have experienced harm or abuse (J/504/2205) • Understand the factors affecting older people (D/504/2243) Amended terminology of serious case reviews to child safeguarding practice reviews and safeguarding adults review which affects unit: R/602/2338 AC 1.3.

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Section 1: Overview and index

Overview

This document is an extension of the qualification specifications for the NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (90 credits), and contains the optional units for the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (90 credits).

Generic information covered in the NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (90 credits) Qualification Specifications is not repeated in this document.

Tasks have not been provided for units in Option Groups I and J; however, tasks for these units will be available upon request.

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, it is a skills unit or contains a mix of knowledge and skills.

Optional Unit Index

Group (H) Optional – Management units

(C) Children and Young People's Management - Learners must take a minimum of 12 credits from this group
(D) Children and Young People's Advanced Practice - Free choice from this group

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
O1	J/602/2336	Develop procedures and practice to respond to concerns and complaints	Knowledge/ Skills	5	6	40	18	
O16	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	Knowledge/ Skills	4	3	26	23	
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	27	
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	32	
O35	T/602/2574	Manage induction in health and social care or children and young people's settings	Knowledge/ Skills	4	3	21	37	
O40	F/602/2612	Facilitate change in health and social care or children and young people's setting	Knowledge/ Skills	5	6	42	43	
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	48	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
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	53	
O43	R/602/2758	Manage quality in health and social care or children and young people's setting	Knowledge/ Skills	5	5	36	57	
B1	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	Skills	5	6	25	61	
E8	K/600/9711	Manage physical resources	Knowledge/ Skills	4	3	25	64	

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

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
☆	M2a	T/602/3188	Understand partnership working	Knowledge	4	1	7	70	
☆	LM1a	D/602/3170	Understand how to manage a team	Knowledge	4	3	20	75	
☆	LM2a	H/602/3185	Understanding professional supervision practice	Knowledge	4	3	22	78	
☆	DEM 301	J/601/3538	Understand the process and experience of dementia	Knowledge	3	3	22	78	
☆	PD OP 3.1	J/601/6150	Understand physical disability	Knowledge	3	3	22	81	
☆	PD OP 3.3	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	Knowledge	3	3	28	86	
☆	SS MU 3.1	M/601/3467	Understand sensory loss	Knowledge	3	3	21	91	
☆	LD Op 307	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3	21	94	
☆	EOL 307	J/503/8137 Barred combination with EOL 306	Understand how to support individuals during last days of life	Knowledge	3	3	28	98	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
EOL 303	A/503/8135	Understand Advance Care planning	Knowledge	3	3	25	103	
EOL 308	F/5038704	End of life and dementia care	Knowledge	3	2	20	108	

Group J – Options

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
O3	L/602/2337	Manage domiciliary services	Knowledge/ Skills	5	6	39	111	
O4	F/602/2853	Lead the management of transitions	Knowledge/ Skills	5	4	29	115	
O32	K/602/2572 Barred combination with HSC 3065	Lead positive behavioural support	Knowledge/ Skills	7	10	75	118	
CCLD OP 5.12	K/602/3074	Develop provision for family support	Knowledge/ Skills	5	5	33	126	
CCLD OP 5.13	M/602/2380	Lead support for disabled children and young people and their carers	Knowledge/ Skills	6	8	57	129	
LD Op 503	H/601/7354	Lead active support	Knowledge/ Skills	5	5	35	133	
LD Op 504	K/601/7355	Active support: lead interactive training	Knowledge/ Skills	5	4	30	136	
LD 509	J/601/5645	Promote access to healthcare for individuals with learning disabilities	Knowledge/ Skills	5	6	44	139	
LD 510	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	Knowledge/ Skills	5	7	53	144	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
PD OP 3.4	M/601/5817	Support families who are affected by Acquired Brain Injury	Knowledge/ Skills	3	3	30	149	
PD OP 3.5	D/601/5750	Support families who have a child with a disability	Knowledge/ Skills	3	3	23	153	
HSC 3007	M/601/9494	Support the development of community partnerships	Knowledge/ Skills	4	5	33	157	
HSC 3027	K/601/7906	Support individuals to access housing and accommodation services	Knowledge/ Skills	3	4	24	161	
HSC 3048	T/601/9495	Support individuals at the end of life	Knowledge/ Skills	3	7	53	165	
HSC 3057	F/601/9029	Work with families, carers and individuals during times of crisis	Knowledge/ Skills	4	5	35	172	
HSC 3065	T/601/9738 Barred combination with O32	Implement the Positive Behavioural Support model	Knowledge/ Skills	4	8	61	176	
SS Op 3.7	H/601/3546	Support individuals to access education, training or employment	Knowledge/ Skills	4	4	31	186	
SS 5.2	M/601/5249	Promote awareness of sensory loss	Knowledge/ Skills	5	3	19	190	
SS 5.3	H/601/5250	Support the use of assistive technology	Knowledge/ Skills	5	4	31	193	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
SS 5.4	K/601/5251	Explore models of disability	Knowledge/ Skills	5	5	32	196	
SS 5.5	M/601/5252	Support individuals with sensory loss with communication	Knowledge/ Skills	5	5	37	199	
SS 5.6	T/601/5253	Support individuals with multiple conditions and/or disabilities	Knowledge/ Skills	5	5	34	202	
EYMP 5	T/600/9789	Support children's speech, language and communication	Knowledge/ Skills	3	4	30	205	
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	210	
ADV 305	F/502/3295 Barred combination with ADV 306, 307, 309, 310	Independent Mental Capacity Advocacy	Knowledge/ Skills	4	12	35	214	
ADV 306	J/502/3296 Barred combination with ADV 305, 307, 309, 310	Independent Mental Health Advocacy	Knowledge/ Skills	4	7	35	222	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
ADV 307	L/502/3297 Barred combination with ADV 305, 306, 309, 310	Providing Independent Advocacy Management	Skills	4	11	35	228	
ADV 309	Y/502/3299 Barred combination with ADV 305, 306, 307, 310	Independent Advocacy with Children and Young People	Skills	4	7	35	234	
ADV 310	F/502/3300 Barred combination with ADV 305, 306, 307, 309	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	Knowledge/ Skills	4	5	35	241	
ASM1	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Skills	3	4	24	246	
ASM4	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Skills	3	4	24	249	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
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	253	
LM 501	T/504/2197	Professional practice in health and social care for adults or children and young people	Knowledge/ Skills	5	6	43	256	
LM 502	A/504/2198	Develop, maintain and use records and reports	Knowledge/ Skills	4	3	23	259	
HSC 3067	T/504/2202	Support individuals to stay safe from harm or abuse	Knowledge/ Skills	3	4	27	262	
HSC 3068	F/504/2204	Provide support to children or young people who have experienced harm or abuse	Knowledge/ Skills	4	6	45	267	
IC 501	Y/504/2208	Lead and manage infection prevention and control within the work setting	Knowledge/ Skills	5	6	38	273	
DEM 501	D/504/2212	Lead and manage practice in dementia care	Knowledge/ Skills	5	6	41	279	
LM 503	H/504/2213	Lead practice which supports individuals to take positive risks	Knowledge/ Skills	5	4	30	283	
HSC 3070	T/504/2216	Assess the needs of carers and families	Knowledge/ Skills	3	4	28	288	
LM 504	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Skills	5	3	22	292	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
LM 508	J/504/2219	Appraise staff performance	Knowledge/ Skills	5	5	32	296	
LM 509	R/504/2224	Support people who are providing homes to individuals	Skills	4	6	40	301	
LM 510	M/504/2232	Manage disciplinary processes in health and social care or children and young people's	Knowledge/ Skills	5	6	40	305	
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	310	
HSC 3073	Y/504/2239	Provide information about health and social care or children and young people's services	Skills	3	3	20	314	
EOL 304	M/503/8133	Support the spiritual well-being of individuals	Knowledge/ Skills	3	3	26	319	
EOL 306	F/503/8685 Barred combination with EOL 307	Support individuals during the last days of life	Knowledge/ Skills	4	5	33	324	
EOL 501	T/503/8134	Lead and manage end of life care services	Knowledge/ Skills	5	7	45	328	
EOL 502	L/503/8138	Lead a service that supports individuals through significant life events	Skills	5	4	31	334	

Section 2: 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.

O1: Develop procedures and practice to respond to concerns and complaints

Unit reference	J/602/2336	Level	5
Credit value	6	GLH	40
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop, implement and review procedures and practices to address concerns and complaints. It covers the relevant regulatory requirements, codes of practice and relevant guidance, and analyses the impact of these on service provision.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints.	1.1. Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work.		
	1.2. Analyse how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work.		
2. Be able to develop procedures to address concerns and complaints.	2.1. Explain why individuals might be reluctant to raise concerns and make complaints.		
	2.2. Outline steps that can be taken to encourage individuals to raise concerns or complaints.		

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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. Work with **others** in the development of procedures to address concerns and complaints.		
	2.4. Ensure information on how to raise concerns and make complaints is available in accessible formats.		
	2.5. Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance.		
3. Be able to lead the implementation of procedures and practice for addressing concerns and complaints.	3.1. Promote a person-centred approach to addressing concerns and complaints.		
	3.2. Ensure that others are informed about the procedure for raising concerns or making complaints.		
	3.3. Use supervision to support workers to recognise and address concerns and complaints.		
	3.4. Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed time frames.		
4. Be able to review the procedures and practices for addressing concerns and complaints.	4.1. Monitor the use of systems for addressing concerns and complaints.		
	4.2. Evaluate the effectiveness of systems for addressing concerns and complaints.		

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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. Involve others in the review of procedures and practices for addressing concerns and complaints.		
	4.4. Show how own management practice has provided a culture where the organisation can learn from concerns and complaints.		
	4.5. Demonstrate how recommendations from concern and complaint investigations have been used to improve the quality of service.		

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: O1
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.

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Additional information about the unit:	
Relationship to occupational standards	LMCS E9
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF 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	**Others** may include: • workers/practitioners • carers • significant others • other professionals • people who use services.

Assessment task – O1 Develop procedures and practice to respond to concerns and complaints

As a manager in Health and Social Care you are reviewing your concerns and complaints procedures. As part of this review you have to write a briefing note for your line manager which:

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

- identifies the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work
- analyses how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work.

O16: Recruitment and selection within health and social care or children and young people's settings

Unit reference	R/602/2338	Level	4
Credit value	3	GLH	26
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to recruit and select in health and social care or children's and young people's settings.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the recruitment and selection processes in health and social care or children and young people's settings.	1.1. Explain the impact on selection and recruitment processes, in own setting, of: • legislative requirements • regulatory requirements • professional codes • agreed ways of working.		
	1.2. Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection.		
	1.3. Analyse how Child Safeguarding Practice Reviews and Safeguarding Adults Reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	adults, children and young people.		
2. Be able to contribute to the **recruitment process** in health and social care or children's and young people's settings.	2.1. Review job descriptions and person specifications to meet work setting objectives.		
	2.2. Work with **others** to establish the criteria that will be used in the recruitment and selection process.		
	2.3. Work with others to establish the methods that will be used in the recruitment and selection process.		
	2.4. Involve **individuals** in the recruitment process.		
3. Be able to participate in the selection process in health and social care or children's and young people's settings.	3.1. Use agreed methods to assess candidates.		
	3.2. Use agreed criteria to select candidates.		
	3.3. Communicate the outcome of the selection process according to the policies and procedures of own setting.		
4. Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings.	4.1. Evaluate the recruitment and selection methods and criteria used in own setting.		
	4.2. Recommend changes for improvement to recruitment and selection processes in own setting.		

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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: O16
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 A3, HSC 444, CCLD 333, MSC D3, D4, D5
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF 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	**Others** may include: • human resource personnel • workers/practitioners • carers • significant others. **Individual** is someone accessing care or support. **Recruitment process** can include consultation or practical involvement in the process.

Assessment task – O16 Recruitment and selection within health and social care or children and young people's settings

As a manager in Health and Social Care you are in the process of recruiting and selecting additional staff for your team. In order to clarify the selection process you are preparing a checklist with a rationale for each point included on the list which:

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

- explains the impact on selection and recruitment processes, in own setting, of:
    o legislative requirements
    o regulatory requirements
    o professional codes
    o agreed ways of working

- explains circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection
- analyses how child safeguarding practice reviews and safeguarding adults reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people.

O20c: Facilitate the development of effective group practice in health and social care or children and young people's settings

Unit reference	Y/602/2339	Level	5
Credit value	6	GLH	42
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand how groups develop and function in health and social care or children and young people's work settings.	1.1. Analyse the impact of theories and models on group work practice.		
	1.2. Explain how to form and maintain a cohesive and effective group.		
	1.3. Explain how different facilitation styles may influence: • group dynamics • lifecycle of the group • group outcomes • development of roles within the group.		
	1.4. Explain why it is important to be clear about the purpose and desired outcomes for the group.		

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. Analyse the importance of participant engagement in achieving group outcomes.		
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings.	2.1. Evaluate methods that may be utilised in facilitating groups.		
	2.2. Prepare an environment that is conducive to the functioning of the group.		
	2.3. Work with a group/s to agree acceptable group and individual behaviour.		
	2.4. Work with a group to negotiate and agree tasks, desired outcomes and ways of working.		
3. Be able to facilitate a group in health and social care or children and young people's work settings.	3.1. Use a range of methods to accommodate different learning styles within the group.		
	3.2. Provide a group experience where participants are engaged and stimulated.		
	3.3. Intervene effectively in a group session to improve the learning process.		
4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings.	4.1. Demonstrate inclusive practice when facilitating groups.		
	4.2. Support consensus and manage **conflict** within a group.		
	4.3. Explain how to challenge excluding or discriminatory behaviour.		

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. Demonstrate how to manage diverse group behaviours.		
	4.5. Explain when to refer issues and areas of concern.		
5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings.	5.1. Work with a group to agree monitoring and review processes.		
	5.2. Implement systems and processes to monitor and review the progress of a group.		
	5.3. Assess the effectiveness of a group in relation to identified outcomes.		
	5.4. Reflect on strengths and areas for development in own practice of facilitating groups.		

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: O20c
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	AG27 HSC 429 LDSS 418
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF 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	**Conflict** may include: • negative comments • disagreements • discrimination • power imbalance • threats • body language • non-compliance.

Assessment task – O20c Facilitate the development of effective group practice in health and social care or children and young people's settings

As a manager in Health and Social Care you have recently had a new member of staff join your team. This has affected the dynamics of the team and you have decided to inform staff, at a team meeting, about how groups develop and function effectively. Prepare notes for this meeting which:

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

- analyse the impact of theories and models on group work practice
- explain how to form and maintain a cohesive and effective group
- explain how different facilitation styles may influence:
  - group dynamics
  - lifecycle of the group
  - group outcomes
  - development of roles within the group
- explain why it is important to be clear about the purpose and desired outcomes for the group
- analyse the importance of participant engagement in achieving group outcomes.

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O30c: Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

Unit reference	L/602/2547	Level	5
Credit value	6	GLH	43
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care or children and young people's settings. It includes the ability to understand the benefits of coaching and mentoring and to plan, implement and evaluate the impact of coaching and mentoring in the work setting.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings.	1.1. Analyse the differences between coaching and mentoring.		
	1.2. Explain circumstances when coaching would be an appropriate method of supporting learning at work.		
	1.3. Explain circumstances when mentoring would be an appropriate method of supporting learning at work.		
	1.4. Explain how coaching and mentoring complement other methods of supporting learning.		

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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. Analyse how coaching and mentoring at work can promote the business objectives of the work setting.		
	1.6. Evaluate the management implications of supporting coaching and mentoring in the work setting.		
	1.7. Explain how coaching and mentoring in the work setting can contribute to a learning culture.		
	1.8. Explain the importance of meeting the learning needs of coaches and mentors.		
2. Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings.	2.1. Promote the benefits of coaching and mentoring in the work setting.		
	2.2. Support practitioners to identify learning needs where it would be appropriate to use coaching.		
	2.3. Support practitioners to identify learning needs where it would be appropriate to use mentoring.		
	2.4. Explain the different types of information, advice and guidance that can support learning in the work setting.		
	2.5. Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting.		

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

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: O30c
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	ENTO CM20; CCLD 429
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development QCF 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	Different information sources may include: - strategic/business plans - new legislation/regulation - supervision agreements/professional development plans - availability and expertise of coaches and mentors in the work setting - service users who have different needs.

Assessment task – O30c Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

Your organisation is considering introducing coaching and mentoring to your work place. You have been tasked with producing a paper for all your peer group managers which:

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.

- analyses the differences between coaching and mentoring
- explains circumstances when coaching would be an appropriate method of supporting learning at work
- explains circumstances when mentoring would be an appropriate method of supporting learning at work
- explains how coaching and mentoring complement other methods of supporting learning
- analyses how coaching and mentoring at work can promote the business objectives of the work setting
- evaluates the management implications of supporting coaching and mentoring in the work setting
- explains how coaching and mentoring in the work setting can contribute to a learning culture
- explains the importance of meeting the learning needs of coaches and mentors.

O35: Manage induction in health and social care or children and young people's settings

Unit reference	T/602/2574	Level	4
Credit value	3	GLH	21
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills for managing induction in health and social care or children and young people's settings.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the purpose of induction for health and social care or children and young people's settings.	1.1. Explain why induction is important for **practitioners**, **individuals** and organisations.		
	1.2. Identify information and support materials that are available to promote effective induction.		
	1.3. Explain the link between induction processes, qualifications and progression routes in the sector.		
	1.4. Analyse the role of the induction process in supporting others to understand the values, principles and **agreed ways of working** within a work setting.		
	1.5. Analyse the role of induction in safeguarding individuals and others within a work setting.		

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 manage the induction process in health, social care and children and young people's work settings.	2.1. Explain the **factors** that influence induction processes for practitioners.		
	2.2. Develop an induction programme in agreement with others.		
	2.3. Manage the induction process for practitioners.		
3. Be able to support the implementation of induction processes in health, social care and children and young people's work settings.	3.1. Identify different methods that can be used to support the induction process for practitioners.		
	3.2. Support **others** involved in the induction of practitioners.		
	3.3. Obtain feedback from others on practitioner's achievement of identified induction requirements.		
	3.4. Support practitioners to reflect on their learning and achievement of induction requirements.		
	3.5. Provide feedback to practitioners on achievement of induction requirements.		
	3.6. Support personal development planning for a practitioner on completion of induction.		
4. Be able to evaluate the induction process in health and social care or children and young people's settings.	4.1. Explain the importance of continuous organisational improvement in the provision of induction.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Obtain feedback on the induction process from practitioners.		
	4.3. Obtain feedback on the induction process from others in the work setting.		
	4.4. Use feedback to identify areas for improvement within the induction process.		
5. Be able to implement improvements to the induction process in health and social care or children and young people's settings.	5.1. Work with others to identify improvements within the induction process.		
	5.2. Work with others to implement changes required to address areas for improvement within the induction process.		

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: O35
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.

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Additional information about the unit:	
Relationship to occupational standards	HSC 444 LMC A1 A3
Additional unit assessment requirements	Unit must be assessed in accordance with Skills for Care and Development's QCF 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	**Practitioners** could include: • new recruits • existing employees who have taken on additional responsibilities • existing employees who have taken on a new role • temporary or agency workers • workers transferring from another setting • students on placement • volunteers. **Individuals** are those accessing care or services. **Agreed ways of working** will include policies and procedures where these exist. **Factors** that influence could include: • job descriptions • levels of responsibility • previous experience • qualification status • availability of others • organisational culture • organisational requirements • individual needs. **Others** may include: • workers/practitioners • carers • significant others

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	• individuals who access services • line managers • other professionals.

Assessment task – O35 Manage induction in health and social care or children and young people's settings

As a manager in Health and Social Care responsible for setting up a new unit you need to develop an induction pack for your new staff team which:

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

- explains why induction is important for practitioners, individuals and organisations
- identifies information and support materials that are available to promote effective induction
- explains the link between induction processes, qualifications and progression routes in the sector
- analyses the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting
- analyses the role of induction in safeguarding individuals and others within a work setting.

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O40: Facilitate change in health and social care or children and young people's settings

Unit reference	F/602/2612	Level	5
Credit value	6	GLH	42
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in health and social care or children and young people's settings.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the principles of change management in health and social care or children and young people's settings.	1.1. Analyse factors that drive change.		
	1.2. Describe underpinning theories of change management.		
	1.3. Describe approaches, tools and techniques that support the change process.		
	1.4. Explain the importance of effective change management for service provision.		
2. Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings.	2.1. Promote the benefits of change.		
	2.2. Analyse challenges that may arise during the process of change.		

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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. Enable others to express views about proposed change.		
	2.4. Agree with others the changes that need to be made.		
3. Be able to develop an approved change management plan in health and social care or children and young people's settings.	3.1. Analyse the impact of a proposed change to the service provision.		
	3.2. Produce a change management plan that takes account of the identified impact.		
	3.3. Establish criteria against which the plan can be evaluated.		
	3.4. Secure any approvals required for the change management plan.		
4. Be able to gain support for a proposed change in health and social care or children and young people's settings.	4.1. Ensure own actions serve as a positive role model when introducing change.		
	4.2. Identify others who can promote the vision for change.		
	4.3. Use strategies that address resistance to change.		
	4.4. Implement a communication strategy to support others to understand a proposed change.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to implement approved change management plans in health and social care or children and young people's settings.	5.1. Agree roles and responsibilities for implementing change management plan.		
	5.2. Support others to carry out their agreed roles in a change management plan.		
	5.3. Adapt a change management plan to address issues as they arise.		
	5.4. Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change.		
6. Be able to evaluate the change management process in health and social care or children and young people's settings.	6.1. Agree systems to monitor the effectiveness of the change management plan.		
	6.2. Work with others to review the change management plan against identified criteria.		
	6.3. Evaluate outcomes of the change for individuals.		

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: O40
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	LMC A2 MSC C5
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

Assessment task – O40 Facilitate change in health and social care or children and young people's settings

Your organisation is scheduled for a major change in order to develop a more effective quality service. As a manager you have been tasked with preparing your staff team for the changes involved. Produce a written information sheet for staff to read before they attend a briefing session which:

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

- analyses factors that drive change
- describes underpinning theories of change management
- describes approaches, tools and techniques that support the change process
- explains the importance of effective change management for service provision.

O41: Manage an inter-professional team in a health and social care or children and young people's setting

Unit reference	L/602/2743	Level	6
Credit value	7	GLH	48
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills to manage an inter-professional team 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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the principles of inter-professional working within health and social care or children and young people's settings.	1.1. Analyse how inter-professional working promotes positive outcomes for individuals.		
	1.2. Analyse the complexities of working in inter-professional teams.		
	1.3. Explain how inter-professional teamwork is influenced by: • legislative frameworks • regulation • government initiatives • professional codes of practice or professional standards • service objectives.		

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 manage service objectives through the inter-professional team in health and social care or children and young people's setting.	2.1. Work with others to identify how team objectives contribute to service objectives.		
	2.2. Establish plans to meet service objectives.		
	2.3. Allocate roles and responsibilities to meet service objectives.		
3. Be able to promote inter-professional team working in health and social care or children and young people's settings.	3.1. Establish governance arrangements within inter-professional working arrangements to include: • accountability • lines of communication • professional supervision • continuing professional development.		
	3.2. Establish protocols within inter-professional working arrangements to include: • confidentiality and information sharing • record keeping • resources • concerns and complaints.		
	3.3. Identify supports available to enhance inter-professional working.		
	3.4. Support others to understand distinctive roles within the team.		
	3.5. Facilitate communication within the inter-professional team.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Work with the team to resolve dilemmas that may arise.		
4. Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting.	4.1. Ensure that plans for individuals are based on a formal assessment.		
	4.2. Work with the team to identify the lead practitioners for the implementation of individuals' plans.		
	4.3. Agree roles and responsibilities of all those involved in implementing plans.		
	4.4. Ensure that information pertinent to the implementation of plans is exchanged between those involved.		
	4.5. Develop processes for the review of individuals' plans.		
5. Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting.	5.1. Work with others to monitor the effectiveness of the inter-professional team against service objectives.		
	5.2. Work with others to identify: • areas of best practice • areas for improvement.		
	5.3. Work with others to develop an action plan to improve inter-professional team work.		

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: O41
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	LMC D3 CCLD 423
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work environment.

Assessment task – O41 Manage an inter-professional team in a health and social care or children and young people's setting

As a manager in Health and Social Care who is responsible for managing an inter-professional team you have been tasked with giving a presentation to a diverse group of stakeholders which will include individuals using the service, parents/carers/family members, staff, other relevant organisations and purchasers and commissioners.

Your briefing notes for the presentation will:

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

- analyse how inter-professional working promotes positive outcomes for individuals
- analyse the complexities of working in inter-professional teams
- explain how inter-professional teamwork is influenced by:
  o legislative frameworks
  o regulation
  o government initiatives
  o professional codes of practice or professional standards
  o service objectives.

O42: Manage finance within own area of responsibility in health and social care or children and young people's setting

Unit reference:	T/602/2753	Level	4
Credit value	4	GLH	31
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in a health and social care or children and young people's setting.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand financial management in own work setting.	1.1. Explain the importance of effective financial management systems within own work setting.		
	1.2. Outline sources of funding that are used to construct the budget for own work setting.		
	1.3. Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting.		
2. Be able to plan budget requirement for own area of responsibility.	2.1. Work with others to calculate the financial resources required to meet objectives within own area of responsibility.		

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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. Communicate budget requirements within remit of role and responsibility to inform overall budget build.		
	2.3. Analyse the impact of an insufficient budget on service delivery.		
	2.4. Work with others to prioritise budget allocation in own area of responsibility.		
3. Be able to manage a budget.	3.1. Explain the financial management systems that are available to monitor budget for own area of responsibility.		
	3.2. Agree roles and responsibilities of others in recording financial expenditure.		
	3.3. Calculate planned expenditure over the financial period.		
	3.4. Monitor actual spend against planned expenditure.		
	3.5. Analyse variances between planned and actual expenditure.		
	3.6. Implement corrective action to address any variances.		
	3.7. Make revisions to the budget to take account of variances and new developments.		
4. Be able to evaluate financial expenditure within own area of responsibility.	4.1. Review actual expenditure against planned expenditure within financial period.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Report findings from budget reviews.		
	4.3. Make recommendations for adjustments for budget planning and management.		

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: O42
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	LMC E8 CCLD 4424 MSC E1 MSC E2d
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

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Assessment task – O42 Manage finance within own area of responsibility in health and social care or children and young people's setting

As a manager in Health and Social Care you have been tasked with writing a report for your senior manager which shows your understanding of financial management for your own work setting, which:

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

- explains the importance of effective financial management systems within own work setting
- outlines sources of funding that are used to construct the budget for own work setting
- outlines the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting.

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O43: Manage quality in health and social care or children and young people's setting

Unit reference	R/602/2758	Level	5
Credit value	5	GLH	36
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting.		

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 and 3 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. Understand the context of quality assurance in a health and social care or children and young people's setting.	1.1. Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting.		
	1.2. Analyse how quality standards influence positive outcomes for individuals.		
	1.3. Evaluate a range of methods that can be used to measure the achievement of quality standards.		
2. Be able to implement quality standards in a health and social care or children and young people's setting.	2.1. Work with team members and others to: • agree quality standards for the service • select indicators to measure agreed standards • identify controls to support the achievement of agreed standards.		

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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. Develop systems and processes to measure achievement of quality standards.		
	2.3. Support team members to carry out their roles in implementing quality controls.		
	2.4. Explain how quality assurance standards relate to performance management.		
3. Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting.	3.1. Support team members to carry out their roles in monitoring quality indicators.		
	3.2. Use selected indicators to evaluate the achievement of quality standards.		
	3.3. Work with others to identify: • areas of best practice • areas for improvement.		
	3.4. Work with others to develop an action plan to improve quality of service.		

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: O43
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	LMC E3 LMC A5 CCLD 427 MSC F13 HSC436
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF assessment principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

Assessment task – O43 Manage quality in health and social care or children and young people's setting

In today's work environment managing the quality of service delivery is one of the major responsibilities of managers in Health and Social Care.

As a manager you have been tasked by the Senior Management Team to write a paper on managing quality assurance systems in the work setting which:

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

- analyses how legislative and regulatory frameworks inform quality standards that apply to the work setting
- analyses how quality standards influence positive outcomes for individuals
- evaluates a range of methods that can be used to measure the achievement of quality standards.

B1: Develop and evaluate operational plans for own area of responsibility

Unit reference	Y/600/9588	Level	5
Credit value	6	GLH	25
Unit aim	This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.		

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 and 3 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 align objectives of own area of responsibility with those of own organisation.	1.1. Identify operational objectives within own area of responsibility.		
	1.2. Analyse objectives of own area of responsibility in relation to those of own organisation.		
2. Be able to implement operational plans in own area of responsibility.	2.1. Assess risks associated with operational plans and include contingency arrangements.		
	2.2. Identify support from relevant stakeholders.		
	2.3. Implement operational plan within own area of responsibility.		

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 monitor and evaluate operational plans in own area of responsibility.	3.1. Monitor procedures within the operational plan.		
	3.2. Evaluate operational plans and implement any necessary actions.		

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: B1
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	MSC B1 Develop and implement operational plans for your area of responsibility
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in the work setting.

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Assessment task – B1 Develop and evaluate operational plans for own area of responsibility

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

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E8: Manage physical resources

Unit reference	K/600/9711	Level	4
Credit value	3	GLH	25
Unit aim	This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the importance of sustainability when using physical resources.	1.1. Explain the importance of using sustainable resources.		
	1.2. Explain the potential impact of resource use on the environment.		
	1.3. Explain how to use resources effectively and efficiently.		
	1.4. Describe actions one can take to minimise any adverse environmental impact of using physical resources.		
2. Be able to identify resource requirements for own area of responsibility.	2.1. Consult with colleagues to identify their planned activities and corresponding resource needs.		
	2.2. Evaluate past resource use to inform expected future demand.		

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 resource requirements for own area of responsibility.		
3. Be able to obtain required resources for own area of responsibility.	3.1. Submit a business case to procure required resources.		
	3.2. Review and agree required resources with relevant individuals.		
	3.3. Explain an organisation's processes for procuring agreed resources.		
4. Be able to monitor and review the quality and usage of resources in own area of responsibility.	4.1. Monitor the quality of resources against required specifications.		
	4.2. Identify differences between actual and planned use of resources and take corrective action.		
	4.3. Analyse the effectiveness and efficiency of resource use in own area of responsibility.		
	4.4. Make recommendations to improve the effectiveness and efficiency of resource use.		

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

Learner signature: Date:

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Assessor sign off of completed unit: E8
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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</table>

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	MSC E8 Manage physical resources
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF 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	Management Standards Centre – MSC Assessment Strategy for Management and Leadership Scottish Vocational Qualifications (SVQs) and National Vocational Qualifications and Units The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership. 1. Achieving External Quality Control of Assessment The following measures are proposed in terms of achieving external quality control of assessment: • application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks. • the existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership • standardisation activities/exercises across centres (Assessors and internal verifiers) and external verifiers.

Guidance for developing assessment arrangements for the unit:	
	2. Assessment through Performance in the Workplace
	The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc.), witness testimony, discussion and questioning etc.
	3. Assessment by Simulation
	Simulation is not allowed.
	4. Requirements for Assessors and Verifiers
	Assessors and Verifiers must demonstrate that they:
	• have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
	• keep themselves up-to-date with developments in management and leadership practice
	• have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.
	In addition Assessors and Verifiers must have:
	• an accredited Assessor and/or verifier qualification, or
	• a related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verifications, or
	• evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications.

Assessment task – E8 Manage physical resources

As a manager in Health and Social Care you are now in receipt of a devolved budget and you have to take responsibility for identifying, obtaining, managing and reviewing the use of physical resources. To cascade information regarding this to your staff team you are going to give a briefing session to them during the next team meeting. Your briefing notes for this meeting will:

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

- explain the importance of using sustainable resources
- explain the potential impact of resource use on the environment
- explain how to use resources effectively and efficiently
- describe actions one can take to minimise any adverse environmental impact of using physical resources.

M2a: Understand partnership working

Unit reference	T/602/3188	Level	4
Credit value	1	GLH	7
Unit aim	The purpose of this unit is to assess the learner's knowledge required to understand 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
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.		

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

Learner signature: Date:

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Assessor sign off of completed unit: M2a
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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</table>

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 QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** may include: • individuals • children and young people • families • carers • friends of the individual • advocates.

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LM1a: Understand how to manage a team

Unit reference	D/602/3170	Level	4
Credit value	3	**GLH**	20
Unit aim	The purpose of this unit is to assess the learner's knowledge and understanding necessary to support and enable team development.		

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 attributes of effective team performance.	1.1. Define the key features of effective team performance.		
	1.2. Compare the **models** used to link individual roles and development with team performance.		
2. Know how to support team development.	2.1. Analyse the stages of team development.		
	2.2. Identify barriers to success and how these can be overcome.		
	2.3. Analyse the effect group norms may have on team development.		
	2.4. Differentiate between beneficial conflict and destructive conflict in teams.		
	2.5. Evaluate methods of dealing with conflict within a team.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Compare methods of developing and establishing trust and accountability within a team.		
3. Know how to promote shared purpose within a team.	3.1. Evaluate ways of promoting a shared vision within a team.		
	3.2. Review **approaches** that encourage sharing of skills and knowledge between team members.		
4. Know how to promote a 'no-blame culture' within a team.	4.1. Define the meaning of a 'no blame culture'.		
	4.2. Evaluate the benefits of a 'no blame culture'.		
	4.3. Describe how systems and processes can be used to support a no blame culture.		
	4.4. Describe strategies for managing risks associated with a no blame culture.		
5. Understand different styles of leadership and management.	5.1. Compare different styles of leadership and management.		
	5.2. Reflect on adjustments to own leadership and management style that may be required in different circumstances.		

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

Learner signature: Date:
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</table>

Assessor sign off of completed unit: LM1a
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 QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Models** may include: • team development activities • induction into a new team. **Approaches** may include groups such as quality circles.

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LM2a: Understanding professional supervision practice

Unit reference	H/602/3185	Level	4
Credit value	3	GLH	22
Unit aim	The purpose of this unit is to assess the learner's knowledge and understanding of professional supervision practice. It could be used to support those wishing to prepare for a supervisory role or to enhance the practice of those already in such a role		

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 purpose of supervision.	1.1. Evaluate theoretical approaches to professional supervision.		
	1.2. Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision.		
2. Understand how the principles of supervision can be used to inform performance management.	2.1. Explain key principles of effective professional supervision.		

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. Analyse the importance of managing performance in relation to: • governance • safeguarding • key learning from critical reviews and inquiries.		
3. Understand how to support individuals through professional supervision.	3.1. Analyse the concept of anti-oppressive practice in professional supervision.		
	3.2. Explain methods to assist individuals to deal with challenging situations.		
	3.3. Explain how conflict may arise within professional supervision.		
	3.4. Describe how conflict can be managed within professional supervision.		
4. Understand how professional supervision supports performance.	4.1. Explain the responsibility of the supervisor in setting clear targets and performance indicators.		
	4.2. Explain the performance management cycle.		
	4.3. Compare methods that can be used to measure performance.		
	4.4. Describe the indicators of poor performance.		
	4.5. Explain how constructive feedback can be used to improve performance.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.6. Evaluate the use of performance management towards the achievement of objectives.		

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: LM2a
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
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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DEM 301: Understand the process and experience of dementia

Unit reference	J/601/3538	Level	3
Credit value	3	GLH	22
Unit aim	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.		

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 neurology of dementia.	1.1. Describe a range of causes of **dementia syndrome**.		
	1.2. Describe the types of memory impairment commonly experienced by individuals with dementia.		
	1.3. Explain the way that **individuals** process information with reference to the abilities and limitations of individuals with dementia.		
	1.4. Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.		
	1.5. Explain why the abilities and needs of an individual with dementia may fluctuate.		
2. Understand the impact of recognition and diagnosis of dementia.	2.1. Describe the impact of early diagnosis and follow up to diagnosis.		

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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. Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.		
	2.3. Explain the process of reporting possible signs of dementia within agreed ways of working.		
	2.4. Describe the possible impact of receiving a diagnosis of dementia on: • the individual • their family and friends.		
3. Understand how dementia care must be underpinned by a person-centred approach.	3.1. Compare a person-centred and a non-person-centred approach to dementia care.		
	3.2. Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.		
	3.3. Describe how myths and stereotypes related to dementia may affect the **individual** and their **carers**.		
	3.4. Describe ways in which individuals and carers can be supported to overcome their fears.		

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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: DEM 301
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:	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Dementia syndrome**: Dementia caused by a combination of conditions, sometimes called a mixed dementia. An **individual** is someone requiring care or support. **Carers** e.g.: • partner • family • friends • neighbours.

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PD OP 3.1: Understand physical disability

Unit reference	J/601/6150	Level	3
Credit value	3	GLH	22
Unit aim	This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.		

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 importance of differentiating between the individual and the disability.	1.1. Explain the importance of recognising the centrality of the **individual** rather than the disability.		
	1.2. Explain the importance of an assessment being person-centred.		
	1.3. Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only.		
2. Understand the concept of physical disability.	2.1. Define the term physical disability.		

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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. Describe the following terminology used in relation to physical disability: • congenital • acquired • neurological.		
	2.3. Compare a congenital disability with a neurological disability, including causes.		
	2.4. Explain the emotional impact of a **progressive** disability on the individual.		
	2.5. Compare the different impacts on individuals that congenital and progressive disabilities can have.		
3. Understand the impact of living with a physical disability within society.	3.1. Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability.		
	3.2. Analyse the socio-economic effects of physical disability on an individual.		
	3.3. Explain the changes that have occurred in society as a result of Disability legislation.		
	3.4. Analyse the extent of improvements for the individual as a result of Disability legislation.		
	3.5. Explain the effects of physical disability on an individual's life choices.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Explain how attitudes either promote a positive or negative perception of disability.		
4. Understand the importance of promoting inclusion and independence.	4.1. Explain the importance of independence and inclusion for individuals with physical disabilities.		
	4.2. Analyse ways that inclusion and independence can be promoted.		
	4.3. Explain the importance of the individual having control of choices and decisions.		
	4.4. Analyse the importance of positive risk-taking for the individual with physical disabilities.		
	4.5. Explain how to encourage the individual to take positive risks while maintaining safety.		
	4.6. Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes.		

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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: PD OP 3.1
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:	
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The **individual** is the person requiring care or support. **Congenital** can include: • Cerebral Palsy • Cystic Fibrosis • Spina Bifida • congenital heart conditions • muscular dystrophy • congenital hip disorder. **Acquired** disabilities can include: • arthritis • rheumatism • cardiac conditions • pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis. **Neurological** conditions can include: • Multiple Sclerosis • Parkinson's Disease • Stroke. **Progressive** can also include neurological and some congenital conditions: • Motor Neurone Disease. Life Choices: • physical health • education • housing • employment • access to cultural/leisure activities • mobility • sexuality.

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PD OP 3.3: Understand the impact of Acquired Brain Injury on individuals

Unit reference	Y/601/6167	Level	3
Credit value	3	GLH	28
Unit aim	The aim of the unit is to acquire knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.		

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 Acquired Brain Injury.	1.1. Define Acquired Brain Injury.		
	1.2. Describe possible causes of Acquired Brain Injury.		
	1.3. Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury.		
	1.4. Describe brain injuries that are: • mild • moderate • severe.		
2. Understand the impact on individuals of Acquired Brain Injury.	2.1. Discuss initial effects of Acquired Brain Injury on the **individual**.		

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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. Explain the long term effects of Acquired Brain Injury to include: • physical • functional • cognitive • behavioural effects.		
	2.3. Explain the **concepts of loss** in relation to Acquired Brain Injury for individuals and carers.		
3. Understand the specialist communication needs of an individual with Acquired Brain Injury.	3.1. Define dysphasia and dysarthria.		
	3.2. Explain the effects of dysphasia and dysarthria on communication.		
	3.3. Compare the different techniques required to support an individual with dysphasia and dysarthria.		
	3.4. Evaluate different intervention strategies and assistive tools that support communication.		
4. Understand the impact that personality changes can have on an individual and those providing support.	4.1. Explain the impact of **personality changes** on the individual.		
	4.2. Explain the impact of personality changes on those caring for the individual.		
	4.3. Explain how lack of **self-awareness**/insight may affect the individual.		

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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. Explain the skills needed to support the individual and family/**carers** to come to terms with personality changes.		
5. Understand the impact of challenging behaviour.	5.1. Explain behaviours which are considered **challenging**.		
	5.2. Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour.		
	5.3. Explain **measures** that should be taken to manage the risk from challenging behaviour.		
	5.4. Explain the process for reporting and referring challenging behaviour.		

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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: PD OP 3.3
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:	
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The **individual** is the person requiring support. An advocate may need to act on behalf of an individual. **Functional** relates to the individual's ability to carry out day to day tasks, i.e. dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks. **Concepts of loss** – consider stages of grief as outlined by Elizabeth Kublar Ross and Warden. Personality changes: • irritability • disinhibited behaviour • frustration • loss of social skills • lack of self-awareness. **Self-Awareness** – ability to understand the impact of behaviour on others. Carers: • spouse/partner • child

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	• parent • sibling • friend. Challenging behaviour: • physical attack • threatening language • sexual disinhibition. **Measures** – actions required to manage risk e.g.: • policies • supervision • support from colleagues • make a risk assessment • risk management plan.

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SS MU 3.1: Understand sensory loss

Unit reference	M/601/3467	Level	3
Credit value	3	GLH	21
Unit aim	The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.		

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 factors that impact on an individual with sensory loss.	1.1. Analyse how a range of factors can impact on individuals with **sensory loss**.		
	1.2. Analyse how societal attitudes and beliefs impact on individuals with sensory loss.		
	1.3. Explore how a range of **factors**, societal attitudes and beliefs impact on service provision.		
2. Understand the importance of effective communication for individuals with sensory loss.	2.1. Explain the methods of communication used by individuals with: • sight loss • hearing loss • deafblindness.		
	2.2. Describe how the environment facilitates effective communication for people with sensory loss.		

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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 how effective communication may have a positive impact on lives on individuals with sensory loss.		
3. Understand the main causes and conditions of sensory loss.	3.1. Identify the main causes of sensory loss.		
	3.2. Define congenital sensory loss and acquired sensory loss.		
	3.3. Identify the demographic factors that influence the incidence of sensory loss in the population.		
4. Know how to recognise when an individual may be experiencing sight and/or hearing loss and actions that may be taken.	4.1. Identify the indicators and signs of: • sight loss • hearing loss • deafblindness.		
	4.2. Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status.		
	4.3. Identify sources of support for those who may be experiencing onset of sensory loss.		

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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 MU 3.1
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, 5, 6, 7, 8, 9, 11
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Sensory loss** could include: • sight loss • hearing loss • deafblindness. **Factors** could include: • communication • information • familiar layouts and routines • mobility.

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LD Op 307: Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Unit reference	A/601/6274	Level	3
Credit value	3	GLH	21
Unit aim	The unit introduces the principles of supporting individuals with a learning disability regarding sexuality and sexual health. It gives a broad summary of sexuality, sexual development and sexual health. The unit also introduces relevant legislation that relates to the development of sexuality for an individual with a learning disability.		

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 development of human sexuality.	1.1. Define the terms: sexuality, sexual health, sexual orientation, and sexual expression.		
	1.2. Explain main sexual development milestones throughout an **individual**'s lifespan.		
2. Understand how the sexual development of individuals' with a learning disability can differ.	2.1. Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability.		
	2.2. Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development.		

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 how **mental capacity** can influence sexual development, sexual experiences, sexual expression and sexual health.		
3. Understand the issues of sexual health and how these can be supported.	3.1. Explain the **key features of sexual health** and well-being and how this relates to an individual's overall health and well-being.		
	3.2. Identify sexual health issues that differently affect men and women.		
	3.3. Explain how sexual health issues can be supported within **plans for healthcare**.		
	3.4. Identify local services that exist to support sexual health for individuals.		
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities.	4.1. Explain key parts of **relevant legislation** relating to sexuality and sexual health for individuals and how this influences practice.		
5. Know how to support the sexual expression of an individual with a learning disability.	5.1. Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities.		
	5.2. Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Describe different ways an individual can express themselves sexually and how individual preferences can be supported.		
	5.4. Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences.		

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: LD Op 307
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.

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Additional information about the unit:	
Relationship to occupational standards	HSC 311, 331, 332, 356
Additional unit assessment requirements	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	An **individual** is someone requiring care or support. The principles of human rights underpin this unit. Where **mental capacity** is referred to it should be remembered that the Mental Capacity Act (2007) states that everyone should be treated as able to make their own decisions until it is shown that they are not. **Key features of sexual health** may include: contraception, hygiene, sexually transmitted infections etc. **Plans for health care** – in England this refers to/should include Health Action Plans. **Relevant legislation** – any legislation related to supporting individuals with learning disabilities with sexuality and sexual health.

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EOL 307: Understand how to support individuals during the last days of life

Unit reference	J/503/8137	Unit level	3
Credit value	3	GLH	28
Unit aim	The purpose of this unit is to assess the learner's knowledge and understanding of how to support individuals during the last days of life.		

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 common features of support during the last days of life.	1.1. Describe the common signs of approaching death.		
	1.2. Define the circumstances when life-prolonging treatment can be stopped or withheld.		
	1.3. Analyse the importance of any advance care plan in the last days of life.		
	1.4. Identify the signs that death has occurred.		
2. Understand the impact of the last days of life on the **individual** and **others**.	2.1. Describe the possible psychological aspects of the dying phase for the individual and others.		
	2.2. Explain the impact of the last days of life on the relationships between individuals and others.		
	2.3. Outline possible changing needs of the individual during the last days of life.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Know how to support individuals and others during the last days of life.	3.1. Describe a **range of ways** to enhance an individual's well-being during the last days of life.		
	3.2. Explain the importance of working in partnership with key people to support the individual's well-being during the last days of life.		
	3.3. Describe how to use an integrated care pathway according to **agreed ways of working**.		
	3.4. Define key information about the process following death that should be made available to appropriate people according to agreed ways of working.		
4. Understand the actions to be taken following an individual's death.	4.1. Explain national guidelines, local policies and procedures relating to care after death.		
	4.2. Explain the importance of being knowledgeable about an individual's wishes for their after-death care.		
	4.3. Explain the importance of acting in ways that respect the individual's wishes immediately after death.		
	4.4. Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person.		

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. Describe ways to support others immediately following the death of a close relative or friend.		
5. Know how to manage own feelings in relation to an individual's dying or death.	5.1. Define possible impact of an individual's death on own feelings.		
	5.2. Identify available support systems to manage own feelings in relation to an individual's death.		

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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: EOL 307
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:	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Agreed ways of working** include policies and procedures where these exist. **Individual** is the person receiving support or care in the work setting. **Others** may include: • partner • family • friends • neighbours • care worker • colleague • manager • Social Worker • Occupational Therapist • GP • Speech & Language Therapist • Physiotherapist • Pharmacist

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	- Nurse - Psychologist - Independent Mental Capacity Advocate - Community Psychiatric Nurse - clinical nurse specialist. **Range of ways** may include: - environmental factors - non-medical interventions - use of equipment and aids - alternative therapies
Barred unit combination	This is a barred combination with F/503/8685.

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EOL 303: Understand Advance Care planning

Unit reference	A/503/8135	Unit level	3
Credit value	3	GLH	25
Unit aim	The purpose of this unit is to assess the learner's knowledge and understanding of advance care planning.		

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 principles of **advance care planning**.	1.1. Describe the difference between a care or support plan and an Advance Care Plan.		
	1.2. Explain the purpose of advance care planning.		
	1.3. Identify the national, local and organisational agreed ways of working for advance care planning.		
	1.4. Explain the legal position of an Advance Care Plan.		
	1.5. Explain what is involved in an 'Advance Decision to Refuse Treatment'.		
	1.6. Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order.		
2. Understand the process of advance care planning.	2.1. Explain when advance care planning may be introduced.		

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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. Outline who might be involved in the advance care planning process.		
	2.3. Describe the type of information an **individual** may need to enable them to make informed decisions.		
	2.4. Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning.		
	2.5. Explain how the individual's capacity to discuss advance care planning may influence their role in the process.		
	2.6. Explain the meaning of informed consent.		
	2.7. Explain own role in the advance care planning process.		
	2.8. Identify how an Advance Care Plan can change over time.		
	2.9 Outline the principles of record keeping in advance care planning.		
	2.10. Describe circumstances when you can share details of the Advance Care Plan.		
3. Understand the person centred approach to advance care planning.	3.1. Describe the factors that an individual might consider when planning their Advance Care Plan.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Explain the importance of respecting the values and beliefs that impact on the choices of the individual.		
	3.3. Identify how the needs of **others** may need to be taken into account when planning advance care.		
	3.4. Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning.		
	3.5. Explain how an individual's care or support plan may be affected by an Advance Care Plan.		

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

Learner signature: Date:
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Assessor sign off of completed unit: EOL 303
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:
</td></tr>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Advance Care Planning** is a process of discussion between an individual and people who provide care. It specifically allows the individual to make advance decisions about their future care and may include preferred place of death, funeral arrangements, specific requests for their care as they are dying and following death. It is not the same as the more general care planning process. **Individual** is the person receiving support or care in the work setting. **Others** may include. • partner • family • friends • neighbours • care worker • colleague • manager • Social Worker • Occupational Therapist

	- GP - Speech & Language Therapist - Physiotherapist - Pharmacist - Nurse - Psychologist - Independent Mental Capacity Advocate - Community Psychiatric Nurse - clinical nurse specialists.

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EOL 308: End of life and dementia care

Unit reference	F/503/8704	Unit level	3
Credit value	2	GLH	20
Unit aim	The purpose of this unit is to assess the knowledge and understanding of end of life and dementia care.		

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 considerations for individuals with dementia at end of life.	1.1. Outline in what ways dementia can be a terminal illness.		
	1.2. Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia.		
	1.3. Explain why it is important that end of life care for an individual with dementia must be person-centred.		
	1.4. Explain why individuals with dementia need to be supported to make advance care plans as early as possible.		
2. Understand how to support individuals with dementia affected by pain and distress at end of life.	2.1. Explain why pain in individuals with dementia is often poorly recognised and undertreated.		
	2.2. Describe ways to assess whether an individual with dementia is in pain or distress.		

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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. Describe ways to support individuals with dementia to manage their pain and distress at end of life using: Medication Non medication techniques.		
3. Understand how to support carers of individuals with dementia at end of life.	3.1. Explain why carers may experience guilt and stress at the end of life of an individual with dementia.		
	3.2. Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia.		
	3.3. Describe how others caring for individuals with dementia may experience loss and grief.		
	3.4. Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life.		
	3.5. Give examples of how to support carers and others to support an individual with dementia in the final stages of their life.		

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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: EOL 308
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	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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O3: Manage domiciliary services

Unit reference	L/602/2337	Level	5
Credit value	6	GLH	39
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage domiciliary care services supporting the practice of a dispersed workforce.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand factors that influence the management of domiciliary services.	1.1. Evaluate how the current legislative framework, evidence based research and organisational protocols impact on the management of domiciliary services.		
	1.2. Explain how person-centred practice influences the management of domiciliary services.		
	1.3. Analyse ethical dilemmas and conflicts experienced by managers' and practitioners' domiciliary services.		
2. Be able to manage domiciliary services.	2.1. Select and provide suitable practitioners to support individuals' needs.		
	2.2. Support practitioners' to develop awareness of their duties and responsibilities.		

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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. Support clear communication and information sharing with individuals and **others**.		
	2.4. Manage record keeping to meet legislative and regulatory requirements.		
	2.5. Explain systems that calculate and justify charges for domiciliary care.		
3. Be able to implement systems for working safely in domiciliary services.	3.1. Implement **agreed ways of working** that support individuals' and others' safety and protection.		
	3.2. Support practitioners to anticipate, manage and report risks.		
	3.3. Manage systems for risk or incident reporting, action and follow-up.		
4. Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services.	4.1. Support practitioners to place the individual's needs and preferences at the centre of their practice.		
	4.2. Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences.		
	4.3. Explain the importance of supporting practitioners to challenge systems and ways of working.		

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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. Support practitioners to develop innovative and creative approaches to their work.		
	4.5. Support practitioners to balance the needs and preferences of individuals with the potential risks.		
5. Be able to respond to day to day changes and emergencies in domiciliary services.	5.1. Explain the challenges associated with addressing day to day changes and emergencies in domiciliary services.		
	5.2. Demonstrate how day to day changes and emergencies are managed in domiciliary services.		
6. Be able to manage human resources required for domiciliary services.	6.1. Plan human resource requirements for domiciliary services.		
	6.2. Review contingency arrangements for planned or unforeseen circumstances.		
	6.3. Implement systems for supervision of a dispersed workforce.		
	6.4. Arrange for practitioners to be inducted and trained to support roles and individual needs.		
	6.5. Support practitioners to comply with agreed ways of working.		
	6.6. Explain the actions should be taken when practitioners do not comply with agreed ways of working.		

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

Learner signature: Date:

</div>

<div style="border:1px solid black">

Assessor sign off of completed unit: O3
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

</div>

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF 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: - self - workers/practitioners - carers - significant others - visitors to the work setting. **Agreed ways of working** will include policies and procedures where these exist.

O4: Lead the management of transitions

Unit reference	F/602/2853	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 support workers engaging with individuals who are experiencing transitions and changes.		

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 outcome 2 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. Understand the impact of change and transitions on the well-being of individuals.	1.1. Explain ways in which transitions and significant life events affect individuals' well-being.		
	1.2. Analyse how theories on change inform approaches to the management of transitions.		
	1.3. Explain the concept of resilience in relation to transitions and significant life events.		
	1.4. Analyse the **factors** that affect individuals' ability to manage transitions and changes.		

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

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: O4
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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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 B3
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcome 2 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	**Factors** may include: • positive/negative identity and self esteem • stable/unstable relationships and networks • secure/insecure attachments • experience of discrimination/social exclusion • experience of abuse or harm. **Others** may include: • self • workers/practitioners • carers • significant others • other professionals • people who use services. Additional support may include: • training • emotional support • support to manage tensions and dilemmas.

O32: Lead positive behavioural support

Unit reference	K/602/2572	Level	7
Credit value	10	GLH	75
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead the promotion of positive behaviour and safe responses to instances of challenging behaviour. It is aimed at those who lead services for individuals who have complex needs and behaviour which severely challenge services.		

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, 6 and 7 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. Understand the theoretical background and current policy context of **Positive Behavioural Support**.	1.1. Analyse theories underpinning Positive Behavioural Support.		
	1.2. Evaluate how current policy informs Positive Behavioural Support practice.		
2. Be able to conduct a functional analysis of an individual requiring Positive Behavioural Support.	2.1. Explain the importance of ensuring functional analysis is based on **formal assessment**.		
	2.2. Work with others to produce behavioural assessment reports.		
	2.3. Apply indirect assessment schedules and collect direct observation data.		
	2.4. **Triangulate** and analyse data collected.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Formulate and test hypotheses on the function of identified **challenging behaviours**.		
3. Be able to design and lead person-centred, **primary prevention** strategies.	3.1. Determine a set of primary prevention interventions with others to address all fast and slow behavioural triggers identified via a functional analysis of **challenging** behaviour.		
	3.2. Develop a **schedule of structured activities** and required support with others to maximise an individual's participation throughout each day.		
	3.3. Design a detailed **skill teaching** procedure with others to address an identified challenging behaviour.		
	3.4. Lead the implementation of agreed person-centred primary prevention interventions.		
	3.5. Apply tests of **social validity** to all primary interventions designed for an individual.		
4. Be able to design and lead **secondary prevention** strategies.	4.1. Identify and define with others the early warning signs of agitation for an individual.		
	4.2. Construct with others a set of secondary prevention strategies derived from the functional analysis of an individual's behaviour.		

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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. Lead the implementation of agreed person-centred secondary prevention interventions.		
	4.4. Apply tests of social validity to all secondary interventions designed for an individual.		
5. Be able to assess the appropriateness of **reactive strategy** use.	5.1. Critically compare the use of **non-aversive** and **aversive** reactive strategies.		
	5.2. Justify the use or absence of reactive strategies for an individual.		
	5.3. Identify the post-incident support needs of an individual and others to include: • immediate • intermediate • longer term.		
6. Be able to lead the implementation of a Positive Behavioural Support Plan.	6.1. Collaborate with others to produce a Positive Behavioural Support Plan for an individual to promote a helpful culture and environment which contains: • primary strategies • secondary strategies • reactive strategies.		
	6.2. Support others to understand the detail of the Positive Behavioural Support Plan.		

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

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: O32
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5, 6 and 7 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	Positive Behavioural Support: An approach to intervention from social, behavioural, educational and biomedical science that emphasizes proactive, preventative strategies to achieve reductions in challenging behaviour and improved quality of life. See Association for Positive Behavioural Support (2003). **Formal assessments** must be undertaken by those who are professionally qualified to do so. **Others** may include: • the individual • family members • paid carers • advocates • other professionals. **Behavioural Assessment Report** refers to a detailed report on an individual based on a functional analysis of their behaviour. The report should include such information as personal history and service use, health status, strengths and needs, motivational analysis, operational description of behaviours, risk factors, early indicators, slow and fast triggers, maintaining consequences and summary statements or hypotheses. **Indirect assessment schedules** refer to assessments of skills, behaviours, mental health, participation in activities and so on, usually administered by interview with carers. Examples include the Functional Assessment Interview (O'Neill et al, 1997), the Motivational Assessment Scale (Durand & Crimmins, 1988), the PAS-ADD (Moss et al, 1993), the Contextual Assessment Inventory (McAtee et al, 2004), The AAMR Adaptive Behaviour Scale (Nihira et al, 1993), the Aberrant Behaviour Checklist (Aman et al, 1995) and so on.

Direct observation data refers to information on an individual's behaviour collected through directly observing them using structured methods, such as ABC charts, Scatterplots, Momentary Time Sampling, Continuous Time Sampling, Partial Interval Recording and so on.

Triangulate refers to the drawing together of results from a variety of different sources, to assess consistency in findings.

Challenging behaviour may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive.

Primary prevention refers to strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

Contributory factors that lead to behaviour being defined as **challenging** can include competence and capacity of settings, social norms, frequency, intensity, duration and ability to communicate.

Schedule of structured activities is a detailed daily participation plan for an individual that includes scheduled and optional activities, and indicates who will provide the necessary support to maximise participation throughout the day.

Skill teaching refers to structured developmental work undertaken with an individual to teach specific skills that may reduce their challenging behaviour. It can include a full teaching plan and detailed teaching steps based on task analysis.

Social validity refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

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	Secondary prevention refers to strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident. Non-aversive and aversive reactive strategies **Reactive strategies** are ways of responding to challenging behaviours that have not been prevented. **Non aversive** strategies are designed not to be unpleasant for the individual: they avoid pain and punishment and can include physical interventions that comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions. **Aversive** strategies are punishment based. They work by causing an unpleasant experience for the individual, such as pain, discomfort, seclusion, infringement of rights, removal of possessions and so on. **Positive Monitoring** is a process that avoids managers being distanced or having a mainly administrative role, by helping them maintain close contact with service users and staff in a structured and constructive way. It specifies exactly what staff need to do, with managers giving frequent feedback on what they are doing well, identifying areas for improvement and helping them to find solutions. (See Porterfield, 1987) **Periodic Service Review** provides a way of improving and maintaining the quality of services committed to implementing PBS. It is based on positive behavioural approaches to staff management and focuses on motivating and supporting staff to improve service quality (See LaVigna, et al, 1994).

CCLD OP 5.12: Develop provision for family support

Unit reference	K/602/3074	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 to develop provision for family support.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation.	1.1. Outline the current key policies and legislative frameworks that govern the provision for family support.		
	1.2. Analyse the impact of key policies and legislative frameworks on the range of provision for family support.		
2. Be able to develop provision for family support.	2.1. Develop the aims and purpose of the provision to meet identified needs.		
	2.2. Plan how the aims and purpose of the provision will be achieved.		
	2.3. Provide detailed, factual and accessible information to others about the provision.		
3. Be able to implement provision for family support.	3.1. Work with families and others to identify the specific provision required to meet their needs.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Support workers to identify a range of interventions, tools and resources available to meet the needs of families.		
	3.3. Monitor workers practice in the provision of family support.		
	3.4. Provide constructive feedback to workers on practice in provision of family support.		
	3.5. Work with families and others to evaluate how their needs have been met by provision.		
	3.6. Ensure that information that will be shared with others is clarified with families.		
4. Be able to support others to establish positive relationships with families.	4.1. Explain the principles of establishing positive relationships with families.		
	4.2. Support workers to use a solution focussed approach to address difficulties in establishing relationships with families.		
	4.3. Support workers to share best practice in relation to establishing positive relationships with families.		

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<table>
<tr><td>Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:</td></tr>
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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: CCLD OP 5.12
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 422 Co-ordinate work with families CCLD 412 Evaluate and co-ordinate the environment for children and families
Additional unit assessment requirements	This unit needs to be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

CCLD OP 5.13: Lead support for disabled children and young people and their carers

Unit reference	M/602/2380	Level	6
Credit value	8	GLH	57
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to lead service provision that supports disabled children and young people and their carers.		

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 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. Understand how legislation and policy influences provision for disabled children and young people and their carers.	1.1. Evaluate how emergent thinking and research have influenced legislation and policy over time.		
	1.2. Evaluate how the development of legislation and policies has influenced current provision.		
2. Understand the potential impact of disability on children and young people and their carers.	2.1. Research the prevalence and cause of disabilities in children and young people.		
	2.2. Explain how disabilities may impact on children and young people.		
	2.3. Explain how disabilities experienced by children and young people may impact on carers.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain how early intervention is linked to positive outcomes for disabled children and young people and their carers.		
3. Be able to lead child and young person-centred provision.	3.1. Explain the features of child and young people centred provision.		
	3.2. Promote an ethos that focuses on the child or young person rather than the disability.		
	3.3. Lead work with children and young people to develop accessible information about service provision.		
	3.4. Lead child and young person-centred assessments that focus on strengths and abilities to identify the support required.		
	3.5. Work with **others** to plan provision that meets the identified needs of children and young people.		
	3.6. Implement provision that meets the identified needs of children and young people.		
	3.7. Evaluate with children and young people and their carers how well the service provision meets their needs.		
4. Be able to work in partnership with others to promote services for children and young people and their carers.	4.1. Analyse how specialist agencies and other professionals impact on wider opportunities for children and young people and their carers.		

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| Learning outcomes
The learner will: | Assessment criteria
The learner can: | Evidence record
e.g. page number & method | Assessor judgement achieved
Initial and date |
|---|---|---|---|
| | 4.2. Share information with others to promote the wellbeing and positive outcomes for children, young people and their carers. | | |
| | 4.3. Work in partnership with others to obtain additional support for children, young people and their carers. | | |

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: CCLD OP 5.13
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.

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Additional information about the unit:	
Relationship to occupational standards	CCLD414 Co-ordinate and support provision for disabled children and those with special educational needs.
Additional unit assessment requirements	Assessment of this unit must comply with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 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	**Others** may include: • workers/practitioners • colleagues • carers • volunteers • students • other professionals • advocates.

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LD Op 503: Lead active support

Unit reference	H/601/7354	Level	5
Credit value	5	GLH	35
Unit aim	The purpose of this unit is to provide the learner with the knowledge, understanding and skills to lead active support. It is aimed at those whose role includes managing others to deliver direct support and assistance to individuals.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand how the active support model translates values into person-centred practical action with individuals.	1.1. Evaluate the extent to which the outcomes for a range of individuals conform to contemporary person-centred values and aims using the principles of the active support model.		
	1.2. Analyse the practical changes which need to be made within a work setting to improve individuals' independence, informed choice and quality of life.		
	1.3. Explain how to lead the implementation of practical changes within a work setting to improve individuals' independence, informed choice and quality of life.		
2. Be able to use practice leadership to promote positive	2.1. Explain the principles behind practice leadership.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
interaction.	2.2. Demonstrate how others are supported to understand positive interaction.		
	2.3. Demonstrate how others are supported to develop skills to interact positively with individuals.		
	2.4. Demonstrate how others are supervised and given constructive feedback to others on their positive interaction with individuals.		
3. Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation.	3.1. Demonstrate how others are supported to develop daily plans to promote participation.		
	3.2. Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences.		
	3.3. Support others to identify and take remedial action to ensure a valued range of activities for individuals are available throughout the day, avoiding lengthy periods of disengagement.		
4. Be able to use practice leadership in supporting others to maintain individuals' quality of life.	4.1. Demonstrate how others are supported to review and revise the quality of support provided to individuals.		
	4.2. Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle.		

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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. Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and social image.		

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: LD Op 503
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	Active Support is referenced throughout the majority of the HSC NOS. Links to HSC 45, 411, 416.
Additional unit assessment requirements	Unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

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LD Op 504: Active support: lead interactive training

Unit reference	K/601/7355	Level	5
Credit value	4	GLH	30
Unit aim	The purpose of this unit is to provide the learner with the knowledge, understanding and skills to deliver interactive training. It is aimed at those whose role includes managing or training others to deliver direct support and targeted assistance to individuals.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the theoretical background to person-centred interactive training.	1.1. Explain what is meant by person-centred interactive training.		
	1.2. Clarify the key factors that make training effective in improving others performance and the service outcomes.		
	1.3. Explain how the three-stage training model can be used in interactive training.		
	1.4. Summarise the theory of positive interaction.		
	1.5. Explain the process of person-centred interactive training.		
2. Be able to plan person-centred interactive training sessions to enhance whole team performance.	2.1. Involve key others in developing the training plan, to ensure the needs of individuals are met.		

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. Develop a timetable of scheduled in situ training sessions for others working directly with individuals.		
	2.3. Explain to others the preparation required prior to person-centred interactive training.		
3. Be able to lead person-centred interactive training sessions in situ.	3.1. Clarify aims and process of person-centred interactive training sessions with others to be trained.		
	3.2. Assess the performance of others through direct observation using a structured format.		
	3.3. Demonstrate required skills and process during direct observation of others.		
4. Be able to provide support to improve the performance of others.	4.1. Give constructive feedback to others on their performance, using a structured format.		
	4.2. Demonstrate required skills and values when giving feedback to others.		
	4.3. Act as a role-model to demonstrate desired performance to others.		
	4.4. Assess when others have achieved a satisfactory level of performance.		

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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: LD Op 504
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	Active Support is referenced throughout the majority of the HSC NOS. Links to HSC 45, 411, 416.
Additional unit assessment requirements	Unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

LD 509: Promote access to healthcare for individuals with learning disabilities

Unit reference	J/601/5645	Level	5
Credit value	6	GLH	44
Unit aim	The unit is aimed at those who are leading, supervising or influencing others to support individuals with learning disabilities to access healthcare and meet their healthcare needs.		

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 5 and 6 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. Understand issues related to access to healthcare services for individuals with learning disabilities.	1.1. Explain the rights based approach to accessing healthcare services.		
	1.2. Identify inequalities in access to healthcare services in different sections of the population.		
	1.3. Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities.		
	1.4. Describe the impact of **legislation, policy or guidance** underpinning the need for healthcare services to enable access to individuals with a learning disability.		

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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. Analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment.		
2. Understand the healthcare needs that may affect individuals with learning disabilities.	2.1. Analyse trends of healthcare needs among individuals with learning disabilities.		
	2.2. Explain systematic approaches that may support better health and healthcare for individuals with a learning disability.		
	2.3. Research the difficulties in diagnosing some health conditions in individuals with a learning disability.		
3. Understand good practice in supporting people with a learning disability to access healthcare services.	3.1. Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs.		
	3.2. Evaluate different ways of working in partnership to support individuals to meet their healthcare needs.		
	3.3. Explain how to promote access to healthcare through the use of reasonable adjustments.		
	3.4. Analyse the rights of **others significant to the individual** to be involved in planning healthcare services.		
4. Understand how to support others to develop, implement, monitor and review plans for	4.1. Explain how to champion a person-centred focus to the healthcare planning process.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
healthcare.	4.2. Explain factors to consider when supporting others to develop and implement plans for healthcare.		
	4.3. Explain how to support others to monitor and review plans for healthcare.		
	4.4. Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals.		
	4.5. Explain how to support others to raise concerns and challenge healthcare services.		
5. Be able to develop processes to support others to meet the **healthcare needs** of individuals with a learning disability.	5.1. Develop a person-centred strategy to underpin work with an individual to identify and meet their healthcare needs.		
	5.2. Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability.		
	5.3. Ensure systems are used by others in meeting the healthcare needs of individual's.		
	5.4. Evaluate the impact of systems in meeting individual's healthcare needs.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare.	6.1. Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them.		
	6.2. Promote partnership working to meet the healthcare needs of individuals with learning disabilities.		
	6.3. Promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access healthcare services.		
	6.4. Ensure the appropriate involvement of others significant to the individual in planning and delivering healthcare.		

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: LD 509
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.

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Additional information about the unit:	
Relationship to occupational standards	HSC 415, 416, 417, 418, 419
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 5 and 6 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Legislation, policy or guidance** – relevant to the appropriate UK country. This may include Codes of Practice. Others significant to the individual may include: • the individual • colleagues • families or carers • friends • other professionals • members of the public • advocates. **Others** may include: • the individual • colleagues • families or carers • friends • other professionals • members of the public • advocates. **Plans for healthcare** – In England this refers to/should include Health Action Plans. **Healthcare needs** includes: medication, regular check-ups etc.

LD 510: Promote good practice in the support of individuals with autistic spectrum conditions

Unit reference	A/601/5318	Level	5
Credit value	7	GLH	53
Unit aim	This unit is aimed at learners who manage and support others to provide quality outcomes for individuals with autistic spectrum conditions. It considers issues such as communication and support strategies, partnership working and ways of supporting staff. It also addresses the complexity of theory and practice in the area of autistic spectrum conditions.		

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 and 5 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. Understand how the different and evolving theories about autism reflect the complexity of **autistic spectrum conditions**.	1.1. Analyse the defining features of autistic spectrum conditions and the impact on practice.		
	1.2. Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum.		
	1.3. Identify the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions.		
	1.4. Review historical and current perspectives on the causes of autism.		

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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 importance of a person-centred approach, focussing on the **individual** not the diagnosis.		
	1.6. Analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an autistic spectrum condition.		
2. Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions.	2.1. Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions.		
	2.2. Explain the applicability of legislation, policies and guidance to people, services or situations.		
	2.3. Explain the impact of legislation, policies and guidance on the provision of services.		
	2.4. Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change.		
3. Be able to promote good practice in the support of individuals with an autistic spectrum condition.	3.1. Enable workers to apply **different approaches**, interventions and strategies according to the individual's needs and wishes identified in their person-centred support plan.		
	3.2. Develop practice guidance to maximize consistency and stability in the environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Ensure use of structured activities to optimise individuals' learning.		
	3.4. Demonstrate ways of supporting others to minimise the **vulnerability** of individuals with autistic spectrum conditions.		
	3.5. Implement strategies which support others to apply, monitor and review positive **behaviour** support with individuals.		
	3.6. Support others to work in partnership with parents and/or other informal carers or support networks.		
	3.7. Evaluate working practices and strategies in order to maintain good practice and recommend changes.		
4. Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition.	4.1. Analyse the implications for practice of the link between behaviour and communication.		
	4.2. Develop strategies to support others to understand the link between behaviour and communication.		
	4.3. Liaise with family/carers and **relevant professionals** involved with individuals to maximise the effectiveness of communication.		

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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. Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them.		
5. Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world.	5.1. Explain the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience.		
	5.2. Develop, with appropriate professional support, a sensory management strategy.		
	5.3. Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing.		
	5.4. Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual.		

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: LD 510
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:	
Additional unit assessment requirements	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The terminology chosen to describe the Autistic Spectrum in this unit is **Autistic Spectrum Condition** (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context. An **individual** is someone requiring care or support. **Different approaches** should include multi-agency approaches. **Vulnerability** covers areas such as: being exploited or abused; violating the law without realising s/he is doing something harmful; being the victim of cyber-bullying. **Behaviour** includes non-verbal communication and behaviour that can present challenges. **Relevant professionals** can include: speech and language professionals, psychologists, specialist nurses.

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PD OP 3.4: Support families who are affected by Acquired Brain Injury

Unit reference	M/601/5817	Level	3
Credit value	3	GLH	30
Unit aim	This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers including putting them at the centre of the intervention, recognising the emotional impact of acquired brain injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.		

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 4 and 5 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. Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state.	1.1. Explain the impact on family of caring for an **individual** in a minimally responsive or vegetative state.		
	1.2. Describe how **theories of loss and grief** provide a framework for practice.		
	1.3. Describe the long term adjustments families and friends may need to make.		
2. Understand the long term effects of acquired brain injury on family.	2.1. Explain the emotional impact of acquired brain injury on families.		
	2.2. Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury.		

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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. Describe the socio-economic impact on the family of the long term effects of acquired brain injury.		
	2.4. Explain the impact on families of **personality changes** in the individual.		
	2.5. Describe changes that may occur in **relationships** as a result of acquired brain injury.		
3. Understand legislation that is relevant to carers of an individual affected by acquired brain injury.	3.1. Identify legislation and policy specific to carers.		
	3.2. Explain the key principles within legislation and policy which are applicable to carers of an individual.		
	3.3. Outline the obligations on social care organisations as a result of legislation.		
4. Be able to assess the support required by families who hold the primary caring role.	4.1. Assess with **primary carers** the support they require.		
	4.2. Agree with the primary carer a plan of support.		
	4.3. Identify support which can best be provided by others.		
	4.4. Report where there are unmet needs.		
5. Be able to work in partnership with other professionals and agencies.	5.1. Explain the role of **other professionals and agencies** working with individuals with acquired brain injury.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Work in partnership with other professionals and agencies to support families.		
	5.3. Evaluate outcomes for families of partnership working.		

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: PD OP 3.4 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:	
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The **individual** is the person with acquired brain injury. Theories of loss and grief: • Elizabeth Kublar Ross • Warden. Personality changes e.g.: • irritability

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	- disinhibited behaviour - frustration - loss of social skills - lack of self-awareness. Relationships: - spouse/partner - child - parent - sibling - friend. Primary carers: - spouse/partner - child - parent - sibling - friend. Other professionals and agencies may include: - carers organisations - Social Workers - GPs - supervisor - advocate - carers/family members - colleagues.

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PD OP 3.5: Support families who have a child with a disability

Unit reference	D/601/5750	Level	3
Credit value	3	GLH	23
Unit aim	This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the impact on a family of having a child with a disability.	1.1. Describe the emotional impact that a **diagnosis** can have on families.		
	1.2. Explain how the impact of having a child with a disability can be rewarding and/or challenging.		
	1.3. Explain the emotional experience that families may have after diagnosis, using theories of loss.		
	1.4. Explain how having a child with a disability may affect **interpersonal relationships within a family**.		
	1.5. Identify the changes that may need to be made to family life, social life, work and accommodation.		

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. Explain why it is important for family members to have opportunities to explore feelings and experiences.		
2. Be able to support families who have a child with a disability.	2.1. Establish with the family the support they require.		
	2.2. Work with the family to identify different ways that needs can be met.		
	2.3. Support family members to discuss feelings and experiences related to having a child with a disability.		
3. Be able to support families with a child with a disability to use informal networks and community resources.	3.1. Explain what informal networks and community resources there are for children with disabilities and their families.		
	3.2. Give information to a family about community resources and informal networks to enable them to make choices.		
	3.3. Support a family to use community resources and informal networks.		
4. Be able to work in partnership with **other professionals and agencies** to **support** families with a child with a disability.	4.1. Identify support and resources that a child with a disability may need.		
	4.2. Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability.		

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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 information to a family about professionals and agencies that may provide support.		
	4.4. Identify when referrals should be made to other professionals and/or agencies.		
	4.5. Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability.		
	4.6. Review the outcomes for the family of partnership working.		
	4.7. Identify and report any additional support required by the family.		

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: PD OP 3.5
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:	
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Diagnosis** e.g. a range of: • physical disabilities • learning disabilities • sensory disabilities. Interpersonal relationships within a family e.g.: • relationships with siblings • relationships between siblings and parents • relationships with grandparents. Other professionals and agencies: • teachers • educational psychologist • educational welfare • physiotherapist • occupational therapist • nurse • GP • social worker • dietician • speech and language therapist. **Support** can include: • support with personal care • support with equipment • advocacy • support with benefits • advice • housing.

HSC 3007: Support the development of community partnerships

Unit reference	M/601/9494	Level	4
Credit value	5	GLH	33
Unit aim	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the role of community partnerships.	1.1. Explain the concept of community partnerships.		
	1.2. Analyse the benefits of community partnerships.		
	1.3. Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships.		
2. Be able to identify where community partnerships could inform and support practice.	2.1. Work with **others** to identify needs that could be met through community partnerships.		
	2.2. Gather and disseminate information about existing community partnerships that may meet identified needs.		

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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. Contribute to evaluating information about existing community partnerships and identifying gaps.		
	2.4. Work with others to determine how a community partnership could fill a gap in provision.		
3. Be able to bring people together to set up community partnerships.	3.1. Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision.		
	3.2. Disseminate information about the proposed partnership to those identified.		
	3.3. Invite participation in the proposed partnership.		
4. Be able to support the setting up of community partnerships.	4.1. Gather information about good practice from partnerships with similar purposes.		
	4.2. Gather information on potential costs and sources of funding for the partnership.		
	4.3. Provide information gathered to potential members of the partnership.		
	4.4. Work with others to agree: • membership of the partnership • aims and objectives • roles and responsibilities • activities and practices.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to contribute to the running of community partnerships.	5.1. Carry out own responsibilities to support the purpose of the partnership.		
	5.2. Support the community partnership to **operate effectively**.		
	5.3. Describe ways to support the partnership when a member disengages.		
6. Be able to contribute to the review of community partnerships.	6.1. Support members of the partnership to monitor its activities.		
	6.2. Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives.		
	6.3. Contribute to evaluating the partnership.		
	6.4. Contribute to agreeing changes to the partnership's practice.		

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: HSC 3007
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	HSC3101, HSC 3102, HSC 3104
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF 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: - individuals - families and friends of individuals - colleagues within the organisation - colleagues outside the organisation. Roles and responsibilities may include: - contribution of resources - commitment of time - allocation of tasks. Operating effectively will include: - working inclusively - respecting and valuing all members - supporting members to participate - abiding by agreements - resolving conflicts.

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HSC 3027: Support individuals to access housing and accommodation services

Unit reference	K/601/7906	Level	3
Credit value	4	GLH	24
Unit aim	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand support available to access housing and accommodation services.	1.1. Identify sources of funding and benefits that are available for housing and accommodation services.		
	1.2. Analyse the range of housing and accommodation services available.		
	1.3. Explain how and where to access specialist information and advice about housing and accommodation services.		
2. Be able to work with individuals to identify housing and accommodation services that meet their needs.	2.1. Work with an **individual** to identify their accommodation requirements.		
	2.2. Work with the individual to understand the range of accommodation services that could meet their needs.		

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. Support the individual to understand requirements that may be made by housing and accommodation services.		
3. Be able to work with individuals to plan to access housing and accommodation services.	3.1. Work with the individual and others to agree a **plan** for accessing housing and accommodation services.		
	3.2. Establish with an individual which housing and accommodation services will be approached.		
4. Be able to work with individuals to access housing and accommodation services.	4.1. Support the individual to prepare to attend meetings with housing and accommodation services.		
	4.2. Work with the individual to provide accurate and complete information to express their requirements and preferences.		
	4.3. Support the individual to understand the outcome of decisions made by a housing or accommodation service.		
	4.4. Describe ways to challenge discrimination in accessing housing and accommodation services.		
5. Be able to work with housing and accommodation services to meet the needs of individuals.	5.1. Provide housing and accommodation services with information about own role and responsibilities.		
	5.2. Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to contribute to the review of housing and accommodation services for individuals.	6.1. Work with the individual and **others** to: • monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences • identify any additional support needed.		
	6.2. Consult with others about any problems and proposed solutions.		
	6.3. Record and report on the review in line with **agreed ways of working**.		

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: HSC 3027
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.

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Additional information about the unit:	
Relationship to occupational standards	HSC 349
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. |
| **Guidance for developing assessment arrangements for the unit:** | |
| Guidance for developing unit assessment arrangements – provided with the unit | An **individual** is someone requiring care or support.

A **plan** may include:
realistic and achievable goals
actions the individual will take
the level and type of support required
roles and responsibilities
timescales
how and when progress towards goals will be reviewed.

Others may include:
carers
friends and relatives
professionals
others who are important to the individual's well-being.

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

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HSC 3048: Support individuals at the end of life

Unit reference	T/601/9495	Level	3
Credit value	7	GLH	53
Unit aim	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.		

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 4, 7, 8, 9 and 10 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. Understand the requirements of **legislation and agreed ways of working** to protect the rights of individuals at the end of life.	1.1. Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care.		
	1.2. Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role.		
2. Understand factors affecting end of life care.	2.1. Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death.		
	2.2. Explain how the beliefs, religion and culture of individuals and key people influence end of life care.		

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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 why key people may have a distinctive role in an individual's end of life care.		
	2.4. Explain why support for an individual's health and well-being may not always relate to their terminal condition.		
3. Understand **advance care planning** in relation to end of life care.	3.1. Describe the benefits to an **individual** of having as much control as possible over their end of life care.		
	3.2. Explain the purpose of advance care planning in relation to end of life care.		
	3.3. Describe own role in supporting and recording decisions about advance care planning.		
	3.4. Outline ethical and legal issues that may arise in relation to advance care planning.		
4. Be able to provide support to individuals and key people during end of life care.	4.1. Support the individual and **key people** to explore their thoughts and feelings about death and dying.		
	4.2. Provide support for the individual and key people that respects their beliefs, religion and culture.		
	4.3. Demonstrate ways to help the individual feel respected and valued throughout the end of life period.		

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. Provide information to the individual and/or key people about the individual's illness and the **support** available.		
	4.5. Give examples of how an individual's well-being can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies.		
	4.6. Contribute to partnership working with key people to support the individual's well-being.		
5. Understand how to address sensitive issues in relation to end of life care.	5.1. Explain the importance of recording significant conversations during end of life care.		
	5.2. Explain factors that influence who should give significant news to an individual or key people.		
	5.3. Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care.		
	5.4. Analyse ways to address such conflicts.		
6. Understand the role of organisations and support services available to individuals and key people in	6.1. Describe the role of support organisations and specialist services that may contribute to end of life care.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
relation to end of life care.	6.2. Analyse the role and value of an advocate in relation to end of life care.		
	6.3. Explain how to establish when an advocate may be beneficial.		
	6.4. Explain why support for spiritual needs may be especially important at the end of life.		
	6.5. Describe a range of sources of support to address spiritual needs.		
7. Be able to access support for the individual or key people from the wider team.	7.1. Identify when support would best be offered by other members of the team.		
	7.2. Liaise with **other members of the team** to provide identified support for the individual or key people.		
8. Be able to support individuals through the process of dying.	8.1. Carry out own role in an individual's care.		
	8.2. Contribute to addressing any distress experienced by the individual promptly and in agreed ways.		
	8.3. Adapt support to reflect the individual's changing needs or responses.		
	8.4. Assess when an individual and key people need to be alone.		
9. Be able to take action following the death of individuals.	9.1. Explain why it is important to know about an individual's wishes for their after-death care.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	9.2. Carry out **actions** immediately following a death that respect the individual's wishes and follow **agreed ways of working**.		
	9.3. Describe ways to support key people immediately following an individual's death.		
10. Be able to manage own feelings in relation to the dying or death of individuals.	10.1. Identify ways to manage own feelings in relation to an individual's dying or death.		
	10.2. Utilise support systems to deal with own feelings in relation to an individual's dying or death.		

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: HSC 3048
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.

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Additional information about the unit:	
Relationship to occupational standards	HSC385
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Legislation and agreed ways of working** will include policies and procedures where these apply, and may relate to: - equality, diversity and discrimination - data protection, recording, reporting, confidentiality and sharing information - the making of wills and living wills - dealing with personal property of deceased people - removal of medical equipment from deceased people - visitors - safeguarding of vulnerable adults. Systems for **advance care planning** may include: - Gold Standard Framework - Preferred Priorities for Care. An **individual** is the person requiring end of life care. **Key people** may include: - family members - friends - others who are important to the well-being of the individual. **Support** organisations and specialist services may include: - nursing and care homes - specialist palliative care services

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- domiciliary, respite and day services
- funeral directors.

Other members of the team may include:

- line manager
- religious representatives
- specialist nurse
- occupational or other therapist
- social worker
- key people.

Actions may include:

- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people.

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

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HSC 3057: Work with families, carers and individuals during times of crisis

Unit reference	F/601/9029	Level	4
Credit value	5	GLH	35
Unit aim	This unit is aimed at health and social care workers working with individuals and their carers and families in times of crisis, to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis.	1.1. Describe current legislation relevant to risk assessment and risk management.		
	1.2. Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider.		
	1.3. Explain the different types of support and intervention available to individuals, carer and families in times of crisis.		
	1.4. Explain the factors that influence the kinds of support offered.		
2. Be able to develop risk management strategies when	2.1. Assess the risk of crisis situations occurring.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
working with individuals, carers and families in times of crisis.	2.2. Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy.		
	2.3. Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy.		
	2.4. Formulate a risk management strategy using risk assessments.		
	2.5. Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties.		
	2.6. Complete documentation in line with agreed ways of working.		
3. Be able to respond during times of crisis.	3.1. Evaluate the seriousness and urgency of a request for action.		
	3.2. Work with families, carers and individuals to agree the response to a crisis situation.		
	3.3. Record and communicate the agreed actions.		
	3.4. Implement agreed actions promptly in line with **agreed ways of working**.		
4. Be able to review the outcomes of requests for action during times of crisis.	4.1. Explain how to conduct a valid, reliable and comprehensive review.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Review outcomes of actions taken and decisions made.		
	4.3. Analyse the results of the review to inform future risk management strategies and actions to be taken.		

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: HSC 3057
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	HSC392 (MH13)
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Factors** include: • economic and social factors • any illnesses which the individual may have • risk assessment • restrictions which may apply under legislation. **Agreed ways of working** will include policies and procedures where these exist.

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HSC 3065: Implement the Positive Behavioural Support model

Unit reference	T/601/9738	Level	4
Credit value	8	GLH	61
Unit aim	This unit is aimed at those working with individuals who have complex needs/continuing health care/severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.		

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 4, 6, 7, 8, 9 and 10 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. Understand the context of the **Positive Behavioural Support** model.	1.1. Explain how Positive Behavioural Support has been influenced by: • Applied Behaviour Analysis (ABA) • Social Role Valorisation (SRV).		
	1.2. Summarise current legislation and policy guidance relating to Positive Behavioural Support.		
2. Understand the term '**challenging behaviour**'.	2.1. Define the term 'challenging behaviour'.		
	2.2. Explain the reasons for the term challenging behaviour coming into use.		

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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. Analyse key **factors** that lead to a behaviour being defined as challenging.		
3. Understand the context in which challenging behaviour occurs.	3.1. Summarise key **environmental risk factors** for challenging behaviours.		
	3.2. Explain how slow and fast **triggers** contribute to challenging behaviour.		
	3.3. Analyse the role of **reinforcement** in maintaining behaviour.		
	3.4. Explain the **time intensity model.**		
4. Be able to contribute to the **functional analysis** in relation to an individual's challenging behaviour.	4.1. Describe the key components of functional analysis.		
	4.2. Explain the key methods of analysing behaviour.		
	4.3. Complete accurate records of behaviour using a **structured method**.		
	4.4. Identify environmental risk factors for an individual's challenging behaviour.		
	4.5. Identify possible slow and fast triggers for an individual's challenging behaviour.		
	4.6. Identify factors that may contribute to reinforcement of an individual's challenging behaviour.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.7. Evaluate the importance of functional analysis in effective person-centred behavioural intervention for individuals.		
5. Understand the key characteristics of Positive Behavioural Support.	5.1. Describe the key characteristics of Positive Behavioural Support.		
	5.2. Explain the role within Positive Behavioural Support of: • primary prevention strategies • secondary prevention strategies • non-aversive reactive strategies.		
	5.3. Explain the importance of **social validity** in the Positive Behavioural Support model.		
6. Be able to implement primary prevention strategies.	6.1. Summarise the key primary prevention strategies.		
	6.2. Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice.		
	6.3. Explain the importance of effective communication and **positive interaction** in primary prevention for individuals.		
	6.4. Positively interact with an individual by providing the **level of help** and reinforcement that enables them to participate in an activity.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.5. Use effective communication with an individual to promote positive behaviour.		
	6.6. Evaluate the social validity of an agreed primary prevention strategy for an individual.		
7. Be able to use a person-centred approach to develop plans that promote participation.	7.1. Explain how **Active Support** can help prevent challenging behaviour by improving an individual's quality of life.		
	7.2. Analyse the role of structure and daily planning in primary prevention for individuals.		
	7.3. **Review** an individual's daily activities to identify areas for increasing participation and choice.		
	7.4. Review an individual's routine to identify opportunities for increasing participation and choice.		
	7.5. Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task.		
	7.6. Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities.		
8. Be able to implement secondary prevention	8.1. Summarise key secondary prevention strategies.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
strategies.	8.2. Explain when secondary prevention strategies should be used with individuals.		
	8.3. Identify early warning signs of behavioural agitation in an individual.		
	8.4. Identify possible secondary prevention strategies that may be used with an individual.		
	8.5. Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences.		
9. Be able to implement non aversive reactive strategies.	9.1. Explain when reactive strategies should be used with individuals.		
	9.2. Describe the key characteristics and types of reactive strategies.		
	9.3. Assess the risks in the use of reactive strategies.		
	9.4. Identify possible reactive strategies that may be used for an individual.		
	9.5. Implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences.		
	9.6. Establish an individual's preferred **post–incident support**.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	9.7. Identify own preferred post-incident support.		
10. Be able to understand and implement **Positive Behavioural Support Plans**.	10.1. Explain the purpose and importance of Positive Behaviour Support Plans for individuals.		
	10.2. Identify the key components of a Positive Behaviour Support Plan for individuals.		
	10.3. Implement agreed procedures in an individual's Positive Behavioural Support Plan.		
	10.4. Contribute to the review of an individual's Positive Behavioural Support Plan.		

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: HSC 3065
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 326, 337 and 398

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Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 4, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess assessment criteria 6.2, 8.5 and 9.5 if real work assessment is not possible.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Positive Behavioural Support** An approach to supporting individuals who challenge that combines the technology of Applied Behaviour Analysis with the values base of Social Role Valorisation and the individualised focus of Person-Centred Planning. **Applied Behaviour Analysis (ABA)** A scientific process of examining what causes and maintains behaviour, in order to bring about positive change. **Social Role Valorisation (SRV)** Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life. **Challenging behaviour** may include behaviours that are: - repetitive/obsessive - withdrawn - aggressive - self-injurious - disruptive - anti-social or illegal - verbally abusive. **Factors** that lead to behaviour being defined as challenging may include: - culture - competence and capacity of settings - social norms

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- frequency, intensity and duration of the behaviour
- ability to communicate effectively.

Environmental risk factors will include features that are physical or social, such as:

- uncomfortable levels of stimulation (e.g.: too busy, boring)
- institutional-style setting (e.g.: block treatment, rigid routines)
- poor service organisation (e.g.: inexperienced carers)
- inappropriate social environment (e.g.: overly restrictive, limited choice)
- environmental pollutants (e.g.: temperature, noise levels).

Triggers are factors that make challenging behaviours more likely to occur. They include:

- slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed
- fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.

Reinforcement strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want while negative reinforcement works because individuals get rid of things that they don't like.

Time intensity model
The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.

Functional analysis
The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.

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Structured methods

Measures for monitoring and recording behaviour; may include:

- ABC charts
- scatterplots
- incident forms
- behaviour monitoring forms
- direct observation.

Primary prevention

Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

Secondary prevention

Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

Non-aversive reactive strategies are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

Social validity refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

Positive interaction concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.

Levels of help

Graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

Active Support

<table>
<tr><td></td><td>

A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

Review should take place involving the individual as much as is possible.

Post-incident support may include:
- emotional support
- time away from the setting
- first aid
- quiet time
- space
- temporary redeployment
- additional training
- personal reflection
- counselling
- opportunity to express feelings.

Positive Behaviour Support Plan

A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.

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SS Op 3.7: Support individuals to access education, training or employment

Unit reference	H/601/3546	Level	4
Credit value	4	GLH	31
Unit aim	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment		

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 4, 5 and 6 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. Understand the value of engagement in training, education or employment for individuals.	1.1. Explain why engagement in education, training or employment opportunities can have a positive impact on the **well-being** and quality of life of individuals.		
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment.	2.1. Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment.		
	2.2. Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment.		

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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 the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities.		
3. Understand the support available to individuals accessing education, training or employment.	3.1. Identify the range of agencies that provide support to individuals accessing education, training or employment.		
	3.2. Clarify the support provided by the various agencies.		
4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences.	4.1. Work with individuals to identify the education, training or employment opportunities taking account of their: • aspirations • skills and abilities • interests • experience • qualifications • support needs • preferred career pathway • personal circumstances • language/communication needs.		
	4.2. Work with the individual and/or **others** to source accessible information on education, training or employment opportunities.		
	4.3. Support the individual to select preferred education, training or employment.		

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

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 Op 3.7
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 5
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles Learning outcomes 4, 5 and 6 must be assessed in real work environment
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Well-being e.g.: - emotional - psychological - physical. **Others** could include: - other professionals - specialist employment agencies - careers services - job coach - learning providers - employers - carers/family members - advocates - colleagues.

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SS 5.2: Promote awareness of sensory loss

Unit reference	M/601/5249	Level	5
Credit value	3	**GLH**	19
Unit aim	This unit aims to provide workers with the knowledge and skills to devise, implement and review strategies to promote awareness of sensory loss in the context of an individual's life		

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 and 3 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. Understand how to raise awareness of sensory loss.	1.1. Identify methods for raising awareness of **sensory loss**.		
	1.2. Explain how different agencies can provide opportunities to raise awareness.		
2. Be able to raise awareness of sensory loss.	2.1. Select and agree actions with the individual and/or **others** to promote awareness of sensory loss.		
	2.2. Support others to carry out the agreed actions.		
3. Be able to review action to promote awareness of sensory loss.	3.1. Review the outcomes of awareness raising in relation to: • individuals with sensory loss • own work • partnership work.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Review the effectiveness of agreed ways of working in relation to awareness raising.		
	3.3. Provide feedback on the effectiveness of an awareness raising activity.		

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 5.2
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.

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Additional information about the unit:	
Relationship to occupational standards	Sensory Services 1, 2, 3
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2 and 3 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	**Sensory loss** could include: • sight loss • hearing loss • deafblindness. **Others** could include: • other professionals • carers/family members • advocates • colleagues.

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SS 5.3: Support the use of assistive technology

Unit reference	H/601/5250	Level	5
Credit value	4	GLH	31
Unit aim	This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the contribution that **assistive technology** can make to the lives of individuals.	1.1. Investigate and report on the range and availability of assistive technology.		
	1.2. Research how the use of assistive technology can result in positive outcomes for individuals.		
2. Be able to facilitate the use of assistive technology.	2.1. Research assistive technology solutions that meet identified needs.		
	2.2. Explain how a range of assistive technology solutions can be adapted according to need and context.		
	2.3. Assess the risks associated with the range of assistive technology solutions.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe a range of assessment and referral processes which are used to secure assistive technology.		
	2.5. Support the individual to secure the provision of appropriate assistive technology.		
	2.6. Support the individual to use assistive technology.		
3. Be able to develop **others** to facilitate the use of assistive technology.	3.1. Provide information to others about assistive technology.		
	3.2. Provide guidance to others to facilitate the use of assistive technology.		
4. Be able to review the provision of assistive technology.	4.1. Review the assessment and referral processes used to secure assistive technology.		
	4.2. Review the outcomes of assistive technology support to individuals against identified needs.		

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 5.3
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.

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Additional information about the unit:	
Relationship to occupational standards	Sensory Services 4, 6, 7, 9, 11
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 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	**Assistive technology** (AT) is defined as "any product or service designed to enable independence for disabled and older people" (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as: • human aids • assistance dogs • electrical/electronic devices • low vision aids • environmental aids. **Others** could include: • other professionals • carers/family members • advocates • colleagues.

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SS 5.4: Explore models of disability

Unit reference	K/601/5251	Level	5
Credit value	5	GLH	32
Unit aim	This unit provides the knowledge and skills needed to understand models of disability, develop others' understanding and review how they impact on individuals and organisations.		

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 and 3 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. Understand the complexities of models of disability.	1.1. Explain different theoretical models of disability.		
	1.2. Analyse how individuals experience different theoretical models of disability.		
	1.3. Analyse how different theoretical models of disability shape organisational structures and outcomes.		
2. Be able to review how models of disability underpin organisational practice.	2.1. Analyse how agreed ways of working can promote particular models of disability.		
	2.2. Make recommendations for agreed ways of working that actively promote empowerment and participation.		
	2.3. Implement agreed actions in the context of own role.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Develop **others**' awareness of models of disability.	3.1. Develop activities that increase others' understanding of: • models of disability • how they are experienced by individuals • how they shape organisational structure and agreed ways of working.		
	3.2. Implement planned activities.		
	3.3. Review the outcomes of planned activities.		

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 5.4
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.

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Additional information about the unit:	
Relationship to occupational standards	Sensory Services 1, 2, 3, 10, 11
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
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.

SS 5.5: Support individuals with sensory loss with communication

Unit reference	M/601/5252	Level	5
Credit value	5	GLH	37
Unit aim	This unit provides the knowledge and skills needed to discriminate between language and communication and to support the use of a range of communication methods.		

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 4, 5 and 6 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. Understand language development.	1.1. Explain the difference between language and communication.		
	1.2. Analyse the relationship between culture and language.		
	1.3. Explain how an understanding of language and communication informs practice.		
2. Understand factors that affect the language and communication of an individual with **sensory loss**.	2.1. Compare and contrast the impact of congenital and acquired sensory loss on: • communication • language.		
	2.2. Explain the potential impacts of a deteriorating condition on an individual's communication.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand the complexities of specialist communication systems.	3.1. Identify when specialist communication systems may be used.		
	3.2. Evaluate the strengths and weakness of specialist communication systems.		
4. Be able to support the individual with communication.	4.1. Evaluate the suitability of a range of communication methods to meet the needs of the individual.		
	4.2. Demonstrate a range of suitable communication methods to the individual and/or **others**.		
	4.3. Adapt communication methods according to need and context.		
5. Be able to support others to make use of specialist communication.	5.1. Advise others about specialist communication.		
	5.2. Support others to make use of specialist communication with the individual.		
6. Review communication work.	6.1. Review how communication support to individuals meets identified needs in relation to: • own work • agreed ways of working • work with others.		

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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 5.5
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 4, 5, 6, 7, 8, 9, 11
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Sensory loss** could include: • sight loss • hearing loss • deafblindness. **Others** could include: • other professionals • carers/family members • advocates • colleagues.

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SS 5.6: Support individuals with multiple conditions and/or disabilities

Unit reference	T/601/5253	Level	5
Credit value	5	GLH	34
Unit aim	The purpose of this unit is to provide the knowledge and skills needed to review and improve service provision for individuals with multiple conditions/disabilities.		

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 by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the implications of **multiple conditions** and/or disabilities for the individual.	1.1. Explain the correlation between conditions and: • disability • gender • age • ethnicity • socio-economic status.		
	1.2. Explain how **multiple conditions and/or disabilities** can impact on the individual.		
	1.3. Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities.		
2. Be able to support an individual with multiple conditions and/or disabilities.	2.1. Work collaboratively with the individual and/or **others** to support the individual.		

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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. Provide advice and expertise to support the assessment and/or referral of an individual with multiple conditions and/or disabilities.		
	2.3. Use referral processes to secure services for the individual.		
3. Be able to develop others to support the individual with multiple conditions and/or disabilities.	3.1. Advise and inform others about the implications of multiple conditions.		
	3.2. Devise strategies to improve the practice of others: • at an individual level • at an organisational level.		
4. Be able to review service provision in respect of individuals with multiple conditions and/or disabilities.	4.1. Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities.		
	4.2. Evaluate, with others, the extent to which provision meets the needs of individuals with multiple conditions and/or disabilities.		
	4.3. Implement actions agreed as a result of evaluation within own role.		

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 5.6
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 4
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 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	**Multiple conditions and/or disabilities** could include a combination of factors relating to: - sensory loss - physical health - mental health - physical disability - learning difficulty/disability - emotional health. **Others** could include: - other professionals - carers/family members - advocates - colleagues.

EYMP 5: Support children's speech, language and communication

Unit reference	T/600/9789	Level	3
Credit value	4	GLH	30
Unit aim	The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.		

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 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. Understand the importance of speech, language and communication for children's overall development.	1.1. **Explain** each of the terms: • speech • language • communication • speech, language and communication needs.		
	1.2. Explain how speech, language and communication skills support each of the following areas in children's development: • learning • emotional • behaviour • social.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.		
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting.	2.1. Explain the **ways** in which adults can effectively support and extend the speech, language and communication development of children during the early years.		
	2.2. Explain the relevant **positive effects** of adult support for the children and their carers.		
	2.3. Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.		
3. Be able to provide support for the speech, language and communication development of the children in own setting.	3.1. Demonstrate **methods** of providing support taking into account the: • age • specific needs • abilities • home language, where this is different to that of setting • interests of the children in own setting.		
	3.2. Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Demonstrate in own practice how to work with children to develop speech, language and communication in: • 1:1 basis • groups.		
	3.4. Evaluate the effectiveness of speech, language and communication support for children in own setting.		
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication.	4.1. Explain the importance of the environment in supporting speech, language and communication development.		
	4.2. Review evidence about the **key factors** that provide a supportive speech, language and communication environment.		
	4.3. Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children.		

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: EYMP 5
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	Speech, language and communication framework. This unit covers, or links to competences from the SLCF: Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2 Enhanced: A4, B7, C1, C2, C3, C4, C15 CCLD 301 Develop and promote positive relationships CCLD 312 Plan and implement positive environments for babies and children under 3 years
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 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	General Guidance for whole unit. Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process, and the many factors which can affect it, underpins effective communication in practice. **Explain** - taken from a leaflet produced by the Communications Consortium 'Explaining Speech, Language and Communication Needs (SLCN)', "Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating. Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term.

Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live."

Ways may include:

- the words and levels of language adults use with children (including the use of questions)
- their conversations/interactions with children
- information and activities used
- work with parents/carers.

Positive effects may include improvements in:

- speech, language and communication skills
- social interaction
- behaviour
- emotional development/self-confidence.

Methods may include:

- adapting own language
- scaffolding the child's language
- giving children the time and opportunity to communicate
- facilitating communication between children with each other
- learning through play
- working with carers.

Key Factors may include:

- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the child
- appropriate involvement of carers.

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CYPOP 17: Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage

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Unit reference	F/600/9777	Level	4
Credit value	5	GLH	40
Unit aim	To provide learners with an in depth understanding of the effects of poverty and disadvantage on children and 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
1. Understand the factors that may impact on the outcomes and life chances of children and young people.	1.1. Identify the **factors** that impact on outcomes and life chances for children and young people.		
	1.2. Explain the critical importance of poverty in affecting outcomes and life chances.		
	1.3. Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people.		
	1.4. Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people.		

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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 poverty and disadvantage affect children and young people's development.	2.1. Analyse how poverty and disadvantage may affect children and young people's: • physical development • social and emotional development • communication development • intellectual development • learning.		
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable.	3.1. Explain what is meant by both disadvantage and vulnerability.		
	3.2. Explain the importance of early intervention for disadvantaged and/or **vulnerable children** and young people.		
	3.3. Evaluate the impact of early intervention.		
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage.	4.1. Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level.		
	4.2. Explain how carers can be engaged in the strategic planning of services.		
	4.3. Analyse how practitioners can encourage carers to support children and young people's learning and development.		
	4.4. Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.	5.1. Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self-confidence.		
	5.2. Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background.		
	5.3. Analyse how and why practitioners should act as agents and facilitators of change in own work setting.		

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: CYPOP 17
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.

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Additional information about the unit:	
Relationship to occupational standards	DCSF Narrowing the Gap Guidance 2008
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Factors**. There are many factors impacting on children and young people's life chances. The following are examples: • poverty • social and community pressures • health status • abuse and neglect • violent and/or offending family or personal backgrounds • race, gender, sexual orientation • asylum seeking or victims of trafficking. Meaning of **Vulnerable Child** (young person): A child (young person) (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.

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ADV 305: Independent Mental Capacity Advocacy

Unit reference	F/502/3295	Level	4
Credit value	12	GLH	35
Unit aim	The unit aims to support candidates to develop the practical skills and knowledge required to provide Independent Mental Capacity Advocacy (IMCA) support within the Mental Capacity Act 2005.		

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
Any skills-based element within the unit 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. Understand and use the Mental Capacity Act.	1.1. Explain key principles of the Mental Capacity Act 2005.		
	1.2. Analyse powers within the Mental Capacity Act 2005.		
	1.3. Use research skills to identify a range of provisions within the Mental Capacity Act 2005.		
	1.4. Explain who may be affected by the Mental Capacity Act 2005 and why.		
	1.5. Use the Code of Practice.		
2. Provide Independent Mental Capacity Advocacy (IMCA).	2.1. Use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA.		
	2.2. Analyse the role and responsibilities of an IMCA.		

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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. Summarise rights afforded to an IMCA within the Mental Capacity Act 2005.		
	2.4. Prioritise a range of case work.		
	2.5. Assess a range of potential challenges which IMCAs can face in practice.		
	2.6. Resolve practice dilemmas.		
	2.7. Evaluate the differences between IMCA and general Advocacy.		
	2.8. Assess and resolve conflicts of interest.		
	2.9. Summarise the role of commissioners.		
	2.10. Commit to using supervision.		
	2.11. Signpost qualifying people to other services.		
3. Work with the decision maker.	3.1. Identify the decision maker.		
	3.2. Identify good practice in partnership working between the decision maker and the IMCA.		
	3.3. Resolve a range of dilemmas and challenges which may be faced.		
	3.4. Use referral processes which identify legal requirements for accepting a new client.		
	3.5. Evaluate the correctness of the assessment of capacity.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Identify the requirements for accepting referral when family are involved.		
	3.7. Identify which IMCA service is responsible to represent an individual in different geographical areas.		
	3.8. Respond to decision makers who do not practice partnership working.		
	3.9. Present to decision makers on what an IMCA can contribute.		
4. Challenge decisions made by the decision maker.	4.1. Map out the decision making process within each area an IMCA may be involved.		
	4.2. Raise concerns during the decision making process.		
	4.3. Highlight concerns after the decision is made.		
5. Work with people who lack capacity.	5.1. Use a range of methods to communicate with of people who lack capacity.		
	5.2. Use non instructed advocacy to identify the wishes and preferences of people receiving IMCA support.		
	5.3. Use strategies to work with people with dementia or learning disabilities.		
	5.4. Ascertain the wishes and preferences of people who lack capacity.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Work with accommodation and care review referrals.	6.1. Research information and establish options.		
	6.2. Evaluate the differences and similarities in a range of types of accommodation.		
	6.3. Identify a range of possible care packages to enable people to stay at home.		
	6.4. Assess the suitability of types of accommodation to individuals.		
	6.5. Assess the impact the decision will have on the individual.		
	6.6. Use a range of information sources to suggest alternative courses of action.		
	6.7. Explain the function of a range of regulatory bodies.		
7. Work with serious medical treatment referrals.	7.1. Summarise the criteria for serious medical treatment.		
	7.2. Research and gather information.		
	7.3. Assess the impact the decision will have on the individual.		
	7.4. Use a range of information sources to suggest alternative courses of action.		
	7.5. Obtain a second medical opinion where appropriate.		
	7.6. Explain the importance of seeking a second medical opinion.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	7.7. Identify risks, benefits and ethical issues connected to medical treatments.		
	7.8. Explain the process of referral in medical systems to access treatment.		
8. Work with adult protection referrals.	8.1. Identify the different stages at which the IMCA may be instructed within Adult Protection Procedures.		
	8.2. Identify a range of situations the IMCA may represent the individual during adult protection meetings.		
	8.3. Analyse and use local and national adult protection procedures.		
	8.4. Use the guidelines for IMCA in adult protection proceedings referrals.		
	8.5. Research and gather information.		
	8.6. Attend meetings where necessary.		
	8.7. Identify a range of protection plans which may be formulated within Adult Protection strategy meetings.		
	8.8. Summarise the issues involved in communicating with families in adult protection cases.		
9. Construct an IMCA written report that meets staTutory requirements.	9.1. Identify a range of issues that should be addressed within an IMCA report.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	9.2. Identify what should never be in an IMCA report.		
	9.3. Write an IMCA report.		
	9.4. Identify good practice in recording case work.		
	9.5. Explain the impact of data protection legislation on the recording of work.		

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: ADV 305
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.

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Additional information about the unit:	
Relationship to occupational standards	Mapped to Health and Social Care Standards

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances, for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an Assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.

If the Assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The Assessor or expert witness will observe the candidate in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit

Other sources of performance and knowledge evidence:

The Assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all Learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established. |

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	- Work products - professional discussion - candidate/reflective accounts - questions asked by Assessors - witness testimonies - projects/assignments/RPL - case studies.

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ADV 306: Independent Mental Health Advocacy

Unit reference	J/502/3296	Level	4
Credit value	7	GLH	35
Unit aim	The unit will support learners to develop the skills and knowledge required to provide Independent Health Advocacy (IMHA) as detailed within the Mental Health Act.		

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
Any skills-based element within the unit 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. Know how Mental Health legislation affects IMHA qualifying patients.	1.1. Explain key principles of Mental Health legislation.		
	1.2. Analyse powers within the Mental Health Act 1983.		
	1.3. Use the Mental Health Act 1983 to explain the process of compulsion.		
	1.4. Research a range of safeguards enshrined within the Mental Health Act 1983.		
2. Provide Independent Mental Health Advocacy (IMHA).	2.1. Use the Mental Health Act 1983 to identify when an individual is entitled to receive IMHA support.		
	2.2. Analyse the roles and responsibilities of an IMHA.		

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. Summarise rights afforded to an IMHA within the Mental Health Act 1983.		
	2.4. Prioritise a range of case work.		
	2.5. Assess a range of potential dilemmas which IMHAs can face in practice.		
	2.6. Resolve practice dilemmas.		
	2.7. Summarise and respond to a range of common Advocacy issues for qualifying patients.		
	2.8. Understand treatment options available to an individual who is subject to compulsion under the Mental Health Act 1983.		
	2.9. Signpost qualifying patients to other services.		
	2.10. Identify a range of information that should and must be recorded.		
	2.11. Work within different environments.		
	2.12. Understand how physical environment can impact on individuals.		
3. Respond to requests for IMHA support.	3.1. Identify a range of people who can refer to the IMHA service.		
	3.2. Use referral processes.		
	3.3. Implement and review referral processes.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Respond to referrals.		
	3.5. Know when to refer to a range of Advocacy services.		
4. Engage with professionals.	4.1. Research and identify a range of people and services the IMHA is likely to come into contact with.		
	4.2. Communicate the IMHA's role to a range of people.		
	4.3. Use strategies to negotiate with professionals.		
	4.4. Respond to dilemmas and challenges which may be faced.		
5. Respond to individuals who have diverse needs.	5.1. Describe how having mental health needs can impact on daily living.		
	5.2. Offer support to individuals who have mental health needs.		
	5.3. Use a range of methods to communicate with people who have mental health needs.		
	5.4. Respond the cultural and spiritual needs of an individual.		
	5.5. Identify dimensions of diversity.		
	5.6. Signpost a range of specialist support services that a qualifying patient may wish to access.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.7. Evaluate how the personal and cultural identity of an IMHA can impact on the Advocacy relationship.		
6. Work safely.	6.1. Identify situations that present potential risks.		
	6.2. Respond to risk.		
	6.3. Summarise adult (or) child protection procedures.		
	6.4. Commit to using supervision.		

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: ADV 306
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	Mapped to Health and Social Care Standards

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an Assessor/observer would prevent the Independent Advocacy relationship developing. Simulation must be discussed and agreed in advance with the External Verifier.
	The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.
	Required sources of performance and knowledge evidence:
	Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.
	If the Assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The Assessor or expert witness will observe the candidate in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit
	Other sources of performance and knowledge evidence:
	The Assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.
	• Work products • professional discussion

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	• candidate/reflective accounts • questions asked by Assessors • witness testimonies • projects/assignments/RPL • case studies.

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ADV 307: Providing Independent Advocacy Management

Unit reference	L/502/3297	Level	4
Credit value	11	GLH	35
Unit aim	The unit develops practical skills in how to manage an Independent Advocacy service or scheme.		

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
Any skills-based element within the unit 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. Manage Advocacy services.	1.1. Select and use a range of management strategies.		
	1.2. Explain the purpose and principles of supervision.		
	1.3. Provide supervision.		
	1.4. Implement an appraisal system.		
	1.5. Review a range of policy and procedures.		
	1.6. Implement advocacy policy and procedures.		
	1.7. Maintain and review policy documents.		
	1.8. Produce and share policy documents.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.9. Use standards in the running of the service.		
2. Implement record keeping systems.	2.1. Explain the importance of keeping different types of records.		
	2.2. Review and manage internal record keeping systems.		
	2.3. Compare and contrast between good and poor examples of record keeping.		
3. Recruit and induct Independent Advocates.	3.1. Create job descriptions and person specifications for the independent Advocacy role.		
	3.2. Implement good practice within recruitment processes, recognising diversity and fairness.		
	3.3. Adhere to legal requirements in the recruitment of Advocates.		
	3.4. Explain the purpose of Advocacy induction.		
	3.5. Design and implement induction packages.		
	3.6. Identify support needs of new Advocates.		
4. Facilitate service user involvement in the running of the Independent Advocacy Service.	4.1. Use a range of opportunities to involve service users.		
	4.2. Explain why service users should be involved in the running of the services.		

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. Offer support and training to skill service users to secure their involvement.		
5. Construct a business plan.	5.1. Identify key features of a business plan.		
	5.2. Construct a business plan.		
	5.3. Present the business plan to the organisation.		
	5.4. Review the business plan.		
6. Measure Advocacy outcomes.	6.1. Analyse different types of outcomes.		
	6.2. Use available data to measure quantitative outcomes.		
	6.3. Implement strategies to measure qualitative outcomes.		
	6.4. Evaluate results in order to implement changes.		
7. Negotiate a Service Level Agreement.	7.1. Explain the purpose and function of a Service Level Agreement.		
	7.2. Construct a Service Level Agreement.		
	7.3. Negotiate a Service level agreement which upholds key Advocacy principles with funders or commissioners.		
8. Establish relationships with commissioners of Advocacy services.	8.1. Explain the role of commissioners and commissioning bodies.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	8.2. Develop successful working relationships.		
	8.3. Identify and address potential barriers which can prevent effective working relationships.		
9. Promote Independent Advocacy and the service.	9.1. Use opportunities and a range of methods to promote Advocacy.		
	9.2. Establish user-friendly referral processes.		

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: ADV 307
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	Mapped to Health and Social Care Standards

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Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an Assessor/observer would prevent the Independent Advocacy relationship developing. Simulation must be discussed and agreed in advance with the External Verifier. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy. Required sources of performance and knowledge evidence: Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit. If the Assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The Assessor or expert witness will observe the candidate in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit Other sources of performance and knowledge evidence: The Assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established. • Work products • professional discussion • candidate/reflective accounts • questions asked by Assessors • witness testimonies • projects/assignments/RPL • case studies.

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ADV 309: Independent Advocacy with Children and Young People

Unit reference	Y/502/3299	Level	4
Credit value	7	GLH	35
Unit aim	The unit will support learners to develop the skills and knowledge required to provide Independent Advocacy to children and young people, particularly: • children in need • children who are looked after by the local authority • children who are involved in family group or child protection conferences • young people in the secure estate • disabled children and young people • children and young people in education • children and young people receiving mental health support.		

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
Any skills-based element within the unit 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. Provide Independent Advocacy support to children and young people.	1.1. Analyse which groups of children and young people access Advocacy support.		
	1.2. Analyse the roles and responsibilities of a children's Advocate.		
	1.3. Assess a range of common Advocacy issues for children and young people.		
	1.4. Respond to a range of common Advocacy issues.		

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. Identify a range of dilemmas children's Advocates can face in practice.		
	1.6. Respond to practice dilemmas.		
	1.7. Support children and young people to self-advocate.		
	1.8. Select and use skills to support children and young people to express their wishes, feelings and preferred course(s) of action.		
	1.9. Distinguish between best interests and wishes and feelings.		
	1.10. Select and apply relevant standards which govern the service and practitioner.		
	1.11. Use a variety of methods to communicate with children and young people.		
	1.12. Recognise the impact on communication of behaviour, emotional state, feelings, confidence and of gender.		
	1.13. Make positives endings when the Advocacy relationship finishes.		
2. Use UK, European and International legislation to promote children's rights.	2.1. Summarise key principles and powers in a range of legislation and guidance affecting children.		
	2.2. Use the Children Act 1989 and 2004 to identify a range of safeguards and rights.		

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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. Use opportunities to promote the rights of children and young people.		
	2.4. Explain to young people the rights they are entitled to claim.		
	2.5. Empower young people with strategies to claim rights.		
3. Respond to requests for Advocacy support.	3.1. Identify a range of people who can refer to children's Advocate.		
	3.2. Implement child-friendly referral processes.		
	3.3. Refer to a range of support services.		
4. Assist the child or young person to explore choices and potential consequence.	4.1. Use UK and European legislation to identify children's service, ethical and legal rights.		
	4.2. Treat the child as an individual and accept their preferred choices.		
	4.3. Access information to allow children and young people to make informed choices.		
	4.4. Support children and young people who wish to make complaints or representations about the services they receive.		
	4.5. Support children and young people to understand the potential short, medium and long term consequences of the choice(s) they are making.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Support children and young people through a range of meetings and decision making processes.	5.1. Explain the purpose and function of a range of meetings.		
	5.2. Summarise the role of an Independent Advocate within a range of meetings.		
	5.3. Attend a range of meetings.		
	5.4. Support a child or young person to attend a range of meetings.		
	5.5. Represent a child or young person at meetings.		
	5.6. Support a young person to have their voice heard at a range of meetings.		
	5.7. Support a young person to evaluate the outcomes of a range of meetings.		
6. Engage with professionals.	6.1. Explain the role of a children's Advocate to a range of people.		
	6.2. Summarise a range of services and systems children and young people are likely to come into contact with.		
	6.3. Represent the views and wishes of children and young people to professionals responsible for making decisions.		
	6.4. Summarise the roles and responsibilities of a range of people who support children and young people.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.5. Explain jargon and terminology to children and young people.		
7. Use child protection systems to keep children and young people safe.	7.1. Explain the role of Safeguarding Boards.		
	7.2. Summarise local child protection procedures.		
	7.3. Use child protection procedures to identify when it is appropriate to disclose information and breach confidentiality.		
	7.4. Respond to disclosures or concerns of abuse.		

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: ADV 309
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	Mapped to Health and Social Care Standards

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an Assessor/observer would prevent the Independent Advocacy relationship developing.
	Simulation must be discussed and agreed in advance with the External Verifier.
	The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.
	Required sources of performance and knowledge evidence:
	Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.
	If the Assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The Assessor or expert witness will observe the candidate in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.
	Other sources of performance and knowledge evidence:
	The Assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.
	• work products

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	- professional discussion - candidate/reflective accounts - questions asked by Assessors - witness testimonies - projects/assignments/RPL - case studies.

ADV 310: Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards

Unit reference	F/502/3300	Level	4
Credit value	5	GLH	35
Unit aim	The unit aims to provide candidates with the practical skills and knowledge required to provide Independent Mental Capacity Advocacy -Deprivation of Liberty Safeguards (IMCA DOLS).		

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
Any skills-based element within the unit 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. Understand legislation which affects people who may be subject to Deprivation of Liberty Safeguards or the formal provisions of the Mental Health Act.	1.1. Identify when a IMCA DOLS must be instructed.		
	1.2. Identify a range of factors which may determine whether a person is or is not being deprived of their liberty.		
	1.3. Identify the managing body and supervisory authority in situations where someone may be deprived of their liberty.		
	1.4. Analyse key principles and powers of the Mental Capacity Act 2005.		
	1.5. Summarise the interplay between the Mental Capacity Act 2005 and Mental Health Act.		
	1.6. Use the Code of Practice.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Provide the staTutory IMCA DOLS service.	2.1. Distinguish between standard and urgent authorisations.		
	2.2. Identify the requirements of each of the six assessments for authorisations and who should undertake them.		
	2.3. Summarise the roles and responsibilities for the three IMCA DOLS' roles.		
	2.4. Identify factors which may or may not make a deprivation of liberty in a person's best interests.		
	2.5. Evaluate the different ways the IMCA can make representations in the assessment process.		
	2.6. Use a range of methods to communicate with people who lack capacity.		
	2.7. Use non-instructed Advocacy to ascertain the wishes, feelings or preferences of an individual.		
	2.8. Provide a range of information to help an individual understand the process of deprivation of liberty.		
	2.9. Support an individual to engage with the process.		
	2.10. Represent an individual during assessment.		
	2.11. Support an individual to appeal.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Construct an IMCA DOLS written report that meets staTutory requirements.	3.1. Identify a range of issues that should be addressed within an IMCA DOLS report.		
	3.2. Write an IMCA DOLS report.		
	3.3. Identify good practice in recording case work.		
	3.4. Explain the impact of data protection legislation on the recording of work.		
4. Challenge decisions.	4.1. Map out the potential routes for formal challenges.		
	4.2. Know how to raise informal and formal concerns and provide feedback.		
	4.3. Use opportunities to highlight concerns.		

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: ADV 310
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.

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Additional information about the unit:	
Relationship to occupational standards	Mapped to Health and Social Care Standards

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an Assessor/observer would prevent the Independent Advocacy relationship developing.
	Simulation must be discussed and agreed in advance with the External Verifier.
	The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.
	Required sources of performance and knowledge evidence:
	Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.
	If the Assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The Assessor or expert witness will observe the candidate in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit
	Other sources of performance and knowledge evidence:
	The Assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all Learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.
	- work products - professional discussion - candidate/reflective accounts - questions asked by Assessors

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	- witness testimonies - projects/assignments/RPL - case studies.

ASM 1: Recognise indications of substance misuse and refer individuals to specialists

Unit reference	M/601/0648	Level	3
Credit value	4	GLH	24
Unit aim	This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.		

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
Any skills-based element within the unit 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. Recognise indications of substance misuse.	1.1. Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents).		
	1.2. Identify possible indications of substance misuse (e.g. physical, behavioural, social and emotional).		
	1.3. Identify other factors which produce indications that may be interpreted as caused by substance misuse.		
	1.4. Show how to obtain specialist assistance where required.		

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. Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.		
2. Assess and monitor risk.	2.1. Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures.		
	2.2. Review the assessment of risk and explain why this is important.		
	2.3. Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk.		
3. Handle information and maintain records.	3.1. Identify situations and actions taken in line with organisational requirements and explain the importance of doing so.		
	3.2. Identify the rights of individuals and the principle of confidentiality.		
4. Refer individuals to appropriate services.	4.1. Identify the range of services relevant to substance misuse available locally and nationally.		
	4.2. Demonstrate how to refer individuals to services in line with organisational requirements.		
	4.3. Provide appropriate services with complete and accurate information about the situation in line with organisational requirements.		

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

Learner signature: Date:

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Assessor sign off of completed unit: ASM 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:

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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 is directly related to the Skills for Health/DANOS national occupational standards: • AA1 Recognise indications of substance misuse and refer individuals to appropriate services • AF1 Carry out screening and referral assessment. These also appear in Health and Social Care Standards as HSC362 and HSC338 respectively.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

ASM 4: Identify and act upon immediate risk of danger to substance misusers

Unit reference	D/501/0585	Level	3
Credit value	4	GLH	24
Unit aim	This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.		

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
Any skills-based element within the unit 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. Identify immediate risk of danger to substance misusers.	1.1. Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents).		
	1.2. Describe any signs of immediate risk of danger which may include risk of: • overdose • individuals causing injury or harm to themselves or others (e.g. family members).		
	1.3. Explain the relevant policies and procedures for dealing with risk of danger to individuals and others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Act upon immediate risk of danger to substance misusers.	2.1. Describe how to make the individual aware that they are available and willing to help.		
	2.2. Obtain information on the substance used from the individual or any person near the individual.		
	2.3. Obtain personal details from the individual or any person near the individual.		
	2.4. Encourage the individual to describe any pain or discomfort they may be experiencing.		
	2.5. Take actions which are appropriate to the substance used and the effect it has had on the individual e.g.: • calming the individual, if the individual is in an agitated state, if safe to do so • reviving the individual, if the individual seems to be in a withdrawn state.		
	2.6. Show how to interact with the individual in a manner which recognises their needs and rights.		
	2.7. Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety.		
	2.8. Demonstrate when and how to request any first aid treatment/support.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.9. Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access to relevant agencies and services).		
	2.10. Record all information and report to appropriate person in the required format.		

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: ASM 4
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.

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Additional information about the unit:	
Relationship to occupational standards –	This unit is directly related to the Skills for Health/DANOS national occupational standard: AB5 Identify and act upon immediate risk of danger to substance users. This also appears in Health and Social Care Standards as HSC342.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements	Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

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LM 507: Understand professional management and leadership in health and social care or children and young people's settings

Unit reference	F/504/2218	Unit level	5
Credit value	6	GLH	50
Unit aim	The purpose of this unit is to assess the learner's knowledge of theories of management and leadership and the relationship between professional management and leadership. It provides an introduction to the skills required of managers and leaders in health and social care and children and young people's settings and the impact of policy drivers on those roles.		

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 theories of management and leadership and their application to health and social care or children and young people's settings.	1.1. Research theories of management and leadership.		
	1.2. Analyse how theoretical models of management and leadership can be applied to a range of situations in a work setting.		
	1.3. Analyse how the values and cultural context of an organisation influence the application of management and leadership models.		
2. Understand the relationship between professional management and leadership.	2.1. Evaluate the interdependencies between leadership and management.		
	2.2. Analyse the conflicts between the application of management and leadership models.		

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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. Describe how conflicts between management and leadership models can be addressed.		
3. Understand the skills of professional management and leadership in health and social care or children and young people's settings.	3.1. Analyse the skills required to be an: • effective manager • effective leader.		
	3.2. Explain why managers in health and social care or children and young people's settings need both management and leadership skills.		
	3.3. Analyse how leadership skills can influence the values of an organisation.		
	3.4. Explain why leadership styles may need to be adapted to manage different situations.		
4. Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services.	4.1. Identify factors that influence policy drivers.		
	4.2. Analyse emerging themes and trends that impact on management and leadership of health and social care and children or young people's services.		

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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: LM 507
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:	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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LM 501: Professional practice in health and social care for adults or children and young people

Unit reference	T/504/2197	Unit level	5
Credit value	6	GLH	43
Unit aim	The purpose of this unit is to develop the professional practice of leaders and managers within health and social care services		

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 theories that underpin practice within health and social care.	1.1. Analyse theories that underpin practice within health and social care, including: • human development and growth • identity and self esteem • loss and change • psychological and sociological perspectives of social issues • discrimination in contemporary society.		
2. Be able to lead the implementation of values, principles and staTutory frameworks that underpin service provision in own area of work.	2.1. Analyse how values, principles and staTutory frameworks underpin service provision in own area of work.		
	2.2. Implement in own setting, values and principles that underpin service provision.		
	2.3. Implement in own setting, staTutory frameworks that underpin service provision.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Support **others** to implement values and principles that underpin service provision.		
3. Be able to use evidence based practice in the provision of health and social care services.	3.1. Analyse how evidence based practice can be used to inform service provision.		
	3.2. Lead the implementation of evidence based practice in own setting.		
	3.3. Evaluate use of evidence based practice in own setting.		
4. Be able to engage others in reflective practice.	4.1. Analyse the use of models of reflective practice in own setting.		
	4.2. Model the use of: • reflection on practice • reflection in practice.		
	4.3. Encourage a culture that supports reflective practice.		
	4.4. Support others to engage in reflective practice.		

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: LM 501
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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and Young People's Services (England) (601/4312/5)
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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	SCD HSC 0043 – Take responsibility for the continuing professional development of yourself and others.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** could include: • team members and colleagues • other professionals.

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LM 502: Develop, maintain and use records and reports

Unit reference	A/504/2198	Unit level	4
Credit value	3	GLH	23
Unit aim	The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports		

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 legal and organisational requirements for recording information and providing reports.	1.1. Specify own responsibilities and those of others when recording information and producing reports.		
	1.2. Explain the legal requirements and **agreed ways of working** for the security and confidentiality of information.		
2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working.	2.1. Support **individuals** to participate in the preparation of reports.		
	2.2. Produce accurate and coherent records and reports that can be understood by those who have a right to see them.		
	2.3. Maintain accurate, complete, retrievable and up to date records.		
	2.4. Ensure that records and reports comply with legal and organisational requirements.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Explain how to balance the tension between confidentiality and openness in records and reports.		
	2.6. Use information communication technology (ICT) systems for the collection and storage of information.		
	2.7. Use ICT that supports information exchange within and across disciplines and organisations.		
3. Be able to use records and reports to inform judgements and decisions.	3.1. Clarify the accuracy of records and reports with individuals and **others**.		
	3.2. Respond to feedback from those who receive records and reports.		
	3.3. Demonstrate the use of facts and evidence based opinions within records and reports.		
	3.4. Evaluate how own records and reports provide evidence for the basis of judgements and decisions.		

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<table>
<tr><td>

Learner declaration of authenticity: LM 502
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

</td></tr>
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<table>
<tr><td>

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

Assessor name:

Signature: Date:

</td></tr>
</table>

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	SCDHSC 0041 – Maintain effective communication systems and practice. SCDHSC 0434 – Lead practice for managing disseminating records and reports.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Agreed ways of working** – policies and procedures where they exist. An **individual** is someone requiring care or support. **Others** may include: • team members and colleagues • other professionals.

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HSC 3067: Support individuals to stay safe from harm or abuse

Unit reference	T/504/2202	Unit level	3
Credit value	4	GLH	27
Unit aim	The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals to stay safe from harm or abuse		

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 how legislative frameworks support the **safeguarding** of **individuals.**	1.1. Outline legislation and national policies that relate to the **safeguarding** of **individuals**.		
	1.2. Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks.		
2. Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to **harm** or **abuse.**	2.1. Identify the **factors** that make an individual vulnerable to harm or abuse.		
	2.2. Work with an individual and **key people** to identify actions, behaviours and situations that may lead to harm or abuse to the individual.		
	2.3. Describe the common features of perpetrator behaviour.		
	2.4. Support an individual to gain understanding of when the behaviour of others may be unacceptable.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Support an individual to gain understanding of the risks associated with the use of **electronic communications.**		
3. Be able to support individuals to gain understanding about how to stay safe.	3.1. Support an individual to gain understanding about their right to stay safe.		
	3.2. Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe.		
	3.3. Work with an individual to balance their rights, responsibilities and risks.		
	3.4. Explain how to challenge behaviours or actions that may lead to harm or abuse.		
4. Be able to work in ways that support individuals to stay safe.	4.1. Engage with an individual in a way that supports trust and rapport.		
	4.2. Support an individual to express fears, anxieties or concerns they may have about their safety.		
	4.3. Explain what actions to take where there are concerns that an individual might have been harmed or abused.		
	4.4. Take action to deal with risks that may lead to harm or abuse.		

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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 Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse.		
	4.6. Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court.		
	4.7. Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed.		
	4.8. Explain the actions that should be taken if reported concerns are not acted upon.		
	4.9. Access support in situations that are outside your expertise, experience, role and responsibility.		
	4.10. Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse.		

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: HSC 3067
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	SCDHSC0024 – Support the safeguarding of individuals
	SCDHSC0034 – Promote the safeguarding of children and young people.
	SCDHSC0035 – Promote the safeguarding of individuals.
	SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse.
	SCDHSC0335 – Contribute to the support of individuals who have experienced harm or abuse.
	SCDHSC0044 – Lead practice that promotes the safeguarding of children and young people.
	SCDHSC0045 – Lead practice that promotes the safeguarding of individuals.
Additional unit assessment requirements	Units need to be assessed in line with Skills for care and development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Safeguarding** is working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns about the welfare of individuals, appropriate action is taken to address those concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies.

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	Individuals refers to an adult, child or young person who is accessing a social care service. **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship. **Harm or abuse** may include neglect; physical; emotional; sexual; financial abuse; bullying; self-harm. **Factors** would include factors that make someone more vulnerable, these may relate to the individual, to their personal circumstances, to the work setting or to their environment. **Electronic communications** may include the use of mobile phones and the internet, including social networking sites.

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HSC 3068: Provide support to children or young people who have experienced harm or abuse

Unit reference	F/504/2204	**Unit level**	4
Credit value	6	**GLH**	45
Unit aim	The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support children or young people who have experienced harm or abuse		

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 role of self and **others** when supporting children or young people who have experienced **harm or abuse**.	1.1. Explain own role and responsibilities to children or young people who have experienced **harm or abuse**.		
	1.2. Explain the role and responsibilities of **others** to children or young people who have experienced harm or abuse.		
	1.3. Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse.		
2. Be able to support children or young people who disclose harm or abuse.	2.1. Support a child or young person to gain understanding about: • who information of harm or abuse will be shared with • the reasons for sharing information of harm or abuse.		

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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 a child or young person to disclose, at their own pace, harm or abuse they have experienced.		
	2.3. Explain why it is important to respond calmly to disclosures of harm or abuse.		
	2.4. Communicate with a child or young person according to their level of development and understanding when they are disclosing harm or abuse.		
	2.5. Explain how to avoid **actions** or statements that could adversely affect the use of evidence in future investigations or in court.		
	2.6. Keep records about disclosures of harm or abuse that are detailed, accurate, timed, dated and signed.		
	2.7. Access support in situations that are outside your expertise, experience, role and responsibility.		
3. Be able to support children or young people who have experienced harm or abuse.	3.1. Access information about how to support a child or young person who has experienced harm or abuse.		
	3.2. Work with a child or young person, agreed **key people** and others to understand implications from harm and abuse.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Work with agreed key people and others to support a child or young person to deal with distress, fear and anxieties that may have been caused by harm or abuse.		
	3.4. Work with agreed key people and others to support a child or young person to develop positive coping strategies.		
	3.5. Seek support where a child or young person's behaviour gives cause for concern.		
	3.6. Use supervision to reflect on own support to a child or young person and any feelings about harm or abuse they have experienced.		
	3.7. Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse.		
4. Be able to work with others to support the safe involvement of key people with children or young people who have experienced harm or abuse.	4.1. Access information about limitations of involvement with a child or young person placed upon key people.		
	4.2. Work with others to ensure that limitations placed upon key people of their involvement with a child or young person are adhered to.		
	4.3. Support a child or young person to understand the reasons for limitations placed on key people for involvement in their lives.		

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. Support a child or young person to gain understanding about why it is necessary to set and maintain safe, consistent and understandable boundaries for themselves and key people.		

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: HSC 3068
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.

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Additional information about the unit:	
Relationship to occupational standards	SCDHSC0034 – Promote the safeguarding of children and young people. SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse. SCDHSC0431 – Support individuals who have experienced harm or abuse.
Additional unit assessment requirements	Units need to be assessed in line with Skills for care and development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** may include: • colleagues • families or carers • other professionals • advocates. **Harm or abuse** may include neglect; physical; emotional; sexual; financial abuse; bullying; self-harm. **Actions** could include avoiding leading questions or putting pressure on the child or young person to disclose information. **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship.

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IC 501: Lead and manage infection prevention and control within the work setting

Unit reference	Y/504/2208	Unit level	5
Credit value	6	GLH	38
Unit aim	The purpose of this unit is to assess the knowledge, understanding and skills of learners when leading and managing infection prevention and control within their own area of responsibility		

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 current infection prevention and control policies, procedures and practices.	1.1. Summarise national and local policies for infection prevention and control.		
	1.2. Evaluate how policies, procedures and practices in own work setting meet infection prevention and control regulatory requirements.		
	1.3. Explain role and responsibilities in relation to infection prevention and control.		
2. Be able to lead the implementation of policies and procedures for infection prevention and control.	2.1. Analyse the differences between applying infection prevention policies and procedures in an **individual's** own home to that of a residential care setting.		
	2.2. Explain how to ensure a **proportionate approach** to the implementation of policies and procedures in a **range of settings.**		

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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. Communicate policies and procedures for infection prevention and control to **others** within the work setting.		
	2.4. Allocate roles and responsibilities to meet infection prevention and control procedures within own work setting.		
	2.5. Manage compliance with procedures for infection prevention and control.		
	2.6. Explain actions to take when infection prevention and control procedures and practices are not being complied with.		
3. Be able to manage the exchange of information about infections.	3.1. Explain why it is important to share information with others.		
	3.2. Provide information on infections to others.		
	3.3. Manage processes for the exchange of information about infection between others.		
	3.4. Manage systems for keeping records of suspected or diagnosed infections.		
4. Be able to lead the practice of infection prevention and control.	4.1. Explain why infection prevention and control practice should be included in: • job descriptions • performance management.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Support staff to recognise their role in minimising the risk of spreading infection through: • supervision • appraisal.		
	4.3. Provide access to **resources** for staff to minimise the risks of infection.		
	4.4. Monitor infection prevention and control practice.		
	4.5. Provide feedback to staff on their practice of infection prevention and control.		
	4.6. Manage the learning and development needs for staff about infection prevention and control: • during induction • continuing professional development.		
5. Be able to manage risk management in infection prevention and control.	5.1. Manage the implementation of risk assessment processes to minimise infection.		
	5.2. Manage the implementation of controls identified from risk assessment processes in partnership with the individual and others.		
	5.3. Manage risk management records.		
	5.4. Manage the reporting of risks and hazards that are outside your area of responsibility.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to review the effectiveness of policies, procedures and practices for infection prevention and control.	6.1. Assess trends of reported patterns of infections in own work setting.		
	6.2. Identify factors that contribute to spread and/or reduction of infection in own work setting.		
	6.3. Evaluate the implementation of infection prevention and control procedures in own work setting.		
	6.4. Make recommendations for changes to infection prevention and control policies, procedures and practices in own work setting.		

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: IC 501
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.

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Additional information about the unit:	
Relationship to occupational standards	IPC 13 - Provide guidance, resources and support to enable staff to minimise the risk of spreading infection. SCD HSC 00423 – Lead practice for health and safety in the work setting.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The **individual** is the person requiring care or support. **Proportionate approach** encourages the learner to consider how infection prevention and control practices may be applied in proportion to the setting and the staffing within that setting. The Department of Health *'Code of Practice for health and social care on the prevention and control of infections and related guidance'* (England only) contains a useful appendix which gives examples of how a proportionate approach would apply. **Range of settings** may include: • individual's own home • community environments • residential care homes • nursing home • hospitals **Others** may include: • people who use services • care or support staff • colleague • manager • non-direct care or support staff • carers • families • visitors • contractors • volunteers • other professional

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	Appraisal may include: • key performance indicators • NHS Knowledge and Skills Framework (KSF) • performance management. **Resources** may include: • equipment • information • changing rooms. **Continuing professional development** may include: • refresher training • updates • team meetings • reading.

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Dem 501: Lead and manage practice in dementia care

Unit reference	D/504/2212	Unit level	5
Credit value	6	GLH	41
Unit aim	The purpose of this unit is to develop the learner's knowledge, understanding and skills in leading and managing dementia care services		

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
Any skills-based element within the unit 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. Understand current policy and practice guidance for dementia care.	1.1. Analyse how current policy and practice guidance underpin service provision in dementia care.		
	1.2. Explain why a person centred approach is the benchmark for practice in dementia care.		
2. Be able to support others to develop an understanding of current research of the impact of dementia on **individuals** and their families.	2.1. Support others to develop an understanding of the causes of dementia syndrome.		
	2.2. Support others to develop an understanding of the impact of early onset dementia on individuals and their families.		

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. Support others to develop an understanding of the impact on the individuals with dementia and their families of: • diagnosis • treatment of dementia.		
3. Be able to lead practice that promotes the well-being of individuals with dementia.	3.1. Manage a service that demonstrates a person centred approach.		
	3.2. Lead practice that supports staff to explore the stories and histories of **individuals**.		
	3.3. Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia.		
	3.4. Lead practice that supports staff to **influence** changes to the physical environment that meet the needs of individuals with dementia.		
	3.5. Lead practice that supports staff to influence changes to the social environment that meet the needs of individuals with dementia.		
	3.6. Lead practice that supports staff to interact with individuals with dementia.		
	3.7. Manage the on-going assessment of the needs of individuals with dementia using a range of methods.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.8. Support staff to contribute to care plans that reflect a person centred approach.		
4. Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia.	4.1. Lead practice that supports staff to evaluate the impact on carers of supporting an individual with dementia.		
	4.2. Lead practice that supports staff to work in partnership with carers.		
	4.3. Lead practice that supports staff to involve carers in assessment and care planning.		
	4.4. Explain how to support staff to resolve conflicts with carers.		
5. Be able to support staff to deliver dementia care.	5.1. Evaluate the potential impact on staff when supporting an individual with dementia.		
	5.2. Implement **strategies** to support staff who are delivering dementia care.		
	5.3. Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills for dementia care.		
6. Be able to develop own practice in leading the delivery of dementia care.	6.1. Reflect on own practice in leading and managing the delivery of dementia care.		
	6.2. Develop plan to improve own practice in leading and managing dementia care.		

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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: Dem 501
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:	
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The **individual** is the person requiring care or support. **Influence** may include: • raising awareness in families • suggested changes to care environment • team meetings • partnership working. **Range of methods** should include: • family • friends • other unpaid carers. **Strategies** may include: • supervision • counselling • peer mentoring • team meetings • care reviews • learning and development opportunities.

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LM 503: Lead practice which supports individuals to take positive risks

Unit reference	H/504/2213	Unit level	5
Credit value	4	GLH	30
Unit aim	The purpose of this unit is to develop learner's knowledge, understanding and skills to lead practice which supports individuals to take positive risks		

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 relationship between person-centred assessment, care planning and positive risk taking for **individuals**.	1.1. Analyse the tension between positive risk-taking and person-centred planning.		
	1.2. Explain why positive risk taking should be considered within the context of a person-centred assessment.		
	1.3. Explain how models of risk management can be used in positive risk taking.		
	1.4. Analyse how taking positive risks can contribute to **personal growth** for the individual.		
2. Be able to promote understanding of the legal and policy frameworks which underpin an individual's right to make decisions and take risks.	2.1. Support **staff** to work to legal and policy frameworks for decision making which underpin an **individual's** right to make decisions and take risks.		
	2.2. Support staff to integrate human rights principles in supporting individuals to make decisions and take risks.		

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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 develop practice which includes the individual and others in positive risk assessment and planning.	3.1. Manage practice which supports person-centred assessments rather than **service-led assessments.**		
	3.2. Develop assessment practice with staff which engages the individual and **others** in identifying activities to support the individual achieve their **hopes and ambitions.**		
	3.3. Support staff to engage in inclusive **assessment practice** to establish hazards and risks associated with hopes and ambitions.		
	3.4. Support practice which enables the individual and others to balance individual hopes and ambitions with **health, safety and well-being.**		
	3.5. Develop risk management strategies for engaging the individual and others to build in safeguards to mitigate against risks to the individual.		
	3.6. Support others to develop care plans which address positive risk-taking.		
4. Be able to support others to understand individuals' ambitions and the support they will need to achieve them.	4.1. Support staff to understand how their own values and belief systems may impact on supporting an individual to take risks.		
	4.2. Support others to facilitate the individual to articulate what they want to achieve.		

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. Support staff to develop practice of gaining consent from the individual to include others in taking positive risks.		
	4.4. Support staff to use advocacy skills with families and others to gain **support** for individuals to take positive risks.		
	4.5. Support staff to record how decisions about positive risk taking are reached.		
5. Be able to develop systems for positive risk taking.	5.1. Support staff to understand the principle of duty of care while supporting the individual to take positive risks.		
	5.2. Manage systems to ensure staff and others know what action to take if the individual chooses to take unplanned risks.		
	5.3. Manage practice to ensure that: • risk taking is compliant with risk assessment • supports are in place to enable the individual to undertake identified risks • consent is gained from individuals to include others • outcomes for individuals are reviewed.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to evaluate the practice of positive risk-taking.	6.1. Evaluate with staff and others: • risk assessment methods • risk management model used • the benefits to the individual from risk taking.		
	6.2. Support staff to evaluate their practice in working through the process of positive risk taking with individuals.		

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: LM 503
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	SCD HSC 0450 – Develop risk management plans to promote independence in daily living.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The **individual** is the person requiring care or support. **Personal growth** – growth in confidence, ability, self-worth, ability to overcome obstacles, reach new levels etc**.** **Staff –** this can include staff for whom you have supervisory or management responsibility as well as peers and staff from other agencies **Hopes and ambitions** –this includes working towards independent living, independent travel, employment, shopping, managing own money, sports etc. **Service-led assessments –** these are assessments where needs are met on the basis of resources available, rather than enabling the individual to achieve to their fullest potential using support from other sources apart from funded resources. **Others –** this may include family, friends, legal guardians, staff from other agencies, line manager etc. **Inclusive assessment practice –** this means fully including the individual, family and friends, those whom the individual wishes to be included and those who are legally appointed as guardian. It also includes staff from within and outside the setting. **Health, safety and wellbeing –** this includes staying safe from physical harm through putting oneself in danger without exercising caution, it also includes being put in situation of abuse; it also included not being over-protected from achieving goals. **Support –** this can include giving consent, words of encouragement, not blaming when things take several attempts, actively engaging in making opportunities possible disability, old age prevents individuals from taking risks.

HSC 3070: Assess the needs of carers and families

Unit reference	T/504/2216	Unit level	3
Credit value	4	GLH	28
Unit aim	The purpose of this unit is to develop the learner's understanding, knowledge and skills when assessing the needs of families and carers		

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 contribution that families and carers make in caring for **individuals.**	1.1. Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information.		
	1.2. Explain the rights of families and carers providing care to individuals.		
	1.3. Describe the benefits to **society** of family and unpaid carers providing care.		
	1.4. Describe the benefits and challenges faced by family and unpaid carers in providing care.		
2. Be able to engage with families and carers who are providing care.	2.1. Support families and carers to speak about their experiences of providing care to individuals.		
	2.2. Use **active listening** skills to identify unspoken feelings and emotions.		
	2.3. Support families and carers to understand their rights.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Support families and carers in their caring role.		
	2.5. Explain to families and carers the additional support that is available.		
	2.6. Gain consent from families and carers to speak with **others** about their circumstances.		
3. Be able to assess the needs of families and carers	3.1. Support families and carers to identify the support they need to meet the needs of an individual.		
	3.2. Identify with families and carers the areas of care which they want to retain.		
	3.3. Support families and carers to identify their wishes and needs for their own well-being.		
	3.4. Gather additional information from **agreed** others.		
	3.5. Share the record of assessment with families and carers.		
4. Be able to identify a plan to support families and carers	4.1. Support families, carers and others to identify **resources** to address **needs and wishes.**		
	4.2. Support families, carers and others to develop a **plan of action** to access resources.		
	4.3. Support families, carers and others to implement the plan of action.		

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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: HSC 3070
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	SCD HSC 0427 – Assess the needs of families and carers.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	The **individual** is the person requiring care or support. **Society** may include: - local authority provision - NHS - individuals and others - communities **Active listening** may include: - observation - clarification - questioning techniques - non-verbal messages **Others** may include: - other professionals - agencies - line manager.

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	Agreed: • others whom the family and carers have agreed can be consulted to either obtain or share information **Resources** may include: • family or neighbours • community resources • voluntary organisations • staTutory support in terms of additional domiciliary care • respite for carers to have time for themselves **Needs and wishes** may include: • additional support to alleviate the physical input by the carer • time to have a holiday • go to the hairdressers • time with their peers to do fun things **Plan of action** may include: • care plans • person centred plans It may not require formal staTutory responses, but may be a plan whereby a carer decides to designate time for themselves, identifies a recreational activity.

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LM 504: Lead practice in assessing and planning for the needs of families and carers

Unit reference	A/504/2217	Unit level	5
Credit value	3	GLH	22
Unit aim	The purpose of this unit is to develop learner's knowledge and skills in supporting staff in health and social care or children and young people's setting to assess the needs of families and unpaid carers		

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. Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people.	1.1 Analyse the benefits and challenges faced by family and unpaid carers in providing care.		
	1.2. Support others to understand the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information.		
	1.3. Support others to understand the benefits to **society** of family and unpaid carers providing care.		
	1.4. Support others to recognise the contribution that carers make to the well-being of **individuals.**		
	1.5. Support others to understand the rights of families and carers providing care.		
2. Be able to develop the practice of staff in assessing the needs of families and	2.1. Implement procedures for assessing the needs of families and carers.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
carers.	2.2. Support staff to learn from families and carers about their caring role.		
	2.3. Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers.		
	2.4. Support staff to carry out assessments of needs and wishes in partnership with carers and families.		
	2.5. Support staff to gain consent from carers and families to speak with others about their circumstances.		
	2.6. Manage recording procedures to ensure assessments are shared with families and carers.		
	2.7. Monitor the quality of assessments carried out by staff.		
3. Be able to implement a care planning process to support families and carers.	3.1. Establish systems which ensure that all care plans include: • participation by carers and families • agreement on **resources** required to address **needs and wishes** • agreed roles and responsibilities in achieving the plan.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Monitor the implementation of care plans which support families and carers.		
4. Be able to evaluate quality of assessment and care planning to meet the needs of families and carers.	4.1. Evaluate the quality of assessments carried out to meet the needs of families and carers.		
	4.2. Evaluate the quality of care plans to meet the needs of families and carers.		
	4.3. Use analysis of the needs of families and carers to inform strategic planning within an organisation.		

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: LM 504
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.

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Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Society** may include: • local authority provision • NHS • individuals and others • communities The **individual** is the person requiring care or support. **Resources –** resources can include support from family or neighbours, community resources, voluntary organisations, staTutory support in terms of additional domiciliary care, respite for carers to have time for themselves etc. **Needs and wishes –** this can be additional support to alleviate the physical input by the carer, it can be giving the carer time for themselves, time to have a holiday, go to the hairdressers, have time with their peers to do fun things.

LM 508: Appraise staff performance

Unit reference	J/504/2219	Unit level	5
Credit value	5	GLH	32
Unit aim	The purpose of this unit is to develop the learner's knowledge, understanding and skills to appraise staff performance		

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 a real work environment.			
1. Understand policies, theories and models which underpin appraisal of performance.	1.1. Explain **policies and agreed ways of working** for appraisals in the work setting.		
	1.2. Research models of appraisal to explore their applicability in the work setting.		
	1.3. Evaluate how appraisals are used to inform: • achievement of objectives • overall performance • future objectives.		
	1.4. Explain how appraisals are used to develop practice.		
	1.5. Differentiate between appraisals and disciplinary processes.		
	1.6. Use research on the theories of power to explore the relationship between appraiser and appraisee.		

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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 support others to understand the purpose of appraisal.	2.1. Support **others** to develop an understanding of the purpose of appraisals to include: • **mutual responsibilities** • the achievement of objectives • reflection on overall performance • professional development • how outcomes of the appraisal will be used • future objectives		
3. Be able to facilitate preparation for appraisals.	3.1. Confirm with appraisee the objectives against which performance will be appraised.		
	3.2. Identify with the appraisee the actions they need to take to prepare for their appraisal.		
	3.3. Evaluate evidence gathered from a **range of sources** towards achievement of objectives.		
	3.4. Prepare paperwork for appraisal in line with work setting requirements.		
4. Be able to support appraisee to participate in appraisal meetings	4.1. Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee.		
	4.2. Demonstrate how to prepare the environment for the appraisal meeting.		

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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. Support the appraisee to engage in an evaluation of their performance over the past year to include: • areas of practice which have met or exceeded standards • areas for development		
	4.4. Provide feedback to appraisee on their performance over the past year to include: • areas of practice which have met or exceeded standards • areas for development		
	4.5. Identify with appraisee work objectives for forthcoming year.		
	4.6. Identify with appraisee professional development plan for forthcoming year.		
	4.7. Record the appraisal in line with work setting requirements.		
5. Be able to evaluate own practice during the appraisal process.	5.1. Evaluate with appraisee their experience of how the appraisal was conducted.		
	5.2. Reflect on own practice in managing the appraisal process.		

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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: LM 508
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	SCD HSC0043 – Take responsibility for the continuing professional development of yourself and others. LMC A1 – Manage and develop yourself and your workforce within care services. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Policies and agreed ways of working –** this will include organisational and national policies. These may be attached to standards or frameworks**.** **Others** will include those staff for whom you have responsibility. **Mutual responsibilities –** the underpinning principle of appraisal is that both parties engage in a conversation rather than it being a "top-down" process. Therefore there is an element of joint responsibility and both parties should familiarise themselves with the competences against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the

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| | appraisal as non-compliance issues should already have been raised and discussed. |
| | **Range of sources** may include:
• feedback from individuals, carers and families
• feedback from other colleagues or other professionals
• own observations
• work products. |

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LM 509: Support people who are providing homes to individuals

Unit reference	R/504/2224	Unit level	4
Credit value	6	GLH	40
Unit aim	The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support people who are providing support to individuals		

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 a real work environment.			
1. Be able to carry out assessments for the approval of adult placement/shared lives carers.	1.1. Provide information to **carer**(**s**) on the criteria against which they will be assessed.		
	1.2. Work with carer(s) to clarify their role and responsibilities.		
	1.3. Carry out the initial assessment of carer(s) against agreed criteria.		
	1.4. Complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks.		
	1.5. Agree the content of the assessment report with carer(s).		
	1.6. Present the assessment for approval of carer(s) in line with work setting requirements.		

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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 support adult placement/shared lives carers to prepare for providing a home to an individual.	2.1. Provide advice and guidance to carer(s) about preparing to share their home and their lives with an **individual**.		
	2.2 Support carer(s) to reflect on changes they will need to make in order to provide a home to an individual.		
	2.3. Work with carer(s) to identify learning needs related to providing a home to an individual.		
	2.4. Support carer(s) to meet their learning needs.		
	2.5. Support carer(s) to reflect on how they can make an individual feel welcome in their home.		
	2.6. Support carer(s) to develop 'house rules.'		
	2.7. Support carer(s) to prepare their families and networks for the inclusion of an individual.		
3. Be able to carry out the matching process between adult placement/shared lives carers and individuals.	3.1. Match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s).		
	3.2. Provide information to an individual and matched carer(s) prior to introductions.		
	3.3. Facilitate introduction meetings between an individual and potential carer(s).		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Work with an individual, potential carer(s) and **others** to evaluate the introduction sessions.		
	3.5. Work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made.		
4. Be able to monitor and review placements of individuals.	4.1. Carry out placement monitoring visits with an individual and carer(s) according to work setting requirements.		
	4.2. Complete reports from placement visits in line with work setting requirements.		
	4.3. Provide on-going advice and guidance to carer(s) about the support of an individual.		
	4.4. Carry out periodic reviews of carer(s) in line with work setting requirements.		

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: LM 509
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	SCDHSC0425 - Support people who are providing homes for adults, children or young people.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles.

Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. |
| **Guidance for developing assessment arrangements for the unit:** | |
| Guidance for developing unit assessment arrangements – provided with the unit | **Carer**(**s**) in the context of this unit carers are 'adult placement or shared lives' carers who provide accommodation and/or support in their home. This includes the mutual sharing of everyday life experience between the approved carer and the individual who chooses to use this type of service.

Individuals refers to people accessing care or support.

Others may include:
- other professionals
- families, friends, advocates or others who are important to individuals. |

LM 510: Manage disciplinary processes in health and social care or children and young people's settings

Unit reference	M/504/2232	Unit level	5
Credit value	6	GLH	40
Unit aim	The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to be able to manage disciplinary processes 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
1. Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings.	1.1. Explain how legislation, organisational policies and procedures relate to disciplinary processes.		
	1.2. Analyse the relationship between disciplinary and **regulatory processes.**		
	1.3. Identify own role and role of **others** in relation to disciplinary processes.		
	1.4. Define practice which would be considered as: • performance issues that may lead to disciplinary proceedings • gross misconduct.		
	1.5. Explain the different approaches used to manage performance issues and gross misconduct.		

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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. Outline sanctions which may be considered within a disciplinary process.		
2. Be able to manage staff practice which falls below professional and/or organisational standards	2.1. Consult with others to establish **management options** when practice falls below standards.		
	2.2. Use supervision to address with staff member, practice which falls below organisational standards and/or professional codes of conduct to include: • reflection on their practice and conduct • evidence of their practice and conduct which fall below standards • exploration of underlying issues • setting of objectives to improve practice • explanation of actions which will be taken if improvement is not achieved.		
	2.3. Review with staff member objectives which have been set, to assess if improvements have been achieved.		
	2.4. **Initiate disciplinary process** where objectives have not been met.		
	2.5. Provide staff member with information about the disciplinary process including their rights.		

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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 compile and present evidence for a disciplinary proceeding	3.1. Complete reports in line with work setting requirements to include: • **evidence** of the complaint against the member of staff • evidence of the process undertaken with the member of staff • analysis of risks to others as a result of staff member's conduct.		
	3.2. Present evidence in a disciplinary proceeding.		
4. Be able to manage the outcomes of a disciplinary process	4.1. Implement the decisions from a disciplinary process.		
	4.2. Manage the implications of the outcomes for individuals and others.		
	4.3. Evaluate own practice in the disciplinary process.		

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: LM 510
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.

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Additional information about the unit:	
Relationship to occupational standards	LMC E10 Ensure policies, procedures and practice for the conduct of workers within care series are adhered to.
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Regulatory processes** relates to when behaviours and conduct are referred to a professional body for investigation. **Others** may include: • human resource personnel • other managers • legal representatives • trade union representatives • labour relations organisations e.g. ACAS • people who use services, carers or family members . **Management options** are when there a range of management actions which can be taken before engaging in disciplinary processes e.g. training, setting objectives, coaching/mentoring. They also include disciplinary options depending on seriousness of complaint. **Underlying issues** may include: • family issues • ill health • bullying in the workplace • financial • alcohol/substance misuse. **Initiate disciplinary process** could include: • liaison with other managers • consultation with human resources departments • advice from legal representatives or labour relations organisations. **Evidence** may include:

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	• own observations • observations of others • records • complaints Feedback from people who use services, carers or family members

LM 505: Manage business redesign in health and social care or children or young people's services

Unit reference	J/504/2236	Unit level	5
Credit value	5	GLH	30
Unit aim	The purpose of this unit is to assess the learner's knowledge and understanding and skills in managing business redesign of health and social care or children or young people's services		

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 wider market of provision of health and social care or children or young people's services in relation to a work setting.	1.1. Analyse the relationship between the current market and service provision within a work setting.		
	1.2. Analyse current drivers shaping health and social care or children or young people's services.		
	1.3. Research gaps in current market provision in relation to health and social care or children or young people's services.		
2. Be able to work with **others** to support **business** redesign.	2.1. Develop a business culture that supports change and growth in own work setting.		
	2.2. Work with others to identify opportunities for business growth in own work setting.		

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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 develop a plan for business redesign.	3.1. Identify legislative requirements that may influence redesign of the business.		
	3.2. Evaluate ways of improving own market share.		
	3.3. Use a risk management process to manage business redesign.		
	Work with others to analyse changes needed to redesign the business to include: • service provision • human resources • finances • environment		
4. Be able to implement a plan for business redesign.	4.1. Communicate details of business redesign to **stakeholders.**		
	4.2. Work with others to implement the plan for business redesign.		
	4.3. Manage the impact of business redesign on others.		
	4.4. Develop systems to monitor the impact of the business redesign.		

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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: LM 505
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	LMC E13
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** may include: • investors • local authority • regulatory bodies • individuals • children and young people • staff • carers • family and friends • other professionals • community **Business** refers to service delivery: **Stakeholders** could include: • individuals • carers • families

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	• workforce • commissioners • regulators • investors.

HSC 3073: Provide information about health and social care or children and young people's services

Unit reference	Y/504/2239	Unit level	3
Credit value	3	GLH	20
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills in providing information about health and social care and children and young people's services		

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. Be able to develop a plan to provide information about own organisation and its services.	1.1. Work with **others** to establish the information to be provided to include: • purpose • target audience • accessibility • dissemination		
	1.2. Work with others to identify the resources required to provide information.		
	1.3. Produce a plan to provide information about own organisation and services.		
2. Be able to provide information about own organisation and its services.	2.1. Provide information about own organisation and its services for different audiences.		
	2.2. Provide information about own organisation and its services in **accessible formats.**		

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 opportunities for stakeholders to seek clarification about the information.		
3. Be able to evaluate information provided to stakeholders	3.1. Clarify with stakeholders whether information: • has been received • has been understood • meets their information needs		
	3.2. Support stakeholders to identify improvements that can be made to information.		
	3.3. Use feedback to make recommendations for changes to information.		

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: HSC 3073
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:	
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** may include: • staff • carers • families • friends • local community • other professional • public bodies. **Accessible format** may include: • language preference • braille/moon • technological aids • range of multi media • sign language • story boards • large print • pictures • objects of reference.

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EOL 304: Support the spiritual well-being of individuals

Unit reference	M/503/8133	Unit level	3
Credit value	3	GLH	26
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting the spiritual well-being of individuals.		

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 importance of **spirituality** for **individuals**.	1.1. Outline different ways in which spirituality can be defined.		
	1.2. Define the difference between spirituality and religion.		
	1.3. Describe different aspects of spirituality.		
	1.4. Explain how spirituality is an individual experience.		
	1.5. Explain how spirituality defines an individual's identity.		
	1.6. Outline the links between spirituality, faith and religion.		
	1.7. Explain how an individual's current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion.		
2. Be able to assess the spiritual needs of an individual.	2.1. Support the individual to identify their spiritual needs and how and by whom these can be addressed.		

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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. Identify how an individual's emphasis on spirituality may vary at different stages of their life experience.		
	2.3. Take action to ensure that the individual's spiritual well-being is recognised appropriately in their care plan.		
3. Understand the impact of values and beliefs on own and an individual's spiritual well-being.	3.1. Analyse how your own values and beliefs may impact on **others** when communicating about the individual's spiritual well-being.		
	3.2. Identify how the values and beliefs of others may impact on the individual.		
	3.3. Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others.		
4. Be able to support individuals' spiritual well-being.	4.1. Access resources and information to support the individual's spiritual well-being.		
	4.2. Contribute to the creation of an environment that enables individuals to express aspects of their spiritual well-being.		
	4.3. Support the individual to take opportunities to explore and express themselves in ways that support their spiritual well-being.		
	4.4. Support the individual to participate in their chosen **activities** to support their spiritual well-being.		

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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. Access any additional expertise required to meet the individual's spiritual needs.		
	4.6. Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual.		

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: EOL 304
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.

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Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Spirituality** can be defined in many ways and can include: • life force • personal values and beliefs • uniqueness • life pilgrimage • how desires are channelled • creativity • search for hope, harmony and wholeness. **Individual** is the person receiving support or care in the work setting. **Others** may include: • partner • family • friends • neighbours • care worker • colleague • manager • Social Worker • Occupational Therapist • GP • Speech & Language Therapist • Physiotherapist • Pharmacist • Nurse • Psychologist • Independent Mental Capacity Advocate • Community Psychiatric Nurse • clinical nurse specialists.

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	Activities may include formal or informal ceremonies, traditions and practices in addition to any other activity which might enable the individual to explore or express their own spirituality.

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EOL 306: Support individuals during the last days of life

Unit reference	F/503/8685	Unit level	4
Credit value	5	GLH	33
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting individuals during the last days of life.		

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 impact of the last days of life on the individual and others.	1.1. Describe psychological aspects of the dying phase for the **individual** and **others.**		
	1.2. Analyse the impact of the last days of life on the relationships between individuals and others.		
2. Understand how to respond to common symptoms in the last days of life.	2.1. Describe the common signs of approaching death.		
	2.2. Explain how to minimise the distress of symptoms related to the last days of life.		
	2.3. Describe appropriate comfort measures in the final hours of life.		
	2.4. Explain the circumstances when life-prolonging treatment can be stopped or withheld.		
3. Be able to support individuals and others during the last days of life.	3.1. Demonstrate a range of ways to enhance an individual's well-being during the last days of life.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Work in partnership with others to support the individual's well-being.		
	3.3. Describe how to use a range of tools for end of life care according to agreed ways of working.		
	3.4. Support others to understand the process following death according to agreed ways of working.		
4. Be able to respond to changing needs of an individual during the last days of life.	4.1. Explain the importance of following the individual's advance care plan in the last days of life.		
	4.2. Record the changing needs of the individual during the last days of life according to agreed ways of working.		
	4.3. Support the individual when their condition changes according to agreed ways of working.		
5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual.	5.1. Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working.		
	5.2. Provide care for the individual after death according to national guidelines, local policies and procedures.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care.		
	5.4. Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person.		
	5.5. Explain ways to support others immediately following the death of the individual.		
6. Be able to manage own feelings in relation to an individual's dying or death.	6.1. Identify ways to manage own feelings in relation to an individual's death.		
	6.2. Use support systems to manage own feelings in relation to an individual's death.		

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: EOL 306
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.

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Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles .
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Individual** is the person receiving support or care in the work setting. **Others** may include: - partner - family - friends - neighbours - care worker - colleague - manager - Social Worker - Occupational Therapist - GP - Speech & Language Therapist - Physiotherapist - Pharmacist - Nurse - Psychologist - Independent Mental Capacity Advocate - Community Psychiatric Nurse - clinical nurse specialists.
Barred unit combination	This is a barred combination with J/503/8137.

EOL 501: Lead and manage end of life care services

Unit reference	T/503/8134	Unit level	5
Credit value	7	GLH	45
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading and managing end of life care services.		

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. Be able to apply current legislation and policy in end of life care in order to develop end of life services.	1.1. Summarise current legislation relating to the provision of best practice **end of life care services.**		
	1.2. Apply local and national policy guidance for end of life care to the setting in which you work.		
	1.3. Analyse legal and ethical issues relating to decision making at end of life.		
	1.4. Explain how issues of mental capacity could affect end of life care.		
2. Understand current theory and practice underpinning end of life care.	2.1. Describe the theoretical models of grief, loss and bereavement.		
	2.2. Explain how grief and loss manifest in the emotions of **individuals** who are dying and **others**.		

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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. Analyse how a range of **tools for end of life care** can support the individual and others.		
	2.4. Explain the pathway used by your local health authority.		
	2.5. Critically reflect on how the outcomes of national research can affect your workplace practices.		
3. Be able to lead and manage effective end of life care services.	3.1. Explain the qualities of an effective leader in end of life care.		
	3.2. Manage own feelings and emotions in relation to end of life care, using a **range of resources** as appropriate.		
	3.3. Use effective communication to support individuals at end of life and others.		
	3.4. Use effective mediation and negotiation skills on behalf of the individual who is dying.		
	3.5. Ensure there are sufficient and appropriate resources to support the delivery of end of life care services.		
	3.6. Describe the possible role(s) of advocates in end of life care.		
	3.7. Manage palliative care emergencies according to the wishes and preferences of the individual.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.8 Use a range of tools for end of life care to measure standards through audit and after death analysis.		
4. Be able to establish and maintain key relationships to lead and manage end of life care.	4.1. Identify key relationships essential to effective end of life care.		
	4.2. Analyse the features of effective partnership working within your work setting.		
	4.3. Implement shared decision making strategies in working with individuals at end of life and others.		
	4.4. Analyse how partnership working delivers positive outcomes for individuals and others.		
	4.5. Initiate and contribute to multi-disciplinary assessments.		
	4.6. Explain how to overcome barriers to partnership working.		
	4.7. Access specialist multi-disciplinary advice to manage complex situations.		
5. Be able to support staff and others in the delivery of excellence in the end of life care service.	5.1. Describe how a shared vision for excellent end of life care services can be supported.		
	5.2. Implement strategies to empower staff involved in the delivery of end of life care to ensure positive outcomes for individuals and others.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Support others to use a range of resources as appropriate to manage own feelings when working in end of life care.		
	5.4. Support staff and others to comply with legislation, policies and procedures.		
	5.5. Support staff and others to recognise when mental capacity has reduced to the extent that others will determine care and treatment for the person at the end of life.		
	5.6. Access appropriate learning and development opportunities to equip staff and others for whom you are responsible.		
	5.7. Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care.		
	5.8. Provide feedback to staff on their practices in relation to end of life care.		
6. Be able to continuously improve the quality of the end of life care service.	6.1. Analyse how reflective practice approaches can improve the quality of end of life care services.		
	6.2. Critically reflect on methods for measuring the end of life care service against national indicators of quality.		
	6.3. Use outcomes of reflective practice to improve aspects of the end of life care service.		

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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: EOL 501
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 412
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**End of life care services** may include those services provided at diagnosis, during treatment or palliative care, including the dying phase, or following death **Individual** is the person receiving support or care in the work setting **Others** may include: - care or support staff - colleague - manager - non-direct care or support staff - carers - families - visitors - volunteers - health professionals - other organisations

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- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Macmillan Nurse
- Independent Mental Capacity Advocate
- clinical nurse specialists.

Tools for end of life care may include, e.g.:

- Liverpool Care Pathway
- Gold Standards Framework or equivalent
- Preferred priorities of care
- Advance care plan approaches
- Welsh integrated care pathway.

Range of resources may include:

- de-briefing
- mentoring
- supervision
- counselling services.

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EOL 502: Lead a service that supports individuals through significant life events

Unit reference	L/503/8138	Unit level	5
Credit value	4	GLH	31
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading and managing end of life care services.		

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. Be able to implement organisational systems and procedures necessary to support **individuals** experiencing significant life events.	1.1. Ensure systems and structures in your setting enable and demonstrate acceptance for cultural diversity, individual wishes, needs and preferences.		
	1.2. Ensure organisational systems and procedures uphold **person centred approaches**.		
	1.3. Implement organisational systems and procedures that ensure quality of service when supporting individuals experiencing significant life events.		
	1.4. Implement effective communication systems which promote open, sensitive and appropriate communication.		
	1.5. Implement reporting and recording systems which safeguard people you support in line with national and local agreed ways of working.		

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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. Ensure administrative arrangements for legal or financial issues are in line with legal requirements.		
	1.7. Describe how your organisational systems and procedures can respond to the particular and future needs, wishes and preferences of individuals experiencing significant life events.		
	1.8. Analyse how the service operates in ways which promote **active participation** for those you support, their families and carers.		
	1.9. Explain how to resolve tensions or conflicts that may arise for individuals experiencing significant life events, their families and carers.		
2. Be able to ensure sufficient and appropriate resources to support individuals experiencing significant life events.	2.1. Ensure appropriate staffing and skills levels that would be necessary to respond to individuals experiencing significant life events.		
	2.2. Provide staff and **others** for whom you are responsible with appropriate learning opportunities to enable them to respond sensitively to individuals experiencing significant life events.		
	2.3. Identify specialist resources that may be required in supporting individuals experiencing significant life events.		

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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Develop collaborative working partnerships with other key services and resources to support individuals experiencing significant life events.		
	2.5. Implement effective methods for sharing information with other services as appropriate.		
3. Be able to ensure staff can respond to individuals experiencing significant life events.	3.1. Support staff and others to accept and respect the emotions associated with major life changes and loss.		
	3.2. Support staff and others to accept and respond sensitively to individual's wishes, choices and spiritual needs.		
	3.3. Support staff to monitor individuals' emotional, behavioural, psychological or physical changes.		
	3.4. Support staff and others to communicate effectively in response to individuals experiencing significant life events.		
	3.5. Implement systems and procedures for staff to be able to seek additional guidance and information where they are faced with a situation which is outside of their own expertise.		
	3.6. Provide appropriate support systems for staff and others to help them to manage the impact of their work on their own emotional and physical needs.		

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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: EOL 502
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 412
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Person centred approaches** are those that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care and support. **Individual** is the person receiving support or care in the work setting. **Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible. **Others** may include: • partner • family

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	- friends - neighbours - care worker - colleague - manager - Social Worker - Occupational Therapist - GP - Speech & Language Therapist - Physiotherapist - Pharmacist - Nurse - Psychologist - Independent Mental Capacity Advocate - Community Psychiatric Nurse - clinical nurse specialists.

Section 3: Documents

Useful documents

This section refers to useful documents that can be found on our secure site, 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 on our website.

*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**