NCFE CACHE Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland)
QN:(610/7733/1)



Qualification Specification

Version 1.0 November 2026

Qualification summary

Qualification title	**NCFE CACHE Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland)**
Ofqual qualification number (QN)	610/7733/1
Guided learning hours (GLH)	659
Total qualification time (TQT)	900
Credit value	90
Minimum age	19
Qualification purpose	This qualification will enable learners to acquire knowledge and skills in the leadership and management of health and social care services within Northern Ireland. The mandatory units include: • Unit 01 Understand leadership and management in health and social care (F/652/2257) • Unit 02 Leading and managing continuous professional development (CPD) in a health and social care service (H/652/2258) • Unit 03 Leading operational management in health and social care (J/652/2259) • Unit 04 Managing effective communication systems and practices in health and social care (M/652/2260) • Unit 05 Championing equality, diversity and inclusion (EDI) in health and social care (R/652/2261) • Unit 06 Leading and managing a team in health and social care (T/652/2262) • Unit 07 Leading and managing health and safety and risk management in health and social care (Y/652/2263) • Unit 08 Leading and managing practice that promotes safeguarding in health and social care (A/652/2264) • Unit 09 Understand mental capacity, deprivation of liberty and restrictive practice safeguards in health and social care (D/652/2265) • Unit 10 Leading and managing assessment of individuals in health and social care (F/652/2266) • Unit 11 Leading and managing person-centred and outcomes-based practice with individuals and others in health and social care (H/652/2267) • Unit 12 Leading and managing quality processes in health and social care (J/652/2268) • Unit 13 Leading and managing supervision practice in health and social care (K/652/2269) • Unit 14 Leading and managing the appraisal of staff performance (R/652/2270).

	The optional units allow learners to choose from a wide variety of areas to tailor the qualification to their needs and interests, and to reflect the context of their work.
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence, including direct observation in real work settings.
Work/industry placement experience	The learner must be employed in a health and social care role in an appropriate setting to be able to meet the assessment requirements of this qualification.
Occupational standards	This qualification is underpinned by the National Occupational Standards (NOS) for health and social care and is aligned with the Level 5 Health and Social Care Apprenticeship Framework.
Endorsement	This qualification is endorsed by the Northern Ireland Social Care Council (NISCC) and sits within the Care in Practice (CiP) Framework.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7733/1.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of leadership and management in health and social care services in Northern Ireland
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical skills.

The objective of this qualification is to:

- confirm occupational competence.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Centre staffing

To offer this qualification, centres must establish the following roles as a minimum, although a single staff member may serve in more than one capacity:

- centre contact
- programme co-ordinator
- assessor
- internal quality assurer (IQA).

An individual cannot serve as an IQA for their own assessments.

Tutors responsible for delivering this qualification must possess a high degree of occupational competency in health and social care. They should:

- hold a relevant qualification at least at level 5
- be occupationally competent and able to demonstrate current and relevant knowledge of the health and social care sector
- have relevant occupational experience in health and social care.

Assessors must be occupationally competent and qualified to make assessment decisions. They should:

- hold a relevant qualification at least at level 5
- hold, or be currently undertaking, a recognised level 3 assessor's qualification or equivalent
- have relevant occupational experience in health and social care.

Where an assessor is working towards their assessor qualification, a qualified assessor must countersign all assessment decisions until the qualification is achieved.

IQAs must be occupationally knowledgeable and qualified to make quality assurance decisions. They should:

- hold, or be currently undertaking, a recognised level 4 internal quality assurance qualification or equivalent
- have relevant occupational experience in health and social care.

Where an IQA is working towards their internal quality assurance qualification, a qualified IQA must countersign all quality assurance decisions until the qualification is achieved.

Guidance for entry and registration

This qualification will enable learners to acquire knowledge and skills in the leadership and management of health and social care services within Northern Ireland.

Learners must be at least 19 years of age and be employed in relevant health and social care roles in Northern Ireland.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification; however, learners may find it helpful if they have already achieved a level 3 qualification, which could include:

- NCFE CACHE Level 3 Diploma in Health and Social Care Practice (Northern Ireland) (610/6571/7).

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **90 credits**: **75 credits** from the mandatory units, and a minimum of **15 credits** from the optional units.

Group A optional units:

- a maximum of 2 credits (1 unit) may be achieved from this group; there is no requirement to achieve credits from Group A.

Group B optional units:

- learners must achieve the remaining optional credits from this group to meet the minimum 15 optional credits requirement.

Please refer to the list of units in Appendix A or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

This qualification will support learners to engage in continuing professional development (CPD) and will provide learners with career advancement opportunities in management or leadership roles within health and social care services.

Depending on employer requirements and specific work setting or settings, learners who achieve this qualification could progress to the following employment roles:

- deputy
- senior care assistant
- senior support worker
- team leader (health and social care setting)
- shift leader
- enhanced social care practitioner
- supervisory roles within domiciliary, residential or community care services.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Work placement experience

Learners must be employed in an appropriate health and social care setting to meet the assessment requirements of this qualification.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the NCFE CACHE Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland) (610/7733/1).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

In accordance with the Skills for Care and Development (SfC&D) Assessment Principles (November 2025, v1.1):

'Skills-based assessment must include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation must be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers. Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted.'

Simulation is not appropriate for any competence-based assessment within this qualification.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

When answering, learners should reflect on their own service user group and organisational context.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.

Unit 01 Understand leadership and management in health and social care (F/652/2257)

Unit summary				
This unit will enable the learner to develop their understanding of leadership and management in order to develop their practice.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**38 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand leadership theories and management styles	1.1 Distinguish between leadership and management and explain their interdependence
	1.2 Summarise at least two theories of leadership, including their underpinning values
	1.3 Evaluate the application of a range of management approaches and their **potential impact** on team performance in different situations
2. Understand the skills of leadership and management in health and social care	2.1 Analyse the skills required to be an: • effective leader • effective manager
	2.2 Explain why both sets of skills are necessary in health and social care
	2.3 Describe approaches for: • **conflict management** • **conflict resolution**
3. Understand the context of leadership and management in health and social care	3.1 Summarise a range of **external drivers** that influence the leadership and management of health and social care, and evaluate their impact on service delivery
	3.2 Evaluate **inspection processes**, including ways in which information is collected and used to inform inspection activities
	3.3 Explain how the outcomes of inspection can be used to support service improvement

Range
1. Understand leadership theories and management styles
1.3 Potential impact: Potential impacts may support or be counter-productive to effective team performance and may depend on factors such as the situation and team member expertise or competence.
2. Understand the skills of leadership and management in health and social care
2.3 Conflict management may include: • focus on ongoing management, aiming to minimise the negative/destructive effects of the conflict and keep relationships functional. **2.3 Conflict resolution** may include:

Range
• focus on providing a definitive solution, aiming to eliminate the conflict and restore positive relationships.
3. Understand the context of leadership and management in health and social care
3.1 External drivers may include: • legislation • government policy • economic environment • technological and research developments • emerging needs/trends • workforce availability • inquiries/serious adverse incidents • media/public opinion. **3.2 Inspection processes** may include: • those associated with statutory and non-statutory regulators • funders.

Delivery and assessment guidance
Primary assessment method or methods for LOs 1, 2 and 3: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Relationship to National Occupational Standards (NOS): • HSCCLD36 Promote the effectiveness of teams • HSCCLD46 Lead the effectiveness of teams • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 02 Leading and managing continuous professional development (CPD) in a health and social care service (H/652/2258)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to use reflective practice and continuous professional development (CPD) to support their own and others' development in a health and social care service.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**7 credits**	**60 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the importance of professional development in health and social care	1.1 Analyse the importance of continually improving knowledge and practice
	1.2 Explain potential barriers to professional development and ways to overcome these barriers
	1.3 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date
2. Be able to demonstrate commitment to your own professional development	2.1 Evaluate own knowledge and performance, using standards and benchmarks
	2.2 Identify opportunities to support your own professional development, taking account of your own development goals
	2.3 Implement an agreed professional development plan, incorporating opportunities for others to provide feedback on your performance across agreed areas of responsibility
3. Be able to use research and study skills to support your own professional development	3.1 Identify your own learning style using a recognised assessment tool
	3.2 Select and use suitable **tools and techniques** for own study
	3.3 Explain the importance of using valid and reliable data sources when researching areas of inquiry in health and social care
	3.4 Select and use appropriate sources of reference, adhering to **academic protocols**
4. Be able to lead learning and professional development practices for team members in your own setting	4.1 Explain available **mechanisms and resources** to support learning and professional development for team members in your own setting
	4.2 Promote a learning culture within your own team
	4.3 Support team members to plan for and review their professional development goals
	4.4 Facilitate the professional development of team members to support appropriate and effective delegation
5. Know how to manage your own wellbeing	5.1 Explain what is meant by: • holistic **wellbeing** • stress • resilience
	5.2 Describe **factors** that affect your own wellbeing
	5.3 Evaluate how your own wellbeing impacts your role performance
	5.4 Explain strategies that maintain or improve your own wellbeing
6. Know how to support team members to	6.1 Describe indicators that the wellbeing of team members may be deteriorating

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
maintain and improve their own wellbeing	6.2 Explain the potential impact of stress and low morale on team performance
	6.3 Provide information to team members on a range of **wellbeing supports** available and ways to access them
7. Be able to improve your practice through self-awareness and reflective practice	7.1 Explain the importance of reflective practice to improve performance
	7.2 Analyse the use of reflective practice in your own setting
	7.3 Analyse how your own: • values and beliefs • experiences impact your own work practices
	7.4 Use examples from your work environment to reflect on how your own practice: • has **improved** • may need to improve

Range
3. Be able to use research and study skills to support your own professional development
3.2 Tools and techniques may include: • the Eisenhower Matrix (prioritising) • goal setting • active learning techniques • note taking • use of technology. **3.4 Academic protocols** must include: • protocols in relation to the appropriate use of material generated through artificial intelligence (AI).
4. Be able to lead learning and professional development practices for team members in your own setting
4.1 Mechanisms and resources may include: • in-house opportunities for shadowing, such as 'acting up' • formal training in person or online • access to recognised qualifications • funding mechanisms available to support learning.
5. Know how to manage your own wellbeing
5.1 Wellbeing: In this context, wellbeing refers to that of the learner. Wellbeing is a broad concept referring to a person's quality of life, considering health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental wellbeing. **5.2 Factors**: These should be specific to the learner. The learner should show consideration of environmental, physical, social, and psychological factors, inside and outside the workplace.
6. Know how to support team members to maintain and improve their own wellbeing

Range
6.3 Wellbeing supports: These may be internal or external to the learner's organisation. Consideration should include those that are available and those that are not currently accessed.
7. Be able to improve practice through self-awareness and reflective practice
7.4 Improved practice: Improved practice may include areas of understanding, skills or values that underpin best practice and align with sectoral standards and agreed ways of working.

Delivery and assessment guidance
Primary assessment method or methods for LOs 1, 5 and 6: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2, 3, 4 and 7: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD23 Develop reflective practice • HSCCLD43 Lead and develop reflective practice • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 03 Leading operational management in health and social care (J/652/2259)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to lead operational management in the learner's own setting, through planning, implementation and evaluation.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**31 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand operational management in health and social care	1.1 Explain the difference between strategic management and operational management
	1.2 Summarise key operational objectives within your own service
	1.3 Evaluate a manager's **responsibilities** in managing operational objectives in your service
2. Be able to develop an operational plan within your own area of responsibility	2.1 Identify key operational objectives as the basis for a specific operational plan
	2.2 Summarise the link between the operational plan's objectives and the overall service vision and governance framework within which it operates
	2.3 Identify potential risks associated with the operational plan and associated mitigation strategies
	2.4 Develop contingency arrangements as part of operational planning
3. Be able to implement and manage an operational plan	3.1 Manage the implementation of an operational plan within your own area of responsibility, including: • appropriate use of delegation • effective use of resources • appropriate engagement with team members and others as appropriate
	3.2 Manage risks and challenges that arise during the implementation of an operational plan
4. Be able to monitor and evaluate an operational plan in own area of responsibility	4.1 Monitor the implementation of an operational plan within your own area of responsibility
	4.2 Evaluate, in conjunction with others, an operational plan against its identified objectives
	4.3 Agree, with others, actions for the future as a result of the evaluation of an operational plan

Range
1. Understand operational management in health and social care

1.3 Responsibilities may include:
 	
• areas of influence and limitations associated with your own role in relation to operational management such as:
  ○ scope and autonomy in decision-making
  ○ stakeholder engagement

Range
○ budget control ○ quality management.

Delivery and assessment guidance
Operational plan for LOs 2, 3 and 4: An identified operational plan will be specific to each service setting and a learner's specific areas of responsibility. The operational plan should be documented, align with a strategic focus, and identify practical outworking, within an identified time scale. Skills that may need to be applied in developing and implementing operational plans may include: • planning • risk management • delegation • innovation • influencing and persuading • building consensus • communicating • involving others. Primary assessment method or methods for LO1: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2, 3 and 4: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD46 Lead the effectiveness of teams • HSCCLD416 Collaborate with others to support individuals • HSCCLD418 Lead service delivery planning • HSCCLD420 Lead on regulatory requirements in the workplace • HSCCLD422 Lead the use of digital technology.

Unit 04 Managing effective communication systems and practices in health and social care (M/652/2260)

Unit summary				
This unit will enable the learner to develop knowledge and skills to use and manage effective communication and information management systems in health and social care.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**6 credits**	**50 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the importance of effective communication in managing a health and social care service	1.1 Examine a range of communication methods used in managing a health and social care service
	1.2 Critically analyse a range of core communication skills used in managing a health and social care service
	1.3 Analyse barriers and challenges to effective communication when managing a health and social care service
2. Understand the importance of effective use of information management in a health and social care service	2.1 Explain the legal and policy requirements in relation to information management, including confidentiality and data protection, in a health and social care service
	2.2 Describe best practice guidance in relation to recording, storing and sharing information within and between organisations
	2.3 Analyse tensions that exist in relation to accessing and sharing information in a health and social care service
	2.4 Describe consequences of poor practice in information management, for the organisation and others, including potential fitness to practise processes
3. Be able to use effective communication in managing a health and social care service	3.1 Recognise and address barriers to effective communication within a health and social care service
	3.2 Support team members to use effective communication in order to achieve positive outcomes for individuals
	3.3 Demonstrate the effective use of a range of interpersonal communication skills with individuals, team members and others
4. Be able to use information management systems that meet legal requirements and agreed ways of working	4.1 Produce and maintain accurate, complete, retrievable and up-to-date records used in the management of a health and social care service
	4.2 Utilise records and reports to inform judgements and decisions
	4.3 Lead the sharing of information with team members and others in a timely manner, in line with agreed ways of working
	4.4 Lead practice to address challenges that arise between maintaining confidentiality and sharing information
5. Be able to manage the use of digital communication systems in a health and social care service	5.1 Demonstrate the appropriate and safe use of digital communication systems in managing a health and social care service, in line with agreed ways of working
	5.2 Support team members to develop their competence in the use of digital communication systems
	5.3 Monitor the use of digital communication systems in line with agreed ways of working

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
6. Be able to improve communication practices that support safe and effective service provision	6.1 Evaluate the effectiveness of existing communication systems or practices
	6.2 Propose improvements to communication practices in order to enhance effectiveness
	6.3 Support the implementation of a revised communication practice

Delivery and assessment guidance

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion.

Primary assessment method or methods for LOs 3, 4, 5 and 6:

- direct observation of the learner in their work setting
- review of work products and associated questioning.

Relationship to National Occupational Standards (NOS):

- HSCCLD41 Lead effective communication
- HSCCLD412 Lead the provision of information on services and facilities
- HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 05 Championing equality, diversity and inclusion (EDI) in health and social care (R/652/2261)

Unit summary				
This unit will enable the learner to develop their knowledge and skills to effectively champion equality, diversity and inclusion (EDI) in a health and social care service.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand equality, diversity and inclusion (EDI) in health and social care	1.1 Summarise key aspects of current legislation underpinning EDI
	1.2 Explain the impact of: • **historical influences** • current social influences • current legislation on promoting a culture that embeds EDI in service provision
	1.3 Evaluate, using examples, challenges or conflicts that may arise when promoting **equity** in practice
2. Understand cultural competence in health and social care	2.1 Explain what is meant by cultural competence
	2.2 Analyse the **importance of cultural competence** when leading and managing a health and social care service
	2.3 Explain the potential impacts that: • unconscious bias • discriminatory behaviours may have on individuals and others
3. Be able to lead a culture that promotes equality, diversity and inclusion (EDI) in health and social care	3.1 Use reflective practice to evaluate your own and others' practice in relation to EDI
	3.2 Promote EDI in practice in your own setting
	3.3 Work with others to challenge discrimination and/or exclusion in ways that are likely to achieve change and promote positive outcomes
	3.4 Evaluate the effectiveness of systems and processes to promote EDI in your own setting and propose improvements to address gaps or shortfalls

Range
1. Understand equality, diversity and inclusion (EDI) in health and social care
1.2 Historical influences: These are not confined to a specific timescale. Significant themes from history should be considered that have influenced equality, diversity, inclusion and human rights in the learner's region. **1.3 Equity**: This recognises that to reach equal outcomes, individuals need different levels and kinds of support. It should be considered in relation to both workforce and individuals who access services.

Range
2. Understand cultural competence in health and social care
2.2 Importance of cultural competence: Cultural competence should be considered in relation to both workforce and individuals who access services.

Delivery and assessment guidance
Primary assessment method or methods for LOs 1 and 2: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LO3: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD38 Promote equality, diversity, inclusion and rights of individuals • HSCCLD48 Lead practice that ensures equality, diversity, inclusion and rights of individuals • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 06 Leading and managing a team in health and social care (T/652/2262)

Unit summary
This unit will enable the learner to develop the knowledge and skills required to effectively lead and manage a team that provides safe and effective care/support for individuals in the context of their own health and social care service.
Assessment
This unit is internally assessed.

Mandatory	**Achieved/not yet achieved**	**Level 5**	**6 credits**	**40 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Be able to provide leadership for a team in health and social care	1.1 Communicate the vision and strategic direction of your service to your own team members
	1.2 Use systems and processes to build and maintain the team's commitment to your service and its values
	1.3 Encourage creative and innovative ways of working within your own team
	1.4 Promote a positive values-based culture within the team through your own behaviours
2. Be able to support effective teamwork	2.1 Explain approaches used in your service to support effective teamwork
	2.2 Engage team members in agreeing team objectives
	2.3 Agree roles and responsibilities, taking account of team members' competence and support needs
	2.4 Support team members to work towards agreed team objectives
3. Be able to manage team performance	3.1 Monitor and evaluate progress towards agreed objectives
	3.2 Provide feedback on performance to the team as a whole and to individual team members
	3.3 Provide recognition when individual and team objectives have been achieved
	3.4 Explain how team members are managed when: • their performance does not meet requirements • there are concerns about their wellbeing and/or resilience
4. Be able to manage appropriate human resource provision in a health and social care service	4.1 Describe factors that influence staffing requirements and patterns in your own service
	4.2 Manage staffing schedules and patterns and adjust them to meet changing needs and circumstances in your own service
	4.3 Evaluate the effectiveness of the working schedules and patterns and recommend improvements as a result of evaluation
	4.4 Review the effectiveness of approaches to human resource management in maintaining a safe and effective service

Delivery and assessment guidance
Primary assessment method or methods for LOs 1, 2, 3 and 4: • direct observation of the learner in their work setting • review of work products and associated questioning.

Delivery and assessment guidance
Relationship to National Occupational Standards (NOS): • HSCCLD36 Promote the effectiveness of teams • HSCCLD46 Lead the effectiveness of teams • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 07 Leading and managing health and safety and risk management in health and social care (Y/652/2263)

Unit summary				
This unit will enable the learner to develop knowledge and skills to lead and manage health and safety and risk management in a health and social care service.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the current legislative framework and organisational health and safety and risk management policies and procedures	1.1 Summarise key aspects of the **legislative framework** for health and safety and risk management in health and social care
	1.2 Analyse how existing policies and procedures in your own work setting meet health and safety and risk management requirements
2. Be able to lead compliance with health and safety requirements	2.1 Demonstrate your own compliance with health and safety policies and procedures, in accordance with your role and responsibilities
	2.2 Support team members to comply with organisational health and safety policies and procedures relevant to their role and responsibilities
	2.3 Explain actions to take when health and safety policies and procedures are not being complied with
	2.4 Complete records and reports on health and safety, in accordance with agreed ways of working
	2.5 Evaluate the implementation of health and safety procedures in your own setting and identify actions to improve practice
3. Be able to lead the implementation of policies and procedures to manage risks in health and social care	3.1 Describe your own **responsibilities** to assess and manage risk
	3.2 Explain methods and tools available to inform and undertake risk management activities in your own setting
	3.3 Work with team members and others to: • identify and assess **risks** • manage risks to mitigate their likelihood and impact on individuals and service provision
	3.4 Evaluate the use of risk management processes in your own setting and identify actions to improve practice

Range
1. Understand the current legislative framework and organisational health and safety and risk management policies and procedures
1.1 Legislative framework should include: • overarching health and safety • fire safety • hazardous substances • moving and handling equipment or objects

Range
• infection prevention and control • risk management.
3. Be able to lead the implementation of policies and procedures to manage risks in health and social care
3.1 Responsibilities may include: • those that are specific to own work role/setting, which may include: ○ infection prevention and control. **3.3 Risks** may include: • those that are particular to a specific setting/service.

Delivery and assessment guidance
LOs 2 and 3: Where a service setting is required by regulation to ensure that premises and grounds are safe, well maintained and remain suitable for their stated purpose, a learner's evidence **must** relate to premises, grounds, and furniture/fittings/equipment, as well as more general safe and healthy working practices. Primary assessment method or methods for LO1: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2 and 3: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD42 Lead a healthy and safe workplace • HSCCLD44 Lead the safeguarding of individuals and others • HSCCLD415 Lead the development of risk management plans • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 08 Leading and managing practice that promotes safeguarding in health and social care (A/652/2264)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to lead and manage practice that promotes safeguarding in a health and social care service setting.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**35 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand legislation and policies that underpin safeguarding procedures in health and social care	1.1 Summarise the current legislative and policy frameworks that underpin the safeguarding of: • adults • children
	1.2 Analyse how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on policy and procedures for safeguarding
	1.3 Describe the role of key agencies and associated roles of those involved in safeguarding procedures in relation to: • adults • children
	1.4 Describe the operational management responsibilities for safeguarding, in your own service setting, in relation to: • individuals • team members and others
2. Be able to lead the implementation of policies, procedures and practices to support safeguarding in health and social care	2.1 Support team members to develop the knowledge and skills they need to safeguard individuals at risk
	2.2 Ensure team members know actions to take when there are concerns that an individual has been, or is in danger of being, harmed or abused, including whistleblowing
	2.3 Analyse tensions/challenges in maintaining the safety of team members and others, with duty of care to individuals who are recognised as being a potential risk to adults or children
	2.4 Monitor compliance with requirements for safeguarding and take action where these are not being adhered to
	2.5 Use **management processes** with team members to review compliance with safeguarding requirements and as support when engaged in safeguarding incidents or processes
3. Be able to lead and manage practice that safeguards individuals from harm and abuse	3.1 Promote a culture where the individual's needs and choices are balanced with expectations of safeguarding protocols
	3.2 Promote practices that encourage and empower individuals at risk, and those who are important to them, to share concerns
	3.3 Follow procedures to report suspected or disclosed incidents of harm or abuse in accordance with agreed ways of working
	3.4 Ensure that records and reports meet legislative and organisational requirements

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.5 Work collaboratively with others to achieve the best outcomes for an individual at risk
	3.6 Monitor the effectiveness of systems to safeguard individuals and take action to improve practice in your own service setting
	3.7 Reflect on how to adapt your own approach to safeguarding, in order to improve your own practice

Range
2. Be able to lead the implementation of policies, procedures and practices to support safeguarding in health and social care
2.5 Management processes may include: • debriefs • team meetings • supervisions • informal discussions • shared learning.

Delivery and assessment guidance
Primary assessment method or methods for LO1: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2 and 3: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD44 Lead the safeguarding of individuals and others • HSCCLD416 Collaborate with others to support individuals • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 09 Understand mental capacity, deprivation of liberty and restrictive practice safeguards in health and social care (D/652/2265)

Unit summary
This unit will enable the learner to understand legislation and practice requirements in relation to mental capacity and deprivation of liberty. It will also enable the learner to understand their role in upholding the rights of individuals and the appropriate use of restrictive practices in health and social care.
Assessment
This unit is internally assessed.

Mandatory	Achieved/not yet achieved	Level 5	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand mental capacity and consent in health and social care	1.1 Summarise current legislation relating to an individual's capacity
	1.2 Explain how codes of practice specific to mental capacity: • protect individuals who may lack capacity • provide safeguards around decisions in relation to deprivation of liberty for individuals who lack the capacity to make those decisions for themselves
	1.3 Outline the support available when an individual's mental capacity needs to be assessed
	1.4 Describe ways of working in your service area that support individuals' ability to provide valid consent
2. Understand the use of restrictive practice in health and social care	2.1 Explain what is meant by the term 'restrictive practice'
	2.2 Summarise key aspects of the legal and policy frameworks and their implications for the use of restrictive practice
	2.3 **Analyse situations** where restrictive practices might be appropriate and proportionate responses, in accordance with agreed ways of working
	2.4 Describe **operational management responsibilities** in relation to restrictive practices in your service area

Range

2. Understand the use of restrictive practice in health and social care

2.3 Analyse situations:

Analysis should consider the potential positive and/or negative impact for individuals who access services and others (such as team members, carers/families, other professionals).

2.4 Operational management responsibilities may include:

- maintenance and review of Deprivation of Liberty Safeguards (DoLS) and restrictive practices registers
- care/support plan reviews
- risk management processes
- reporting procedures for unauthorised implementation of restrictive practices

Range
• some circumstances where a renegotiation of service suitability for an individual is required.

Delivery and assessment guidance
Primary assessment method or methods for LOs 1 and 2: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Relationship to National Occupational Standards (NOS): • HSCCLD38 Promote equality, diversity, inclusion and rights of individuals • HSCCLD44 Lead the safeguarding of individuals and others • HSCCLD48 Lead practice that ensures equality, diversity, inclusion and rights of individuals • HSCCLD416 Collaborate with others to support individuals • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 10 Leading and managing assessment of individuals in health and social care (F/652/2266)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to lead and manage assessment of individuals in the context of their own health and social care service.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand assessment processes in health and social care	1.1 Explain processes used for initial assessment in your service, including: • criteria • timescales • roles and responsibilities
	1.2 Describe the range and purpose of different types of assessment used within your own service
	1.3 Explain how collaborative working can positively support the assessment process
2. Be able to lead and manage assessment processes in health and social care	2.1 Ensure that team members are appropriately trained and competent to carry out assessment, as appropriate, and within the boundaries of their roles
	2.2 Manage assessment processes to ensure: • timeliness and compliance with operational requirements • active participation of the individual and others as appropriate so that the needs and preferences of the individual are accurately reflected in the assessment
	2.3 Monitor assessment processes and outcomes against agreed quality indicators
3. Be able to manage the outcomes of assessment	3.1 Demonstrate the use of recording and information management processes to support assessment
	3.2 Use evidence benchmarked against identified criteria to support an assessment decision
	3.3 Communicate assessment decisions in a timely manner
	3.4 Describe challenges or conflicts that may arise during the assessment process and approaches to resolve these
	3.5 Implement interventions and/or referrals that will contribute to positive outcomes for the individual
4. Be able to review the effectiveness of assessment processes in health and social care	4.1 Use reflective practice to evaluate the assessment processes used in your service
	4.2 Outline actions to address and improve assessment processes

Delivery and assessment guidance
Primary assessment method or methods for LO1:

Delivery and assessment guidance
• written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2, 3 and 4: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD414 Lead the assessment process with individuals • HSCCLD416 Collaborate with others to support individuals • HSCCLD418 Lead service delivery planning • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 11 Leading and managing person-centred and outcomes-based practice with individuals and others in health and social care (H/652/2267)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to lead and manage person-centred and outcomes-based practice with individuals and others in the context of their own health and social care service.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**9 credits**	**65 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand person-centred and outcomes-based practice in health and social care	1.1 Summarise the nature of: • person-centred practice • active participation
	1.2 Explain the nature of outcomes-based practice and how it can: • be supported by a **strengths-based approach** • positively impact individuals
2. Understand the importance of collaborative working and co-production to support person-centred and outcomes-based practice	2.1 Explain the importance of: • co-production • **collaboration** with individuals and others in enabling individuals to achieve their desired outcomes
	2.2 Analyse potential barriers or conflicts that may arise when working collaboratively with other professionals and agencies
	2.3 Evaluate the use of a range of communication methods to support collaborative working with other professionals and agencies
3. Be able to support effective relationships with individuals, and carers/families as appropriate	3.1 Model open, respectful and supportive relationships with individuals, and carers/families as appropriate
	3.2 Support the integration of co-production processes within your own setting
	3.3 Implement measures to ensure that individuals, and carers/families as appropriate, are aware of their rights in relation to service provision
	3.4 Use appropriate approaches to address conflicts/dilemmas that may arise between individuals and: • team members • others
4. Be able to work collaboratively with professionals and other agencies to support person-centred and outcomes-based practice	4.1 Explain own role and responsibilities in working with professionals and other agencies
	4.2 Implement agreed procedures to build effective working relationships with professionals and other agencies
	4.3 Agree common objectives when working with professionals and other agencies within the boundaries of your own role and responsibilities

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.4 Address conflicts/challenges that may arise with professionals or other agencies, ensuring the best interests of individuals remain central
5. Be able to lead practice that promotes person-centred practice and positive outcomes for individuals	5.1 Facilitate the development of group activity plans and/or individual care/support plans, ensuring they reflect: • the active participation of individuals, and others as appropriate • individuals' preferences, wishes, strengths and needs
	5.2 Promote a culture among team members of adopting a holistic approach to wellbeing in day-to-day **practice** with groups and/or individuals, as appropriate
	5.3 Support individuals and others to adopt a balanced approach to risk taking that reflects: • the potential benefits to individuals of positive risk taking • individuals' rights • the views and concerns of others
	5.4 Manage resources to support person-centred practice and positive outcomes for groups and/or individuals, as appropriate
	5.5 Monitor and review progress towards the achievement of identified outcomes
6. Be able to review person-centred practice and positive outcomes for individuals	6.1 Use reflective practice to evaluate the extent to which systems and processes promote person-centred practice and positive outcomes for individuals in your service
	6.2 Outline improvements to enhance person-centred and outcomes-based practice in your service

Range
1. Understand person-centred and outcomes-based practice in health and social care
1.2 Strengths-based approach: A strengths-based approach values the capacity, skills, knowledge, connections and potential in individuals and communities. It is holistic; however, its focus on strengths does not mean ignoring challenges. Practitioners working in this way have to work in collaboration – supporting people to do things for themselves, thereby becoming co-producers of support, rather than passive consumers of support.
2. Understand the importance of collaborative working and co-production to support person-centred and outcomes-based practice
2.1 Collaboration may include: • ways in which integrated services and local community provision may cross traditional boundaries to achieve better outcomes for individuals.
5. Be able to lead practice that promotes person-centred practice and positive outcomes for individuals

5.2 Practice may include:
 	
• support to maintain or develop physical health, mental health or relationships through social inclusion
• support to engage in activities that are:
  ○ safe
  ○ enjoyable

Range
○ purposeful ○ age and culturally appropriate ○ responsive to changing needs and preferences.

Delivery and assessment guidance
Where a learner's service setting is required by regulation to offer a structured programme of varied activities and events, LO5 **must** be evidenced in relation to both groups and individuals. Primary assessment method or methods for LOs 1 and 2: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 3, 4, 5 and 6: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD415 Lead the development of risk management plans • HSCCLD414 Lead the assessment process with individuals • HSCCLD416 Collaborate with others to support individuals • HSCCLD417 Lead partnership working arrangements • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 12 Leading and managing quality processes in health and social care (J/652/2268)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to lead and manage the implementation of a range of quality processes in the context of their own health and social care setting.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**9 credits**	**65 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the context of leading and managing quality processes in health and social care	1.1 Explain the concepts of: • quality assurance • quality improvement
	1.2 Analyse how legislative and regulatory frameworks inform quality management, including the roles and standards associated with regulatory bodies applicable to you and your service
	1.3 Analyse ways in which **relevant reports** have informed quality management in health and social care
	1.4 Describe three methods that can be used to measure the achievement of quality standards
	1.5 Explain how quality standards relate to performance management of team members
2. Be able to lead and manage the implementation of quality assurance processes in order to improve service provision	2.1 Provide information to team members and others to develop their knowledge of quality standards
	2.2 Support team members to carry out their roles and responsibilities in implementing quality standards
	2.3 Implement systems and processes to monitor and measure the progress of the service against agreed quality indicators
	2.4 Record and report on findings in relation to the quality of service provision, benchmarked against the agreed quality indicators
	2.5 Agree with others plans to improve the quality of service provision in identified areas, in order to meet performance indicators
3. Be able to lead practice that responds to	3.1 Promote a culture where compliments, concerns and complaints are recognised as a tool to improve service provision

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
compliments, concerns and complaints, in order to improve service provision	3.2 Ensure accessible information and support is in place to enable and encourage individuals and others to raise compliments, concerns and complaints
	3.3 Support team members to understand procedures and their responsibilities to ensure compliments, concerns and complaints are recorded and actioned appropriately
	3.4 Undertake routine reviews of compliments, concerns and complaints to identify trends, areas of good practice and areas for improvement within the service provision
	3.5 Implement procedures to record and respond to concerns or complaints within agreed time frames
	3.6 Work with others to implement learning derived from compliments, concerns or complaints, to improve the quality of service provision
4. Be able to lead the delivery of a quality improvement plan in order to improve service provision	4.1 Work with team members and others to identify an area of service provision for **quality improvement**
	4.2 Produce a quality improvement plan outlining the necessary steps to achieve the identified quality improvement outcomes
	4.3 Implement the quality improvement plan in collaboration with team members and others and in line with agreed ways of working
	4.4 Monitor the implementation of the quality improvement plan
	4.5 Evaluate the impact of the quality improvement plan on the service provision

Range
1. Understand the context of leading and managing quality processes in health and social care
1.3 Relevant reports may include: • research evidence • inquiries • serious case reviews • learning from adverse incidents • investigations • fitness to practise reports.
4. Be able to lead the delivery of a quality improvement plan in order to improve service provision
4.1 Quality improvement: A quality improvement plan may derive from internal or external reviews of service provision.

Delivery and assessment guidance
Primary assessment method or methods for LO1: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2, 3 and 4:

Delivery and assessment guidance
• direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD418 Lead service delivery planning • HSCCLD419 Lead quality assurance assessments • HSCCLD420 Lead on regulatory requirements in the workplace • SCDCPC302 Contribute to the effective performance of your organisation • SCDCPC402 Promote compliance with organisational responsibility.

Unit 13 Leading and managing supervision practice in health and social care (K/652/2269)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to lead and manage supervision practice in the context of their own health and social care service.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**39 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the purpose of supervision in health and social care	1.1 Analyse the principles, scope and purpose of supervision
	1.2 Outline two theories and/or models of supervision
	1.3 Explain how the requirements of legislation, standards, policies and procedures influence supervision
	1.4 Explain how findings from **relevant reports** can be used within supervision to promote improved practice
	1.5 Explain how supervision can protect the: • individual • supervisor • supervisee
2. Understand how supervision can inform performance management	2.1 Analyse how supervision supports effective performance through review of key performance indicators
	2.2 Explain why the wellbeing of the supervisee should be included within supervision
3. Be able to undertake preparation for supervision with supervisees	3.1 Agree with at least two supervisees confidentiality, boundaries, roles and accountability within the professional supervision process
	3.2 Agree with at least two supervisees the frequency and location of supervision
	3.3 Agree with at least two supervisees sources of evidence that can be used to inform supervision
	3.4 Agree with at least two supervisees actions to be taken in preparation for supervision
4. Be able to provide effective supervision	4.1 Explain factors that may result in a power imbalance during supervision and ways to address these
	4.2 Support at least two supervisees to reflect on their own practice
	4.3 Provide positive feedback about the achievements of the supervisees
	4.4 Provide constructive feedback that can be used to improve performance
	4.5 Support the supervisees to identify their own development needs
	4.6 Review and revise supervision targets to meet the identified objectives of the work setting
	4.7 Support the supervisees to explore different methods of addressing challenging situations
	4.8 Record agreed supervision decisions/outcomes

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to manage conflict situations during supervision	5.1 Summarise two examples from own practice of managing conflict situations within supervision
	5.2 Reflect on your own practice in managing conflict situations experienced during supervision process
6. Be able to review supervision practice in your own service	6.1 Use examples in order to reflect on how supervision practice is planned and implemented in your setting and ways in which it could be improved
	6.2 Reflect on how to adapt your own approach to supervision, in order to improve your own practice

Range

1. Understand the purpose of supervision in health and social care

1.4 Relevant reports may include:

- research evidence
- inquiries
- serious case reviews
- learning from adverse incidents
- investigations
- fitness to practise reports.

Delivery and assessment guidance

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion.

Primary assessment method or methods for LOs 3, 4, 5 and 6:

- direct observation of the learner in their work setting
- review of work products and associated questioning.

Relationship to National Occupational Standards (NOS):

- HSCCLD317 Promote learning and development or employment opportunities for individuals
- HSCCLD340 Supervise and support team members
- HSCCLD36 Promote the effectiveness of teams
- HSCCLD43 Lead and develop reflective practice
- HSCCLD46 Lead the effectiveness of teams
- HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 14 Leading and managing the appraisal of staff performance (R/652/2270)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to effectively lead and manage the appraisal of staff performance in a health and social care setting.				
Assessment				
This unit is internally assessed.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**28 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the nature of and policies that underpin the appraisal of staff performance	1.1 Research and evaluate two models of staff appraisal, exploring their potential effectiveness and application in a health and social care setting
	1.2 Distinguish between the purposes of appraisal and disciplinary processes
	1.3 Summarise agreed ways of working for the **appraisal** of staff performance in your service setting and how they are used to inform each of the following: • achievement of **objectives** • overall performance • future objectives
	1.4 Explain how to minimise power imbalances within the appraisal process
2. Be able to lead preparation for appraisals	2.1 Confirm with at least two appraisees the objectives against which performance will be appraised
	2.2 Identify with the appraisees the actions they need to take to prepare for their appraisal
	2.3 Gather evidence from a range of sources in relation to the appraisees' achievement of objectives
	2.4 Prepare documentation for appraisals in line with agreed ways of working
3. Be able to lead and facilitate appraisal meetings	3.1 Demonstrate how to prepare the environment for appraisal meetings
	3.2 Support at least two appraisees to engage in an evaluation of their performance over the past year, to include: • areas of practice that have met or exceeded standards • areas for development
	3.3 Provide feedback to appraisees on their performance over the past year, to include: • areas of practice that have met or exceeded standards • areas for development
	3.4 Identify and agree with appraisees work objectives for the forthcoming year
	3.5 Identify and agree with appraisees professional development plans for the forthcoming year
	3.6 Record the appraisals in line with agreed ways of working

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to review appraisal processes and practice in your own service	4.1 Use examples in order to reflect on how appraisal practice is planned and implemented in your setting and ways in which it could be improved
	4.2 Reflect on how to adapt your own approach to appraisal, in order to improve your own practice

Range

1. Understand the nature of and policies that underpin the appraisal of staff performance

1.3 Appraisal:

Appraisal usually occurs on a yearly basis, involving a meeting between a staff member and a more senior member of staff. It usually entails a reflection on the past year, a recognition of the staff member's contribution to the team/service and setting objectives for the following year.

Appraisals should be participative, fair and evidence-based, as well as constructive, supportive and developmental in focus.

1.3 Objectives may include:

- both personal objectives and organisational objectives.

Delivery and assessment guidance

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion.

Primary assessment method or methods for LOs 2, 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning.

Relationship to National Occupational Standards (NOS):

- HSCCLD317 Promote learning and development or employment opportunities for individuals
- HSCCLD341 Provide assessment on the performance of others
- HSCCLD36 Promote the effectiveness of teams
- HSCCLD43 Lead and develop reflective practice
- HSCCLD46 Lead the effectiveness of teams
- HSCCLD420 Lead on regulatory requirements in the workplace.



Unit 15 Understand independent advocacy in health and social care services (T/652/2271)



Unit summary
This unit will enable the learner to develop their knowledge and understanding of independent advocacy within health and social care services.
Assessment
This unit is internally assessed.

Optional	Achieved/not yet achieved	Level 5	2 credits	12 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand advocacy in health and social care	1.1 Define what is meant by 'advocacy'
	1.2 Explain key principles underpinning **independent advocacy**
2. Understand the role of independent advocacy in health and social care	2.1 Summarise the **regulatory requirements** associated with independent advocacy in health and social care
	2.2 Analyse examples where independent advocacy may be appropriate and beneficial for individuals in your own service setting
	2.3 Evaluate managerial responsibilities in your own service setting in relation to the role of independent advocates

Range
1. Understand advocacy in health and social care
1.2 Independent advocacy: Advocacy is taking action to help people say what they want, secure their rights, represent their interests and obtain services they need. Advocates and advocacy schemes work in partnership with the people they support and take their side. Advocacy promotes social inclusion, equality and justice. Independent advocacy is used when the advocate is operationally independent from the service provider.
2. Understand the role of independent advocacy in health and social care
2.1 Regulatory requirements: This includes requirements related to minimum standard requirements associated with specific service areas.

Delivery and assessment guidance
Primary assessment method or methods for LOs 1 and 2: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Relationship to National Occupational Standards (NOS): • HSCCLD327 Work with individuals to develop and maintain relationships • HSCCLD49 Advocate with and on behalf of individuals.

Unit 16 Understand coaching and mentoring in health and social care (Y/652/2272)

Unit summary				
This unit will enable the learner to develop their understanding of coaching and mentoring in health and social care.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**2 credits**	**12 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand coaching and mentoring in health and social care settings	1.1 Distinguish between coaching and mentoring, including their **similarities and differences**
	1.2 Analyse how coaching and mentoring can contribute to creating a positive **learning culture**
	1.3 Justify the importance of reflective practice and supervision to support the effectiveness of coaching or mentoring
2. Know how coaching and mentoring may be applied when leading and managing in health and social care	2.1 Describe **examples** where: • coaching • mentoring may be the best or most suitable intervention to support a team member in your service setting
	2.2 Evaluate the potential **management implications** of supporting coaching and mentoring within your service setting

Range

1. Understand coaching and mentoring in health and social care settings

1.1 Similarities and differences may include:

- specific models:
  - purposes
  - contracting
  - time scales
  - areas of focus
  - levels of expertise and direction
  - skills usage and structure
- use of external/internal personnel
- use of AI.

1.2 Learning culture:

A learning culture is one that embeds learning into how things are done and requires organisational systems, values and resources to be aligned with continual leaning at individual, team and organisational levels.

Potential barriers may include time, resources, attitudes, values, lack of training as a coach or mentor, and ownership. Barriers may be individual or organisational.

Range
2. Know how coaching and mentoring may be applied when leading and managing in health and social care
2.1 Examples may include: • improving individual or organisational performance • personal effectiveness • motivation and confidence • succession planning. **2.2 Management implications** may include: • strategies necessary to address barriers identified in relation to creating a positive learning culture (refer to AC1.2).

Delivery and assessment guidance
AC2.1 – Individual development needs should be clearly stated for each example, as well as the desired outcomes. Primary assessment method or methods for LOs 1 and 2: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Relationship to National Occupational Standards (NOS): • HSCCLD317 Promote learning and development or employment opportunities for individuals • HSCCLD36 Promote the effectiveness of teams • HSCCLD43 Lead and develop reflective practice.

Unit 17 Understand models of disability (A/652/2273)

Unit summary				
This unit will enable the learner to develop their understanding of models of disability and ways to promote best practice.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**2 credits**	**12 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand theoretical models of disability	1.1 Summarise at least two theoretical **models of disability**, including their underlying assumptions and principles
	1.2 Compare and contrast the strengths and limitations of the selected models of disability
2. Know how models of disability may be applied in health and social care	2.1 Analyse ways in which at least two models of disability may **influence service delivery** in a health and social care setting
	2.2 Describe and justify **ways to raise awareness** of a model of disability applicable to your service setting, including how to address its: • alignment with organisational values • potential impact on individuals

Range
1. Understand theoretical models of disability
1.1 Models of disability may include: • medical model • social model • biopsychosocial model • economic model • social identity model • charity model.
2. Know how models of disability may be applied in health and social care
2.1 Influence on service delivery may include: • agreed ways of working that promote or minimise active participation, empowerment, advocacy • working practices and 'culture'. **2.2 Ways to raise awareness** may include: • bespoke training • supervision • team meetings • policy review • shared reflective learning from incidents • reports.

Range
2.2 Awareness may include: • focus on deepening understanding • challenging assumptions • embedding reflective practice • promoting a rights-based and anti-discriminatory approach in practice.

Delivery and assessment guidance
Primary assessment method or methods for LOs 1 and 2: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Relationship to National Occupational Standards (NOS): • HSCCLD317 Promote learning and development or employment opportunities for individuals • HSCCLD43 Lead and develop reflective practice • HSCCLD46 Lead the effectiveness of teams.

Unit 18 Contribute to recruitment and selection processes in health and social care (D/652/2274)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to recruit and select staff within a health and social care setting.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**31 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand recruitment and selection in health and social care	1.1 Analyse current workforce challenges in recruiting staff in health and social care
	1.2 Describe strategies to promote health and social care as an attractive career choice, including the roles of government and regulators
	1.3 Explain the impact of legislation and regulation on the recruitment and selection of staff in health and social care
	1.4 Summarise key **principles** underpinning recruitment and selection in health and social care
	1.5 Describe circumstances when it may be necessary to seek specialist expertise in relation to recruitment and selection
2. Be able to contribute to a recruitment process in your own service setting	2.1 Review a job description and personnel specification in order to meet organisational requirements
	2.2 Work with others to agree the criteria and methods that will be used in a recruitment and selection process
	2.3 Explain the role of individuals and/or **others**, as appropriate, in a recruitment process in your own service setting
3. Be able to participate in a selection process in your own service setting	3.1 Use agreed processes and criteria to assess candidates
	3.2 Record the selection process in accordance with agreed ways of working
4. Be able to review the recruitment and selection process in your own service setting	4.1 Use examples in order to reflect on how recruitment and selection processes are implemented and ways in which they could be improved
	4.2 Reflect on how to develop your own practice in relation to recruitment and selection in your own service setting

Range
1. Understand recruitment and selection in health and social care
1.4 Principles may include: • merit (based on the candidate's knowledge, skills, abilities, competencies and qualifications) • fairness (processes are robust and auditable) • equity (free from discrimination, prejudice or bias) • consistency (compliant with legislation and regulation) • transparency (use of clear criteria in the personnel specification and job description) • alignment of candidate values with organisational values.

Range
2. Be able to contribute to a recruitment process in your own service setting
2.3 Others may include: • service user representatives • advocates • carers • trade union personnel • specialist professional personnel.

Delivery and assessment guidance
Primary assessment method or methods for LO1: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2, 3 and 4: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD339 Promote the recruitment of team members • HSCCLD46 Lead the effectiveness of teams.

Unit 19 Leading and managing induction processes in health and social care (F/652/2275)

Unit summary				
This unit will enable the learner to develop their knowledge and skills to lead and manage induction processes in their own health and social care setting.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**31 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the purpose of staff induction for health and social care settings	1.1 Explain why a planned and structured induction process is important for the following: • **practitioners** • individuals • organisations
	1.2 Summarise information and resources available to support effective induction
	1.3 Analyse the role of the induction process in supporting **practitioners** to understand the values and agreed ways of working within a work setting
2. Be able to plan and develop the induction process in your own health and social care setting	2.1 Summarise factors that may influence the induction process for **practitioners**
	2.2 Describe at least three different methods that can be used to support the induction process for **practitioners**
	2.3 Plan an induction process in collaboration with others
3. Be able to implement and manage the induction process in your own health and social care setting	3.1 Manage the implementation of an induction process within your own area of responsibility, including: • appropriate use of delegation • effective use of resources • appropriate engagement with team members, and others as appropriate
	3.2 Manage risks and challenges that arise during the implementation of an induction process
4. Be able to monitor and evaluate an induction process in your own health and social care setting	4.1 Monitor the implementation of an induction process within your own area of responsibility
	4.2 Provide feedback to a practitioner on their achievement of induction requirements
	4.3 Support development planning for a practitioner on completion of induction
5. Be able to evaluate an induction process in your own health and social care setting	5.1 Explain the importance of continuous organisational improvement in the provision of induction
	5.2 Evaluate the effectiveness of an induction process, in conjunction with others
	5.3 Identify actions for improvement of induction, as a result of the evaluation of an induction process

Range
1. Understand the purpose of staff induction for health and social care settings
2. Be able to plan and develop the induction process in your own health and social care setting
Practitioners may include: • team members • agency staff • volunteers • placement students.

Delivery and assessment guidance
Primary assessment method or methods for LO1: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2, 3, 4 and 5: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD43 Lead and develop reflective practice • HSCCLD46 Lead the effectiveness of teams • HSCCLD412 Lead the provision of information on services and facilities • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 20 Managing finances in health and social care (H/652/2276)

Unit summary
This unit will enable the learner to develop knowledge and skills required to manage finances, in accordance with their own responsibilities and agreed ways of working in their health and social care service setting.
Assessment
This unit is internally assessed.

Optional	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**28 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand financial management in health and social care	1.1 Analyse significant **factors and priorities** that influence funding in health and social care services
	1.2 Describe the importance of effective financial management systems in health and social care services
	1.3 Summarise relevant sources of funding that are used to develop a budget for your own service setting
	1.4 Analyse the potential impact of insufficient budget on: • service delivery • individuals
2. Be able to manage a budget in accordance with your own responsibilities and agreed ways of working in your own service setting	2.1 Explain roles, responsibilities and accountabilities for financial management within your own service setting, including those associated with: • budget setting • recording expenditure • budget monitoring
	2.2 Accept an allocated budget, including areas of planned expenditure, for a specific financial period or project
	2.3 Record and monitor the implementation of the budget
	2.4 Analyse variances and/or discrepancies between budgeted and actual expenditure
	2.5 Implement **actions** to address variances and/or discrepancies, in accordance with your own responsibilities
	2.6 Record findings from budget reviews, including recommendations for adjustments to budget setting and management
3. Be able to review the management of a budget in your own service setting	3.1 Use examples in order to reflect on the effectiveness of budget management in your own setting and ways in which it could be enhanced
	3.2 Reflect on how to adapt your approach to managing a budget, to improve your practice

Range
1. Understand financial management in health and social care
1.1 Factors and priorities may include: • legislation • government policies and strategies • regulatory requirements

Range
• socio-economic and demographic changes.
2. Be able to manage a budget in accordance with your own responsibilities and agreed ways of working in your own service setting
2.5 Actions may include: • escalation to others in accordance with legislation, regulation and/or agreed ways of working.

Delivery and assessment guidance
Primary assessment method or methods for LO1: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2 and 3: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD334 Promote quality systems and procedures • HSCCLD46 Lead the effectiveness of teams • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 21 Leading and managing infection prevention and control in health and social care (J/652/2277)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to effectively lead and manage infection prevention and control within their own health and social care setting.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**35 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand current infection prevention and control policies and procedures	1.1 Summarise policies and procedures for infection prevention and control that apply to your own service setting and how they meet regulatory requirements
	1.2 Compare applying a proportionate approach to infection prevention and control in a domestic setting with that of a formal health and social care setting
	1.3 Explain factors that contribute to the spread and reduction of infection in your own service setting
2. Be able to lead the implementation of infection prevention and control policies and procedures in your own service setting	2.1 Model compliance with infection prevention and control policies and procedures in your own service setting
	2.2 Manage the implementation of controls identified through risk assessment processes to minimise infection in partnership with others
	2.3 Demonstrate effective communication of infection prevention and control policies and procedures to others within your own service setting
	2.4 Demonstrate how to provide access to adequate resources to support compliance with infection prevention and control policies and procedures
	2.5 Manage the **learning and development needs** of team members in relation to infection prevention and control
	2.6 Allocate roles and responsibilities to others in accordance with infection prevention and control procedures within your own service setting
	2.7 Monitor the implementation of infection prevention and control policies and procedures in your own service setting
	2.8 Explain actions to take when there is non-compliance with infection prevention and control policies and procedures
3. Be able to manage processes for the exchange of information regarding infections	3.1 Explain why it is important to share information with **others**, particularly during critical periods of infection prevention and/or control
	3.2 Manage systems for recording: • suspected or actual levels of infection within your own service setting • compliance with infection prevention and control procedures

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.3 Manage the reporting of hazards and risks relating to infection prevention and control that are outside your own area of responsibility
4. Be able to review infection prevention and control practice in your own service	4.1 Use examples in order to reflect on the effectiveness of infection prevention and control practice in your own service and ways in which it could be improved
	4.2 Reflect on how to adapt your approach to leading and managing infection prevention and control in your service setting, to improve your practice

Range
2. Be able to lead the implementation of infection prevention and control policies and procedures in your own service setting
2.5 Learning and development needs: Learning and development needs may be associated with induction and/or ongoing professional development.
3. Be able to manage processes for the exchange of information regarding infections
3.1 Others may include: • individuals who use services • carers/families • visitors to a facility • professionals.

Delivery and assessment guidance
Primary assessment method or methods for LO1: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2, 3 and 4: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD42 Lead a healthy and safe workplace • HSCCLD44 Lead the safeguarding of individuals and others • HSCCLD415 Lead the development of risk management plans • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 22 Emergency planning in health and social care settings (K/652/2278)

Unit summary				
This unit will enable the learner to understand the knowledge and skills required to formulate an emergency plan to ensure adequate emergency preparedness, resilience and response in health and social care settings.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**35 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Be able to ensure leadership and governance in the event of an emergency	1.1 Explain the importance of having a policy statement that outlines organisational commitment to emergency preparedness as part of governance requirements
	1.2 Summarise the importance of leadership in the event of an emergency and identify key people who will take on leadership roles
	1.3 Summarise appropriate sources of support and training for people who take on leadership roles in the event of an emergency
	1.4 Communicate who emergency leads are to staff and others and how they can be contacted
2. Be able to evaluate risk	2.1 Explain the importance of regularly evaluating risk that may impact service provision, nationally, regionally and locally
	2.2 Summarise six potential risks to own service that may require an emergency response
	2.3 Carry out risk assessment on own work setting
	2.4 Maintain a comprehensive risk register
3. Be able to plan for maintaining critical services in the event of an emergency	3.1 Summarise the importance of working in partnership with other organisations and statutory bodies to mitigate emergency impact
	3.2 Explain the importance of having an emergency communication strategy in place to notify staff and others
	3.3 Carry out a review to confirm clear and concise action plans are in place for each of the risks identified on the service risk register, including: • availability and storage of appropriate physical resources • alerting of appropriate emergency services • identified evacuation/shelter area and site • triage in evacuation site/shelter • transport arrangements and support
4. Be able to manage staff training and awareness to enable appropriate emergency response	4.1 Research and identify appropriate staff training to enable emergency action plans to be carried out safely and quickly
	4.2 Summarise individual staff roles and responsibilities in the event of an emergency
	4.3 Plan training evacuation plan exercises as per regulation with minimal disruption to individuals and service provision
	4.4 Review staff induction to verify inclusion of emergency response training
5. Be able to manage information and tracking	5.1 Explain the importance of having remote access to service user information

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
in the event of an emergency	5.2 Research and identify an appropriate method of tracking service users and others during an emergency evacuation
6. Be able to evaluate emergency plans	6.1 Work in conjunction with others to evaluate emergency plans
	6.2 Update risk register and action plans to address emerging threats as required

Delivery and assessment guidance
Primary assessment method or methods for LOs 1, 2, 3, 4, 5 and 6: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD44 Lead the safeguarding of individuals and others • HSCCLD415 Lead the development of risk management plans • HSCCLD417 Lead partnership working arrangements • HSCCLD418 Lead service delivery planning • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 23 Leading a change management process in health and social care (L/652/2279)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to lead a change management process within their own health and social care setting.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**6 credits**	**42 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the principles of change management in health and social care	1.1 Analyse significant factors that drive organisational change in health and social care
	1.2 Explain the importance of effective change management in order to maintain a quality service provision
	1.3 Summarise two underpinning theories of change management
	1.4 Describe effective approaches and techniques that support a change management process
2. Be able to facilitate a process to develop a shared understanding of the need for change in your own health and social care setting	2.1 Summarise methods to use with: • staff • service users and/or others as appropriate to promote the rationale for and benefits of a proposed change
	2.2 Create opportunities for others to express their opinions about the identified change
	2.3 Address challenges that may arise during the process of developing a shared understanding of the need for change
3. Be able to develop a change management plan in your own health and social care setting	3.1 Identify key objectives as the basis for a specific change management plan
	3.2 Undertake an **impact assessment** of a proposed change to a given service provision
	3.3 Produce a change management plan that addresses identified objectives and includes: • clear timelines • roles and responsibilities of those involved in the change process • a communication plan • proposed outcomes and performance criteria • tracking processes and protocols
4. Be able to implement a change management plan in your own health and social care setting	4.1 Agree roles and responsibilities for implementing a change management plan
	4.2 Support others to carry out their agreed roles in a change management plan
	4.3 Demonstrate how to be a positive role model when introducing change
	4.4 Explain why it is important to adapt the change management plan to address issues as they arise

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.5 Establish strategies for ensuring that the quality of service for individuals is maintained during a change process
5. Be able to evaluate a change management process in your own health and social care setting	5.1 Use agreed processes to monitor the effectiveness of the change management plan
	5.2 Work with others to review the change against the identified outcomes and performance criteria
	5.3 Evaluate the effectiveness of the change and its impact on individuals and the service provision
	5.4 Identify a strategy to sustain the change over time

Range
3. Be able to develop a change management plan in your own health and social care setting
3.2 Impact assessment: An impact assessment includes an analysis of how the change will affect people, processes and/or systems within a health and social care setting. It supports an understanding of the potential challenges and benefits of a proposed change.

Delivery and assessment guidance
Primary assessment method or methods for LO1: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2, 3, 4 and 5: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD418 Lead service delivery planning • HSCCLD420 Lead on regulatory requirements in the workplace • HSCCLD421 Lead changes to workplace policies, procedures and practices.

Unit 24 Leading the management of transitions (T/652/2280)

Unit summary				
This unit will enable the learner to understand the knowledge and skills required to lead and support workers engaging with individuals who are experiencing transition and change.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**21 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the impact of change and transitions on the wellbeing of individuals	1.1 Explain ways in which transitions and significant life events might impact on an individual's wellbeing
	1.2 Critically compare two theories of change and how they might 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 factors that may impact on an individual's ability to manage transition and change
2. Be able to lead and manage provision that supports workers to manage transitions and significant life events	2.1 Explain how a solution-focused approach can be used to support the management of transitions and significant life events
	2.2 Lead and support a culture that encourages individuals to explore challenges
	2.3 Summarise the importance of and how to lead and support workers to engage with individuals and others to develop and implement plans to build on own strengths and abilities
	2.4 Support workers to identify any additional help they may require to assist individuals through transition and change

Delivery and assessment guidance

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion.

Primary assessment method or methods for LO2:

- direct observation of the learner in their work setting
- review of work products and associated questioning.

Relationship to National Occupational Standards (NOS):

- HSCCLD45 Lead the care or support planning process
- HSCCLD418 Lead service delivery planning.

Unit 25 Leading and managing behavioural support strategies for individuals in health and social care (Y/652/2281)

Unit summary				
This unit will enable the learner to develop knowledge and skills to lead and manage behavioural support strategies for individuals who display behaviours of concern, in health and social care settings.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**6 credits**	**50 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand behaviour as a means of expression	1.1 Analyse what is meant by behaviour as a means of expression
	1.2 Summarise a range of **factors** that may contribute to or trigger behaviours of concern
	1.3 Explain key methods for analysing behaviour, including the core components of **functional analysis**
	1.4 Analyse the application of the **Time-Intensity Model** in social care settings
	1.5 Evaluate the contribution of specialist professionals/agencies involved in assessing and analysing individuals' behaviours
2. Understand strategies to support the management of behaviours of concern	2.1 Summarise a range of approaches to support the management of behaviours of concern within an identified context, including: • primary prevention strategies • secondary prevention strategies • non-aversive reactive strategies
	2.2 Explain the importance of daily planning and consistency in the management of behaviours of concern
3. Be able to lead the implementation of primary prevention strategies within your own setting	3.1 Demonstrate the use of effective communication and positive interaction with: • individuals • others in relation to **primary prevention strategies** to support the management of behaviours of concern
	3.2 Support others to implement agreed person-centred primary prevention strategies, using least restrictive practices and respecting an individual's dignity, rights and choice
	3.3 Work with an individual and others to review the individual's routine and daily activities to identify areas for increased participation and choice
4. Be able to lead the implementation of secondary prevention strategies within your own setting	4.1 Identify indicators of behavioural agitation and possible **secondary prevention strategies** that may be used with an individual
	4.2 Ensure that agreed secondary prevention strategies are clearly documented in an individual's care/support plan
	4.3 Support others to implement agreed person-centred secondary prevention strategies, using least restrictive practices and respecting an individual's dignity and rights

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to lead the implementation of non-aversive reactive strategies within your own setting	5.1 Assess risks involved in the use of **non-aversive reactive strategies** that may be used with an individual
	5.2 Ensure that agreed non-aversive reactive strategies are clearly documented in an individual's care/support plan
	5.3 Support others to implement an agreed non-aversive reactive strategy using least restrictive practices and respecting an individual's dignity and rights
	5.4 Manage post-incident support needs of: • an individual • others • self taking account of immediate, intermediate and long-term support needs
	5.5 Demonstrate the use of agreed incident recording and reporting processes
	5.6 Evaluate the effectiveness of the implementation of the agreed non-aversive reactive strategy and identify areas for service improvement
6. Be able to evaluate the use of behavioural support strategies for individuals in your own setting	6.1 Evaluate your own role in leading and managing behavioural support strategies for individuals in your own setting and identify possible areas for: • your own practice development • service improvement

Range
1. Understand behaviour as a means of expression
1.2 Factors may include: • communication difficulties • mental health issues • cognitive impairments • medical conditions/pain • medication effects • environmental influences (for example, sensory overload, unfamiliar surroundings, routine disruptions) • social interactions with others • trauma. **1.3 Functional analysis**: Functional analysis refers to the process for identifying or analysing the function or purpose of an individual's behaviour, using a range of structured measures. **1.4 Time-Intensity Model**: The Time-Intensity Model refers to the cycle of behaviour that show the stages of a crisis/escalation. This model is also known as the 'Crisis Cycle', 'Assault Cycle' or 'Emotional Arousal Cycle'.
3. Be able to lead the implementation of primary prevention strategies within your own setting

3.1 Primary prevention strategies: These are proactive strategies that involve changing aspects of an individual's living, working and recreational environments so that the possibility of incidents of behaviours of concern are reduced.
4. Be able to lead the implementation of secondary prevention strategies within your own setting
4.1 Secondary prevention strategies: These are strategies that apply when an individual's behaviours of concern begin to escalate, in order to prevent a significant incident.
5. Be able to lead the implementation of non-aversive reactive strategies within your own setting
5.1 Non-aversive reactive strategies: Non-aversive reactive strategies are ways of responding safely and efficiently to behaviours of concern that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort and comply with care/support plans and safeguarding protocols.

Delivery and assessment guidance
Primary assessment method or methods for LOs 1 and 2: • written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 3, 4, 5 and 6: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD327 Work with individuals to develop and maintain relationships • HSCCLD415 Lead the development of risk management plans • HSCCLD418 Lead service delivery planning • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 26 Undertaking a research project in health and social care services (A/652/2282)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to undertake a research project and to consider its implications for the management of their own health and social care service.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**7 credits**	**45 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Be able to justify a topic for research that is relevant to your own service setting	1.1 Identify a research topic, showing relevance to your own service setting
	1.2 Conduct a **literature review** using a range of sources relevant to the research topic, adhering to **academic protocols**
	1.3 Develop a clear aim and objectives for the research project
	1.4 Explain relevant **ethical considerations** and ways in which these will be addressed during the research process
2. Be able to develop a research methodology for an identified research project	2.1 Justify the selection of: • the **research design** • at least two **research methods** to be used in the research project
	2.2 Explain the importance of **validity and reliability of data** used within research
	2.3 Develop research questions for use in the research project
3. Be able to conduct a research project that is relevant to your own service setting	3.1 Develop a research project plan
	3.2 Conduct the research using the identified research methods
	3.3 Record and collate the research data
4. Be able to analyse research findings to inform project conclusions and application to practice	4.1 Analyse the research data to: • draw **conclusions** from the findings • determine correlation and/or disparity with the initial literature review
	4.2 Identify implications of the research findings for the management of your own service setting
	4.3 Make recommendations to support the application of the research findings in your own service setting

Range
1. Be able to justify a topic for research that is relevant to your own service setting
1.2 Literature review may include: • journals • books • internet sites • papers • presentations

Range
• the media • past/current research. **1.2 Academic protocols**: Academic protocols include protocols in relation to the appropriate use of material generated through artificial intelligence (AI). **1.4 Ethical considerations** may include: • authorisation or permissions that may be required to undertake the identified research project • consideration of confidentiality • sensitivity of data • participant engagement arrangements.
2. Be able to develop a research methodology for an identified research project
2.1 Research design: Research designs may be qualitative, quantitative, or a mixed methods design. Each type serves different purposes and is selected based on the nature of the research objectives and resources. **2.1 Research methods** may include: • survey and questionnaire • interview • observation • case study. **2.2 Validity and reliability of data** may include: • consideration of currency • credibility • cogency • legitimacy • authority • authenticity.
4. Be able to analyse research findings to inform project conclusions and application to practice
4.1 Conclusions may include: • qualitative and/or quantitative analysis.

Delivery and assessment guidance
Primary evidence type for LOs 1, 2, 3 and 4: • research project report. Evidence may also include presentation, reflective account or professional discussion, as appropriate. Learners should select a research topic of relevance to their own service setting. Learners should be discouraged from choosing projects that require ethics committee approval.

Delivery and assessment guidance
AC2.1 – It is expected that for ethical reasons, experiment would not be used as a research method. Relationship to National Occupational Standards (NOS): • HSCCLD424 Lead a research project.

Unit 27 Leading and managing the promotion of active support in health and social care (D/652/2283)

Unit summary				
This unit will enable the learner to develop the knowledge and skills to effectively lead and manage the promotion of active support for individuals within their own health and social care setting.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**24 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the use of active support in health and social care	1.1 Explain the nature of and principles underpinning the use of active support in health and social care
	1.2 Analyse the relevance and appropriateness of active support in your own service setting
2. Be able to promote active support in your own service setting	2.1 Explain how team members are supported to understand the importance of active support
	2.2 Lead a culture that values active support
	2.3 Demonstrate how individuals are involved in the development of their active support plans
	2.4 Demonstrate how team members are supported to develop active support plans
3. Be able to manage the implementation of active support in your own service setting	3.1 Support team members to use **active support** that is appropriate to individuals' needs and abilities
	3.2 Support team members to monitor the use of active support to promote individuals' independence and autonomy
	3.3 Support team members to take remedial action to ensure that structured activity steps match individuals' needs and abilities
	3.4 Monitor team members' recording of individuals' participation and the use of active support
4. Be able to review the use of active support in your own service setting	4.1 Use examples in order to reflect on the effectiveness of active support in your own setting and ways in which it could be enhanced
	4.2 Reflect on how to adapt your own approach to leading and managing the promotion of active support, to improve your own practice

Range
3. Be able to manage the implementation of active support in your own service setting
3.1 Active support: The level of support provided should be matched directly to the individual's need for support in an identified activity and be person-centred in practice. While the support provided should be enough, the aim is always to promote the individual's independence by providing only as much support as is necessary. Assistance may gradually be reduced or altered as the individual's skills level changes.

Delivery and assessment guidance
Primary assessment method or methods for LO1:

Delivery and assessment guidance
• written tasks • question and answer session (audio/visual/written records) • records of professional discussion. Primary assessment method or methods for LOs 2, 3 and 4: • direct observation of the learner in their work setting • review of work products and associated questioning. Relationship to National Occupational Standards (NOS): • HSCCLD327 Work with individuals to develop and maintain relationships • HSCCLD415 Lead the development of risk management plans • HSCCLD418 Lead service delivery planning • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 28 Supporting the use of assistive technology in health and social care (F/652/2284)

Unit summary				
This unit will enable the learner to understand, plan, provide and review assistive technologies in order to best support the individual in health and social care settings.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**28 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Be able to research and evaluate assistive technologies	1.1 Research and develop a report on the types, availability and impact of assistive technologies on individuals within own area of responsibility
2. Be able to facilitate the use of assistive technologies by the individual	2.1 Explain how assistive technology solutions can be adapted according to need and context
	2.2 Summarise the potential risks associated with assistive technology solutions
	2.3 Summarise assessment and referral processes that are used to secure assistive technology
	2.4 Demonstrate how to support the individual to secure and use appropriate assistive technology
3. Be able to support others to facilitate the use of assistive technology	3.1 Support others to facilitate the use of assistive technology by providing information and guidance
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

Delivery and assessment guidance

Primary evidence requirement for LO1:

- documented report on the types, availability and impact of assistive technologies on individuals within the learner's area of responsibility.

Primary assessment method or methods for LOs 2, 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning.

Relationship to National Occupational Standards (NOS):

- HSCCLD411 Manage requests for health, social or other care services
- HSCCLD414 Lead the assessment process with individuals
- HSCCLD416 Collaborate with others to support individuals

Delivery and assessment guidance
• HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 29 Leading and managing practice in supporting individuals to take positive risks (H/652/2285)

Unit summary				
This unit will enable the learner to understand the knowledge and skills required to lead and manage practice that supports individuals to take positive risks.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**28 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the relationship between person-centred assessment, care planning and positive risk taking for individuals	1.1 Analyse the difficulties that may arise 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 may be used in positive risk taking for individuals
	1.4 Analyse how taking positive risks may contribute to personal growth for the individual
2. Be able to lead and promote staff understanding of the legal and policy frameworks that underpin an individual's right to make decisions and take risks	2.1 Lead and support staff to work in line with the legal and policy frameworks for decision-making that underpin an individual's right to make decisions and take risks
	2.2 Lead and support staff to integrate human rights principles in supporting individuals to make decisions and take risks
3. Be able to lead the development of practice that includes the individual and others in positive risk assessment and planning	3.1 Lead and manage practice that supports person-centred assessments rather than service-led assessments
	3.2 Develop assessment practice with staff who engage the individual and others in identifying activities to support the individual to achieve their personal goals
	3.3 Support staff to engage in inclusive assessment practice to identify hazards and risks associated with achieving personal goals
	3.4 Support practice that enables the individual and others to balance individual personal goals with health, safety and wellbeing considerations
	3.5 Lead the development of 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 that address positive risk taking
4. Be able to support others to understand an individual's personal goals, how to support them and the consent required	4.1 Support staff to understand how their own values and belief systems may impact on supporting an individual to take positive risks
	4.2 Support others to facilitate the individual to enable them to identify and communicate their personal goals
	4.3 Support staff to develop good practice in the confirmation of consent from the individual and others prior to taking positive risks

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.4 Support staff to use advocacy skills with families and others to gain appropriate support for individuals prior to taking positive risks
	4.5 Support staff to record how decisions about positive risk taking have been reached
5. Be able to lead and manage systems and practice for positive risk taking	5.1 Lead and 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 understand actions required if the individual chooses to take unplanned risks
	5.3 Lead and manage practice to ensure that: • risk taking is compliant with risk assessment • appropriate support is in place to enable the individual to undertake identified risks • consent is obtained from individuals and others • outcomes for individuals are reviewed
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 positive risk taking
	6.2 Support staff to evaluate their practice in facilitating positive risk taking by individuals

Delivery and assessment guidance

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion.

Primary assessment method or methods for LOs 2, 3, 4, 5 and 6:

- direct observation of the learner in their work setting
- review of work products and associated questioning.

Relationship to National Occupational Standards (NOS):

- HSCCLD44 Lead the safeguarding of individuals and others
- HSCCLD414 Lead the assessment process with individuals
- HSCCLD415 Lead the development of risk management plans
- HSCCLD418 Lead service delivery planning
- HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 30 Managing disciplinary processes in health and social care (J/652/2286)

Unit summary				
This unit will enable the learner to develop the knowledge and skills required to be able to manage disciplinary processes in the context of their own health and social care service.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**39 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand disciplinary processes in health and social care	1.1 Summarise the **principles** that underpin disciplinary processes in health and social care
	1.2 Distinguish between the purposes of disciplinary processes and at least one other performance management process
	1.3 Use examples to explain what may be considered as: • misconduct • gross misconduct in health and social care
	1.4 Explain the relationship between disciplinary and regulatory processes in health and social care
2. Be able to implement disciplinary processes in a health and social care setting	2.1 Summarise line manager responsibilities in relation to disciplinary processes, in accordance with your organisation's agreed ways of working
	2.2 Agree actions with a team member when their practice falls below agreed standards
	2.3 Initiate a disciplinary process in accordance with agreed ways of working, including the provision of information to the team member in relation to the disciplinary process and their rights
	2.4 Work with others to implement the stages of the disciplinary process in accordance with your organisation's agreed ways of working
	2.5 Communicate effectively and in a timely manner with all parties involved, ensuring the wellbeing of the team member is considered
	2.6 Describe a range of **outcomes** that may arise following screening, in line with your organisation's agreed ways of working
	2.7 Use examples to summarise the use of **sanctions** that may be imposed as a result of a disciplinary process
3. Be able to compile and present evidence for a disciplinary process in a health and social care setting	3.1 Complete records in accordance with your organisation's agreed ways of working, to include: • the nature and evidence of the complaint/incident/error/concern that has arisen in relation to the team member • evidence of the process undertaken with the team member • identification of risks and mitigating actions taken to stabilise the situation
	3.2 Present evidence as part of a disciplinary process
4. Be able to manage the outcomes of a	4.1 Implement the decisions of a disciplinary process, in accordance with your own role and responsibilities and agreed ways of working

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
disciplinary process in a health and social care setting	4.2 Manage the implications of the outcomes for individuals and others, as appropriate
5. Be able to review disciplinary processes in a health and social care setting	5.1 Reflect on your experience of the effectiveness of disciplinary processes in your own service
	5.2 Reflect on how to adapt your own approach to disciplinary processes in order to improve your own practice

Range

1. Understand disciplinary processes in health and social care

1.1 Principles may include:

- fairness
- confidentiality
- equality
- natural justice
- health and social care values.

2. Be able to implement disciplinary processes in a health and social care setting

2.6 Outcomes may include:

- no further action
- the identification of a system or process issue
- a capability issue requiring training/development
- the implementation of a disciplinary/informal process
- instigating a fast-track procedure or a formal investigation.

2.7 Sanctions may include:

- formal warning
- final warning
- dismissal
- summary dismissal
- transfer or downgrading.

Delivery and assessment guidance

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion.

Primary assessment method or methods for LOs 2, 3, 4 and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning.

Simulation is not appropriate.

Delivery and assessment guidance
Relationship to National Occupational Standards (NOS): • HSCCLD36 Promote the effectiveness of teams • HSCCLD44 Lead the safeguarding of individuals and others • HSCCLD46 Lead the effectiveness of teams • HSCCLD420 Lead on regulatory requirements in the workplace.

Unit 31 Leading and managing a service that provides support for individuals with complex disabilities (K/652/2287)

Unit summary				
This unit enables the learner to develop the knowledge and skills required to lead and manage a service that provides support for individuals with complex disabilities.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**24 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand complex disabilities for individuals in health and social care services	1.1 Research and explain links between specific **factors** and a range of complex disabilities among individuals in your service setting
	1.2 Analyse the **impact of complex disabilities** on individuals in your service setting
	1.3 Use practice examples to describe how service provision can be tailored to facilitate positive outcomes for individuals with complex disabilities
2. Be able to lead support for individuals with complex disabilities	2.1 Manage the assessment of individuals with complex disabilities
	2.2 Support team members to work collaboratively with individuals and others to provide support that is person-centred, holistic and strengths-based
	2.3 Use referral processes to support the needs and preferences of individuals with complex disabilities
3. Be able to manage the development of others in order to support individuals with complex disabilities	3.1 Facilitate the professional development of team members to enhance their support of individuals with complex disabilities
	3.2 Demonstrate how to effectively provide information and guidance to others to support individuals with complex disabilities
4. Be able to review service provision for individuals with complex disabilities	4.1 Use reflective practice in order to evaluate the extent to which systems and processes support positive outcomes for individuals with complex disabilities in your service setting and ways in which they could be improved
	4.2 Reflect on how to adapt your own approach to leading and managing service provision for individuals with complex disabilities

Range
1. Understand complex disabilities for individuals in health and social care services
1.1 Factors may include: • genetics • age • gender • ethnicity • socio-economic status • lifestyle choices • traumatic experiences.

Range

1.2 Complex disabilities:

Complex disabilities refers to individuals with multiple conditions, disabilities and/or complex, interacting needs across health, communication, mobility, cognition or social engagement.

1.2 Impact of complex disabilities may include:

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

Delivery and assessment guidance

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion.

Primary assessment method or methods for LOs 2, 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning.

Relationship to National Occupational Standards (NOS):

- HSCCLD416 Collaborate with others to support individuals
- HSCCLD414 Lead the assessment process with individuals
- HSCCLD418 Lead service delivery planning
- HSCCLD420 Lead on regulatory requirements in the workplace.

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer (QA) roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Sector body assessment strategies and principles

Some units and qualifications must be assessed in line with a sector body's assessment strategy or principles. The centre must ensure that individuals undertaking assessor or QA roles within the centre conform to these requirements for the units/qualifications they are assessing or quality assuring. To access a full copy of the sector body's requirements please refer to the relevant sector body website. Useful links have been provided below.

Skills for Care and Development (SfC&D): www.skillsforcareanddevelopment.org.uk
Skills for Care and Development Assessment Principles

Section 3: explanation of terms

This table explains how the terms used at **level 5** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to (for example, adhere to a strict code of practice).
Agree	Reach a mutual understanding or formal commitment with relevant others through discussion and professional judgement (distinct from 'Negotiate': 'Agree' implies a reached outcome rather than an ongoing process of discussion).
Analyse	Break down the subject or complex situation into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Critically analyse	This is a development of 'analyse' that explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Apply (standards)	Explain how existing knowledge, practices and standards can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail, looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences and distinguish between (identify) striking differences.
Confirm	Verify and formally establish that something is accurate, agreed or in place.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way showing depth and understanding.
Define	Provide a precise explanation of a concept, term or process, contextualised within the relevant professional setting.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.
Develop	Identify, build and extend a topic, plan or idea.

Distinguish between	Discuss identified differences between more than one item, product, object or activity.
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Ensure	Take decisive action and/or responsibility to guarantee that a specific outcome is met.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement; apply current research or theories to support the evaluation when applicable.
Critically evaluate	This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary that serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Lead	Guide, motivate and influence others towards achieving shared goals, demonstrating professional responsibility.
Manage	Organise, direct and co-ordinate people, resources or processes to achieve defined objectives.

Monitor	Maintain regular surveillance.
Mentor	Serve as a trusted counsellor or tutor to another person; help others succeed.
Negotiate	Discuss with a view to finding an agreed settlement.
Outline	Provide a structured summary of the main points, key characteristics or essential features.
Record	Document information accurately and in accordance with relevant professional and organisational requirements.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.
Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Summarise	Select the main ideas, arguments or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Secure	Make safe; obtain (information or evidence).
Work in partnership	Work in association with two or more individuals (this may include stakeholders, service users and/or carers).

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- Advocacy Charter produced by Action for Advocacy
- Care Standards for Nursing Homes
- Functional analysis (MSc Applied Behaviour Analysis) – video examples of a simple functional experimental analysis
- The Time-Intensity Model
- The 5 Stages of the Assault Cycle
- Emotional Arousal Cycle
- Positive Behaviour Support Planning
- Understanding the Behaviour Cycle
- Positive Behavioural Support (PBS)
- PBS Academy
- Active Support – handbook for supporting people with learning disabilities
- Developing Effective Study Strategies – this refers to Unit 02, AC3.2 as study tools and techniques to support own professional development
- 15 Effective Study Techniques – this refers to Unit 02, AC3.2 as study tools and techniques to support own professional development
- CiP Framework – supporting career progression.

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

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

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.


Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	F/652/2257	Understand leadership and management in health and social care	5	5	38	
Unit 02	H/652/2258	Leading and managing continuous professional development (CPD) in a health and social care service	5	7	60	
Unit 03	J/652/2259	Leading operational management in health and social care	5	4	31	
Unit 04	M/652/2260	Managing effective communication systems and practices in health and social care	5	6	50	
Unit 05	R/652/2261	Championing equality, diversity and inclusion (EDI) in health and social care	5	4	30	
Unit 06	T/652/2262	Leading and managing a team in health and social care	5	6	40	
Unit 07	Y/652/2263	Leading and managing health and safety and risk management in health and social care	5	4	30	
Unit 08	A/652/2264	Leading and managing practice that promotes safeguarding in health and social care	5	5	35	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 09	D/652/2265	Understand mental capacity, deprivation of liberty and restrictive practice safeguards in health and social care	5	3	25	
Unit 10	F/652/2266	Leading and managing assessment of individuals in health and social care	5	4	30	
Unit 11	H/652/2267	Leading and managing person-centred and outcomes-based practice with individuals and others in health and social care	5	9	65	
Unit 12	J/652/2268	Leading and managing quality processes in health and social care	5	9	65	
Unit 13	K/652/2269	Leading and managing supervision practice in health and social care	5	5	39	
Unit 14	R/652/2270	Leading and managing the appraisal of staff performance	5	4	28	

Group A optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 15	T/652/2271	Understand independent advocacy in health and social care services	5	2	12	
Unit 16	Y/652/2272	Understand coaching and mentoring in health and social care	5	2	12	
Unit 17	A/652/2273	Understand models of disability	5	2	12	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Group B optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 18	D/652/2274	Contribute to recruitment and selection processes in health and social care	5	4	31	
Unit 19	F/652/2275	Leading and managing induction processes in health and social care	5	4	31	
Unit 20	H/652/2276	Managing finances in health and social care	5	4	28	
Unit 21	J/652/2277	Leading and managing infection prevention and control in health and social care	5	5	35	
Unit 22	K/652/2278	Emergency planning in health and social care settings	5	5	35	
Unit 23	L/652/2279	Leading a change management process in health and social care	5	6	42	
Unit 24	T/652/2280	Leading the management of transitions	5	3	21	
Unit 25	Y/652/2281	Leading and managing behavioural support strategies for individuals in health and social care	5	6	50	
Unit 26	A/652/2282	Undertaking a research project in health and social care services	5	7	45	
Unit 27	D/652/2283	Leading and managing the promotion of active support in health and social care	5	4	24	
Unit 28	F/652/2284	Supporting the use of assistive technology in health and social care	5	4	28	
Unit 29	H/652/2285	Leading and managing practice in supporting individuals to take positive risks	5	4	28	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 30	J/652/2286	Managing disciplinary processes in health and social care	5	5	39	
Unit 31	K/652/2287	Leading and managing a service that provides support for individuals with complex disabilities	5	4	24	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Change history record

Version	Publication date	Description of change
v1.0	November 2026	First publication