



Training
QualificationsUK

Qualification Specification

TQUK Level 4 Diploma in Adult Care (RQF)

Qualification Number: 603/2901/4

Version 4

Approved by



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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 3, March 2024	Rebranded Change of terminology from 'vulnerable adult' to 'adult at risk': A/C 1.1, LO3 in unit L/616/8494 A/C 1.3 in unit T/616/4519

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 4 Diploma in Adult Care (RQF) is regulated by Ofqual.

The qualification was developed to meet the specification issued by Skills for Care

This qualification supports delivery of the Lead Practitioner in Adult Care apprenticeship standard.

Qualification Purpose

Those working towards achieving a Level 4 Diploma in Adult Care will have, and develop further, specialist skills and knowledge in their area of responsibility which enables them to lead in areas such as assessment or enablement, for instance. Learners will have responsibility for assessing performance and quality of care delivery. Their team members will look to them for inspiration, and they will provide coaching and mentoring to their colleagues.

Learners could work in a variety of settings in adult social care, including but not limited to residential care, domiciliary care or day centres. The qualification would also be suitable for Lead Personal Assistants who work as part of a Personal Assistant team at a senior level.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent or achieve this level prior to completion of the qualification

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications and roles such as: TQUK Level 5 Diploma in Leadership and Management for Adult Care (RQF)

TQUK Level 5 Certificate in Leading and Managing Services to Support End of Life and Significant Life Events (RQF)

or other specialist healthcare qualifications

Structure

Learners must achieve a minimum of 70 credits from the mandatory units and optional units. A minimum of 36 credits must be at level 4 or above

Mandatory Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Lead communication in adult care settings	H/616/8484	4	27	4
Develop, maintain and use records and reports	K/616/8485	4	23	3
Personal development in adult care settings	M/616/8486	4	26	4
Lead inclusive practice in adult care settings	T/616/8487	4	21	3
Lead health and safety in adult care settings	A/616/8488	4	21	3
Facilitate person centred assessment to support wellbeing	F/616/8489	4	14	2
Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing	T/616/8490	4	14	2
Professional practice in adult care settings	A/616/8491	4	20	3
Working in partnership with others	F/616/8492	4	26	4
Understand personalisation in care and support services	J/616/8493	4	36	4
Understand safeguarding and protection in adult care settings	L/616/8494	4	18	2
Safeguard children and young people who are present in the adult care sector	R/616/8495	4	14	2

Optional Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Principles and practice of advocacy in adult care	Y/616/8496	4	35	5
Understand the impact of Acquired Brain Injury on individuals	D/616/4496	3	28	3
Understand the process and experience of dementia	H/616/4080	3	22	3
Lead and manage practice in dementia care	F/616/4488	5	41	6
Understand the administration of medication to individuals with dementia using a person centred approach	A/616/4246	3	15	2

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Understand the role of communication and interactions with individuals who have dementia	F/616/4247	3	26	3
Understand and enable interaction and communication with individuals who have dementia	R/616/4155	3	30	4
Support individuals with sensory loss with communication	F/616/4491	5	37	5
Understand Sensory Loss	R/616/4138	3	21	3
Promote awareness of sensory loss	A/616/4506	5	19	3
Support individuals with multiple conditions and/or disabilities	J/616/4492	5	34	5
Promote access to healthcare for individuals with learning disabilities	Y/616/4500	5	44	6
Understand positive risk taking for individuals with disabilities	F/616/4135	3	25	3
Identify and act upon immediate risk of danger to substance misusers	R/616/4494	3	24	4
Recognise indications of substance misuse and refer individuals to specialists	T/616/4147	3	24	4
Support individuals during the last days of life	L/616/4235	4	40	5
Lead and manage end of life care services	Y/616/4495	5	45	7
Implement the positive behavioural support model	L/616/4199	4	61	8
Stroke care management	Y/616/9177	3	36	4
Understand the factors affecting older people	M/616/4227	3	17	2
Principles of Parkinson's for adult care staff	D/616/8497	3	14	2
Understand how to support individuals with autistic spectrum conditions	J/616/4136	3	28	3
Support the use of assistive technology	F/616/4507	5	31	4
Promote assistive technology in adult care	H/616/8498	4	29	4
Install and maintain assistive technology in adult care contexts	K/616/8499	3	15	2
Assess and review assistive technology in adult care	R/616/8500	4	27	4
Co-ordination of assistive living technology use	D/616/8628	4	31	4
Lead practice in assessing and planning for the needs of families and carers	D/616/4515	5	22	3
Work with families, carers and individuals during times of crisis	A/616/4196	4	35	5

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Manage the availability of physical resources to meet service delivery needs in a health setting	R/616/8447	3	33	5
Support the development of community partnerships	Y/616/8448	4	33	5
Lead practice to support individuals to access and engage in education, training or employment	Y/616/8501	4	31	4
Lead practice in providing information advice and guidance	D/616/8502	4	26	4
Awareness of the Mental Capacity Act 2005	F/616/4085	3	28	3
Promote nutrition and hydration in health and social care settings	R/616/4236	3	32	4
Develop implement and review reablement services	H/616/8503	4	30	4
Support individuals to access and use services and facilities	K/616/4078	3	25	4
Support individuals to access and manage direct payments	D/616/8449	4	20	4
Support individuals to access housing and accommodation services	R/616/8450	3	31	4
Support the spiritual wellbeing of individuals	F/616/4233	3	26	4
Support carers to meet the care needs of individuals	Y/616/8451	3	30	4
Provision of specialist care	K/616/8504	4	40	5
Undertake research within services for adult care	M/616/8505	4	55	8
Understand public funding of individual care needs	T/616/8506	4	29	4
Understand how to manage a team	R/616/8402	4	20	3
Understand professional management and leadership in health and social care or children and young people's settings	Y/616/8403	5	50	6
Understanding professional supervision practice	D/616/8404	4	22	3
Governance in adult care	A/616/8507	4	2	7
Innovation and change in adult care	T/616/4486	5	15	2
Manage induction in health and social care or children and young people's settings	T/616/4245	4	21	3
Lead learning and development in adult care services	F/616/8508	4	26	4
Mentoring in adult care services	J/616/8509	4	30	4
Partnership working in adult care	F/616/4474	4	26	4
Manage personal and professional behaviour in adult care	A/616/8510	4	20	3

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Lead practice to promote quality assurance in adult care services	F/616/8511	4	36	4
Recruitment and selection within health and social care settings	T/616/4519	4	25	3
Resource management in adult care	D/616/4479	4	25	3
Improvement and development of service in adult care	J/616/8512	4	25	3
Professional supervision in adult care	L/616/8513	4	22	3
Team leading in an adult care setting	R/616/8514	4	20	3
Principles of self-directed support	K/616/4680	3	26	3
Understand theories of relationships and social networks	H/616/8405	4	29	3
Identify the physical health needs of individuals with mental health needs and plan appropriate actions	T/616/4195	4	35	5
Facilitate change in health and social care or children and young people's settings	K/616/8406	5	42	6
Appraise staff performance	H/616/4516	5	32	5
Manage quality in health and social care settings	K/616/4520	5	36	5
Manage self for leadership in adult care	H/616/4483	4	20	3
Facilitate the development of effective group practice in health and social care or children and young people's settings	D/616/4353	5	42	6
Share knowledge and good practice	Y/616/8515	5	20	3

Barred combinations

This unit	Is barred against:
Understand the role of communication and interactions with individuals who have dementia F/616/4247	Understand and enable interaction and communication with individuals who have dementia R/616/4155
Understand how to manage a team R/616/8402	Team leading in an adult care setting R/616/8514
Lead practice to promote quality assurance in adult care services F/616/8511	Manage quality in health and social care settings K/616/4520

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 700 hours

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

Guided learning hours for this qualification is 486

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria. The Level 4 Diploma in Adult Care must be assessed in line with the assessment principles developed by Skills for Care

All learning outcomes must be met to achieve a Pass - there is no grading.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assessor. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)

- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory units

Title:		Lead communication in adult care settings H/616/8484	
Level:		4	
Credit value:		4	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand communication needs and the factors affecting them	1.1	Analyse different models of communication including: - transactional analysis - Lasswell's model
		1.2	Explain why individuals communicate
		1.3	Evaluate how models of communication can meet the individual's personal needs, wishes and preferences
		1.4	Explain how physical, social, environmental and emotional barriers to communication may be overcome
		1.5	Analyse the consequences of ineffective communication
		1.6	Explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required
2	Understand how to support the use of assistive technology to enhance communication	2.1	Evaluate the role of assistive technology in supporting individuals to communicate
		2.2	Explain the types of support that an individual may need in order to use assistive technology
		2.3	Evaluate the specialist services relating to assistive technology
		2.4	Explain how to ensure that communication equipment is: - fit for purpose - correctly set up and working - able to be used by the individual
3.	Be able to interact with individuals	3.1	Work in partnership with the individual and others to identify their preferred methods of communication
		3.2	Use agreed methods of communication to interact with the individual
		3.3	Interact with an individual using active and reflective listening
		3.4	Monitor the individual's responses during and after the interaction to check the effectiveness of communication
4.	Be able to convey information to individuals and others	4.1	Use formats that enable an individual and others to understand the information conveyed

		4.2	Assess an individual's understanding of information conveyed
5.	Understand the importance of confidentiality in interactions with individuals	5.1	Explain the legal and ethical tensions between maintaining confidentiality and sharing information
		5.2	Explain the implications of assistive technology for maintaining confidentiality for the individual
Assessment requirements:			
An individual is someone who requires care or support Others may include:			
• Team members • Other colleagues • Those who use or commission their own health or social care services • Families, carers and advocates			
Formats may include			
• verbal • written • web based • using specific aids • braille • large print			

Title:		Develop, maintain and use records and reports K/616/8485	
Level:		4	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the legal and organisational requirements for recording information and providing reports	1.1	Explain own responsibilities and those of others when recording information and producing reports
		1.2	Explain the legal requirements and agreed ways of working for the security and confidentiality of information
2.	Prepare professional records and reports that meet legal requirements, and agreed ways of working	2.1	Support individuals to participate in the preparation of reports
		2.2	Produce accurate and coherent records and reports that can be understood by those who have a right to see them
		2.3	Maintain accurate, complete, retrievable and up to date records
		2.4	Ensure that records and reports comply with legal and organisational requirements
		2.5	Understand how to balance the tension between confidentiality and openness in records and reports
		2.6	Use information communication technology (ICT) systems for the collection and storage of information
		2.7	Use ICT that supports information exchange within and across disciplines and organisations
3.	Be able to use records and reports to inform judgements and decisions	3.1	Clarify the accuracy of records and reports with individuals and others
		3.2	Respond to feedback from those who receive records and reports
		3.3	Use facts and evidence based opinions within records and reports
		3.4	Evaluate how own records and reports provide evidence for the basis of judgements and decisions
Assessment requirements: Others may include: • Team members • Other colleagues			
Agreed ways of working – will include policies and procedures where these exist; they may be less formally documented with micro-employers			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			

Title:		Personal development in adult care settings M/616/8486	
Level:		4	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand what is required to be competent in own work role	1.1	Explain the duties and responsibilities of own work role
		1.2	Evaluate expectations of own work role as expressed in relevant standards
		1.3	Explain ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work
		1.4	Analyse why competence includes using own behaviour to model person centred values and practice
2.	Be able to reflect on practice	2.1	Explain the cyclical process of reflection
		2.2	Explain the importance of reflective practice in continuously improving the quality of service provided
		2.3	Demonstrate ways to reflect on day to day work practice
3.	Be able to evaluate own performance	3.1	Evaluate own knowledge, understanding and performance against relevant standards
		3.2	Use feedback to evaluate own performance and inform development
4.	Be able to use reflective practice to contribute to personal development	4.1	Evaluate how learning activities have affected practice
		4.2	Demonstrate how reflective practice has contributed to improved ways of working
		4.3	Record progress in relation to personal development
5.	Be able to agree a personal development plan	5.1	Use data and information to plan and review own development
		5.2	Work with others to review and prioritise own learning needs, professional interests and development opportunities
		5.3	Take steps to develop own leadership and mentoring skills
6.	Be able to use evidence based practice	6.1	Analyse how evidence based practice can be used to inform own practice
		6.2	Apply evidence based practice in own practice
		6.3	Evaluate use of evidence based practice in own setting
Assessment requirements:			
Standards may include:			
- Codes of practice - Regulations - Minimum standards - National occupational standards			

A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Data may include:

- Supervision
- Feedback from internal and external sources
- Appraisal
- Regulatory feedback

Information may include:

- Journals
- Internet/websites
- Publications
- Legislation
- Professional bodies

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Evidence based practice:

Applying the best available research results (evidence) when making decisions about health care. Health care professionals who perform evidence-based practice use research evidence along with clinical expertise and patient preferences

Title:		Lead inclusive practice in adult care settings T/616/8487	
Level:		4	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand equality, diversity and inclusion	1.1	Explain current legislation relating to equality
		1.2	Analyse how legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role
		1.3	Evaluate the impact on own practice of equality, diversity and inclusion
		1.4	Explain how barriers to equality impact on individuals
		1.5	Describe the attitudes that may lead to discriminatory behaviour
2.	Understand how inclusive practice supports equality and diversity	2.1	Analyse how inclusive practice promotes equality and supports diversity
		2.2	Evaluate how inclusive practice respects the individual's beliefs, culture, values, preferences and life experience
		2.3	Explain the principles of inclusive practice
3.	Understand how to promote equality, diversity and inclusion	3.1	Analyse how to challenge discrimination to promote change
		3.2	Evaluate how to support others to promote equality, diversity and inclusion
		3.3	Analyse current systems and processes to identify improvements which support equality, diversity and inclusion
4.	Work in a way that supports equality and diversity	4.1	Use person centred approaches to support equality and diversity
		4.2	Work with others to promote equality and diversity
		4.3	Challenge discrimination to promote change
		4.4	Access resources to support equality and diversity practice
		4.5	Disseminate information to others relating to equality and diversity
		4.6	Reflecting on own practice in relation to equality and diversity
		4.7	Model behaviour that promotes equality, diversity and inclusion
Assessment requirements:			
Legislation may include:			
- Equality Act - Mental Capacity Act - Human Rights Act			

- Care Act

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

Values may include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Title:		Lead health and safety in adult care settings A/616/8488	
Level:		4	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand own responsibilities and the responsibilities of others, relating to health and safety	1.1	Explain current legislation relating to health and safety in own work setting
		1.2	Evaluate health and safety policies and procedures as agreed with the employer in relation to own role
		1.3	Explain the health and safety responsibilities of: • self • the employer or manager • others in the work setting
		1.4	Identify specific tasks in the work setting that should not be carried out without special training
2.	Understand how to carry out own responsibilities for health and safety	2.1	Explain the limits of own role in relation to moving and positioning
		2.2	Evaluate own responsibilities with regard to legislation and policy for: • emergency first aid • food safety • fire safety • risk to own safety • risk to safety of others • prompting of administration of medication • infection prevention and control • hazardous substances • security
		2.3	Explain the procedures to be followed if an accident or sudden illness should occur
		2.4	Explain how to record and report health and safety incidents
3.	Be able to work safely in care settings	3.1	Apply current legislation relating to health and safety in own work setting
		3.2	Comply with current guidelines for: • hand hygiene • moving and handling equipment or other objects safely • checking the identity of anyone requesting access to the work setting • maintaining evacuation routes

			• food safety
		3.3	Complete health and safety records according to legal and work setting requirements
4.	Be able to manage risk	4.1	Contribute to development of policies, procedures and practices which identify, assess and manage risk
		4.2	Work with others to assess potential risks
		4.3	Assess how risk taking impacts on individuals and the organisation
		4.4	Work with others to manage risks
		4.5	Evaluate own practice in leading a balanced approach to risk management
5.	Support others to work safely in relation to health and safety	5.1	Support others to work safely
Assessment requirements: Work setting may include one specific location or a range of locations, depending on the context of a particular work role Policies and procedures may include other agreed ways of working as well as formal policies and procedures Others may include: • Team members • Other colleagues • Those who use or commission their own health or social care services • Families, carers and advocates Tasks for which special training is required may include: • Use of equipment • First aid • Medication • Health care procedures • Food handling and preparation			

Title:		Facilitate person centred assessment to support wellbeing F/616/8489	
Level:		4	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand theories and principles of assessment	1.1	Analyse theoretical models of assessment
		1.2	Evaluate the effectiveness of assessment tools available to support your role
		1.3	Evaluate the effect of legislation and policy on assessment processes
		1.4	Analyse how assessment practice can impact on individuals' lives
2.	Work in partnership with an individual and others to facilitate person centred assessment	2.1	Agree the purpose of the assessment with the individual and others
		2.2	Agree the intended outcomes of the assessment with the individual and others
		2.3	Agree with the individual and others how the assessment should be carried out and who else should be involved
		2.4	Ensure that the individual is supported to carry out self-assessment processes
3.	Carry out person centred assessment that promotes wellbeing	3.1	Analyse the interrelationship between factors that support an individual's wellbeing
		3.2	Take account of the strengths and aspirations of an individual in the assessment
		3.3	Work with an individual and others to assess requirements to support wellbeing
		3.4	Record the assessment in an agreed format according to organisational policies and procedures
Assessment requirements: Assessment involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention.			
Assessment tools may include			
• FACE • Mental health • Learning disability specific • Specialist tools for moving and handling, continence, occupation and activities			
Legislation may include:			
• Equality Act • Mental Capacity Act Human Rights Act Care Act			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Wellbeing may include aspects that are:

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

Title:		Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing T/616/8490	
Level:		4	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the theories and principles that underpin outcome based practice	1.1	Analyse approaches to outcome based practice
		1.2	Evaluate the effect of legislation and policy on outcome based practice
		1.3	Evaluate the impact of the Mental Capacity Act on support planning processes
		1.4	Explain how outcome based practice can impact on an individual's life
2.	Develop a support plan to meet the identified needs of an individual	2.1	Support the individual to make choices over decisions to meet their identified needs, preferences and wishes
		2.2	Assist the individual to make informed choices about their support plan
		2.3	Evaluate risks associated with a support plan
		2.4	Assist the individual to understand the risks associated with the choices they make in their support plan
		2.5	Work in partnership with the individual and others to identify options, resources and preferences in relation to an assessment
		2.6	Record a plan according to organisational systems and processes to support information sharing
3.	Understand the value of assistive living technology in developing a support plan	3.1	Analyse everyday situations where assistive living technology solutions can be supportive to an individual and others.
		3.2	Evaluate the potential value of assistive living technology for an individual in terms of its benefits, risks and challenges
4.	Facilitate the implementation of support plans in partnership with the individual and others	4.1	Agree how a support plan will be carried out with an individual and others
		4.2	Agree the roles and responsibilities of those involved to implement the support plan
		4.3	Ensure implementation of a support plan
5.	Facilitate a person centred review of support plans in partnership with the individual and others.	5.1	Agree the monitoring process for a support plan taking into account time, people, budget and compliance with regulators' standards
		5.2	Use systems, procedures and practices that engage an individual and others in the review process according to agreed ways of working
		5.3	Review a support plan to include feedback from an individual and others and assess risks

		5.4	Record review processes and outcomes according to organisational systems and procedures to support information sharing
Assessment requirements: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner Others may include: • Team members • Other colleagues • Those who use or commission their own health or social care services • Families, carers and advocates Assessment involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention Assistive living technology may include • Electronic: • Sensor mats or pads • Pendants/telecare • echo box/reminding tool • Key pad entries • Keys with lights • Apps for budgeting/direction finding/instructions • Talking books • Physical: • Kettle tipplers • Jar openers • Special cutlery/utensils • Key safe box • Sticks to pull socks up Standards may include: • Codes of practice • Regulations • Minimum standards • National occupational standards Agreed ways of working – will include policies and procedures where these exist; they may be less formally documented with micro-employer			

Title:		Professional practice in adult care settings A/616/8491	
Level:		4	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand theories, values, principles and statutory frameworks that underpin practice within care	1.1	Explain theories and values that underpin own practice
		1.2	Evaluate how statutory frameworks underpin service provision
		1.3	Analyse the principles that underpin service provision
2.	Understand how duty of care contributes to safe practice	2.1	Explain what it means to have a 'duty of care' in own work role
		2.2	Evaluate how duty of care contributes to safeguarding or protection of individuals and supports individuals' rights and choices
3.	Understand how to address conflicts or dilemmas that may arise between an individual's rights to choose and control and the duty of care	3.1	Explain why conflicts may arise between the duty of care and an individual's rights
		3.2	Analyse how to manage risks associated with conflicts between an individual's rights and the duty of care
		3.3	Explain where to get support and advice about managing conflict
4.	Apply values, principles and statutory frameworks that underpin service provision in own area of work	4.1	Comply with statutory frameworks that underpin service provision
		4.2	Apply values and principles that underpin service provision
		4.3	Contribute to quality assurance processes to promote positive experiences for individuals using care services
Assessment requirements:			
Theories may include:			
• Human development and growth Identity and self esteem • Aging • Loss and change • Psychological and sociological perspectives of social issues • Discrimination			
Values may include:			
• Individuality • Rights • Choice • Privacy			

- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

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

Title:		Working in partnership with others F/616/8492	
Level:		4	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand partnership working	1.1	Explain the features of effective partnership working
		1.2	Evaluate the importance of partnership working with colleagues, other professionals and others
		1.3	Analyse how partnership working delivers better outcomes
		1.4	Evaluate how to overcome barriers to partnership working
2.	Establish and maintain working relationships with colleagues	2.1	Explain own role and responsibilities in working with colleagues
		2.2	Develop and agree common objectives when working with colleagues
		2.3	Evaluate own working relationship with colleagues
		2.4	Deal constructively with any conflict that may arise with colleagues
3.	Establish and maintain working relationships with other professionals	3.1	Explain own role and responsibilities in working with other professionals
		3.2	Develop procedures for effective working relationships with other professionals
		3.3	Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
		3.4	Evaluate procedures for working with other professionals
		3.5	Deal constructively with any conflict that may arise with other professionals
4.	Work in partnership with others	4.1	Evaluate the importance of working in partnership with others
		4.2	Develop procedures for effective working relationships with others
		4.3	Agree common objectives when working with others within the boundaries of own role and responsibilities
		4.4	Evaluate procedures for working with others
		4.5	Deal constructively with any conflict that may arise with others
Assessment requirements:			
Other professionals may include:			
- Workers from other agencies or organisations - Advocates - Independent visitors			

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Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Title:		Understand personalisation in care and support services J/616/8493	
Level:		4	
Credit value:		4	
Guided learning hours:		36	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the meaning of personalisation in social care and support services	1.1	Explain the 'professional gift', 'empowerment' and 'rights' models of service provision
		1.2	Explain the terms: - personalised service - self-commissioned service - self-directed support - micro-employer
		1.3	Describe the features of personalisation within social care and support services
		1.4	Explain why the concept of 'outcomes' is central to personalisation
		1.5	Explain the legislative and policy drivers for personalised service
2.	Understand the systems and processes that support personalisation	2.1	Explain the impact that personalisation has on the commissioning, funding and delivery of services
		2.2	Describe the roles of direct payments and individual budgets in supporting personalisation
		2.3	Analyse the role of brokerage in commissioning and delivering personalised services
		2.4	Explain the types of support that individuals or their families might need in order to access personalised service
3.	Understand where responsibilities lie within self-directed support	3.1	Explain why it is important to know where responsibilities lie for the delivery and quality of self- directed support
		3.2	Explain the responsibilities for the delivery and quality of self-directed support held by direct payments recipients, commissioners, social workers/care managers
4.	Understand how to promote personalisation	4.1	Analyse the attitudes, approaches and skills needed in own role to implement personalisation
		4.2	Explain the impact of personalisation on own role
		4.3	Evaluate ways to enhance own contribution to promoting personalisation
5.	Understand how to develop systems and structures for personalisation	5.1	Explain how systems and structures in own organisation have adapted to personalisation
		5.2	Propose ways to improve systems and structures to enhance personalisation
Assessment requirements: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			

Title:		Understand safeguarding and protection in adult care settings L/616/8494	
Level:		4	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect	1.1	Explain the current legislative framework that underpins safeguarding of adults at risk
		1.2	Evaluate how current national guidelines and local policies and procedures for safeguarding affect your day to day work
		1.3	Analyse own responsibilities relating to the current legislative framework with regard to safeguarding
2.	Understand how to respond to suspected or alleged abuse	2.1	Explain signs and symptoms associated with abuse
		2.2	Explain actions to take if there are suspicions that an individual is being abused
		2.3	Explain actions to take if an individual alleges that they are being abused
		2.4	Explain how to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed (including 'whistle blowing')
3.	Understand how to participate in inter-agency, joint or integrated working in order to protect adults at risk	3.1	Agree protocols for working in partnership with other organisations
		3.2	Evaluate own role in partnership working
4.	Understand how to support others in safeguarding	4.1	Explain how to support others to raise concerns
		4.2	Explain how to support others during the safeguarding process
Assessment requirements:			
Abuse includes: - Physical abuse - Domestic violence - Sexual abuse - Psychological/Emotional abuse - Financial/material abuse - Modern slavery - Discriminatory abuse - Organisational abuse - Neglect/acts of omission - Self-neglect			

Individual will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care

Others may include:

- Team members
- other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Title:		Safeguard children and young people who are present in the adult care sector R/616/8495	
Level:		4	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the responsibility to safeguard children and young people who are present in an adult care work setting	1.1	Evaluate own responsibility to safeguard children and young people who are present in an adult care work setting
		1.2	Analyse the responsibility of others to safeguard children and young people who are present in an adult care work setting
2.	Develop the understanding of others about safeguarding children and young people	2.1	Access information advice and support to inform knowledge and practice about safeguarding children and young people
		2.2	Provide information to others on indicators of harm, abuse or neglect and actions that need to be taken where there are safeguarding concerns
3.	Understand how to address conflicts and dilemmas associated with safeguarding children and young people	3.1	Analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting
		3.2	Identify actions to take when conflicts and dilemmas about safeguarding arise
Assessment requirements: Work setting may include one specific location or a range of locations, depending on the context of a particular work role Others may include: • Team members • Other colleagues • Those who use or commission their own health or social care services • Families, carers and advocates Indicators may include the signs, symptoms and behaviours associated with harm, abuse or neglect Safeguarding concerns will include • those identified by self • those identified by others • those that are immediate or ongoing concerns			

Optional units

Title:		Principles and practice of advocacy in adult care Y/616/8496	
Level:		4	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand current legislation, policies and codes of practice relevant to advocacy	1.1	Summarise policy which relates to advocacy
		1.2	Summarise legislation in relation to advocacy
		1.3	List guidance and codes of practice which relate to advocacy
2.	Understand the principles of advocacy in adult care	2.1	Describe the principles of advocacy
		2.2	Explain values underpinning advocacy
		2.3	Describe models of advocacy
		2.4	Explain situations when an individual may require an advocate
		2.5	Describe the responsibilities and limits of an advocate
		2.6	Describe the skills and attributes required to be a successful advocate
		2.7	Evaluate the role of advocacy in reducing discrimination and social exclusion
3.	Be able to support individuals to access advocacy	3.1	Inform individuals about available advocacy services
		3.2	Support individuals to review and choose advocacy services
		3.3	Know when to refer individuals to other professionals or agencies
		3.4	Describe factors that may prevent an individual from accessing advocacy support
4.	Be able to support individuals with advocacy	4.1	Support individuals with self-advocacy
		4.2	Support individuals to participate in discussions and decision making
		4.3	Support individuals to make informed choices
		4.4	Support individuals to explore options available to them
		4.5	Action instructions from the individual accessing advocacy support
5.	Safeguard the rights and choices of individuals accessing advocacy	5.1	Identify dilemmas and conflict that may arise during advocacy
		5.2	Evaluate how culture can impact on the advocacy relationship
		5.3	Propose strategies to resolve conflict and dilemmas

		5.4	Explain how to respond to safeguarding concerns disclosed through the advocacy process
		5.5	Confirm that complaints procedures are accessible
		5.6	Support individuals to access advocacy to resolve complaints or appeals
		5.7	Explain how to refer safeguarding or other concerns to professionals or agencies
6.	Be able to review advocacy support	6.1	Review advocacy services with individuals and other professionals or agencies
		6.2	Create and maintain records in relating to advocacy

Assessment requirements:

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

Legislation may include:

- Care Act 2014
- Mental Health Act 2007
- Mental Capacity Act 2005
- Health and Social Care Act 2012.

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Principles and values may include:

- appropriate use of personal value base
- advocacy and the duty to involve
- empowerment and enablement
- positive risk-taking
- personalisation
- rights relating to complaints and appeals
- different types and sources of power and the potential for imbalance of power
- rights relating to choices and decision making, including unwise decisions
- importance of differentiation between the advocate's and individual's views
- values in relation to mental health, disability, human rights, participation and best interests
- ethical considerations

Models of advocacy may include:

- self-advocacy
- group advocacy
- peer advocacy
- citizen advocacy
- professional advocacy
- non-instructed advocacy.

Professionals and agencies may include:

- Social Worker
- Nurse
- Clinicians
- Doctors
- Psychiatrist
- Psychologist

Title:		Understand the impact of Acquired Brain Injury on individuals D/616/4496	
Level:		3	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand Acquired Brain Injury	1.1	Define Acquired Brain Injury
		1.2	Describe the main structures of the brain and their functions
		1.3	Describe possible causes of Acquired Brain Injury
		1.4	Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury
		1.5	Describe brain injuries that are • mild • moderate • severe
2	Understand the impact on individuals of Acquired Brain Injury	2.1	Discuss initial effects of Acquired Brain Injury on the individual
		2.2	Explain the long term effects of Acquired Brain Injury to include • physical • functional • cognitive • behavioural effects • emotional
		2.3	Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers
3	Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1	Define dysphasia and dysarthria
		3.2	Explain the effects of dysphasia and dysarthria on communication
		3.3	Compare the different techniques required to support an individual with dysphasia and dysarthria
		3.4	Evaluate different intervention strategies and assistive tools that support communication
4	Understand the impact that personality changes can have on individuals with Acquired Brain Injury and others	4.1	Explain the impact of personality changes on an individual and others
		4.2	Explain how lack of self-awareness/insight may affect an individual and others
		4.3	Explain the skills needed to support the individual and family/carers to come to terms with personality changes

5	Understand the impact of challenging behaviour	5.1	Explain behaviours which are considered challenging
		5.2	Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
		5.3	Explain the importance of a proactive approach to behaviour management
		5.4	Explain measures that should be taken to manage the risk from challenging behaviour
		5.5	Explain the process for reporting and referring challenging behaviour
Assessment requirements: This unit must be assessed in line with Skills for Care and Development Assessment Principles			

Title:		Understand the process and experience of dementia H/616/4080	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the neurology of dementia	1.1	Describe a range of causes of dementia syndrome
		1.2	Describe the types of memory impairment commonly experienced by individuals with dementia
		1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
		1.4	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
		1.5	Explain why the abilities and needs of an individual with dementia may fluctuate
2.	Understand the impact of recognition and diagnosis of dementia	2.1	Describe the impact of early diagnosis and follow up to diagnosis
		2.2	Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
		2.3	Explain the process of reporting possible signs of dementia within agreed ways of working
		2.4	Describe the possible impact of receiving a diagnosis of dementia on the individual their family and friends
3.	Understand how dementia care must be underpinned by a person centred approach	3.1	Compare a person centred and a non-person centred approach to dementia care
		3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
		3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carers
		3.4	Describe ways in which individuals and carers can be supported to overcome their fears.
Assessment requirements: This unit must be assessed in line with Skills for Health's Assessment Principles.			

Title:		Lead and manage practice in dementia care F/616/4488	
Level:		5	
Credit value:		6	
Guided learning hours:		41	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand current policy and practice guidance for dementia care	1.1	Analyse how current policy and practice guidance underpin service provision in dementia care
		1.2	Explain why a person centred approach is the benchmark for practice in dementia care
2	Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families	2.1	Support others to develop an understanding of the causes of dementia syndrome
		2.2	Support others to understand the impact of early onset dementia on individuals and their families
		2.3	Support others to understand the impact on the individuals with dementia and their families of: • diagnosis • treatment of dementia
3	Be able to lead practice that promotes the well-being of individuals with dementia	3.1	Manage a service that demonstrates a person centred approach
		3.2	Lead practice that supports staff to explore the stories and histories of individuals
		3.3	Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia
		3.4	Lead practice that supports staff to influence changes to the physical environment that meet the needs of individuals with dementia
		3.5	Lead practice that supports staff to influence changes to the social environment that meet the needs of individuals with dementia
		3.6	Lead practice that supports staff to interact with individuals with dementia
		3.7	Manage the ongoing assessment of the needs of individuals with dementia using a range of methods
		3.8	Support staff to contribute to care plans that reflect a person centred approach
4	Be able to lead practice that supports staff to establish and maintain relationships with carers of individuals with dementia	4.1	Lead practice that supports staff to evaluate the impact on carers of supporting an individual with dementia
		4.2	Lead practice that supports staff to work in partnership with carers
		4.3	Lead practice that supports staff to involve carers in assessment and care planning
		4.4	Explain how to support staff to resolve conflicts with carers

5	Be able to support staff to deliver dementia care	5.1	Evaluate the potential impact on staff when supporting an individual with dementia
		5.2	Implement strategies to support staff who are delivering dementia care
		5.3	Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills for dementia care
6	Be able to develop own practice in leading the delivery of dementia care	6.1	Reflect on own practice in leading and managing the delivery of dementia care
		6.2	Develop plan to improve own practice in leading and managing dementia care
Assessment requirements: This unit must be assessed in a real-work environment. Assessment guidance: None.			

Title:		Understand the administration of medication to individuals with dementia using a person centred approach A/616/4246	
Level:		3	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the common medications available to, and appropriate for, individuals with dementia	1.1	Outline the most common medications used to treat symptoms of dementia
		1.2	Describe how commonly used medications affect individuals with dementia
		1.3	Explain the risks and benefits of anti-psychotic medication for individuals with dementia
		1.4	Explain the importance of recording and reporting side effects/adverse reactions to medication
		1.5	Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain
2.	Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication	2.1	Describe person-centred ways of administering medicines whilst adhering to administration instructions
		2.2	Explain the importance of advocating for an individual with dementia who may be prescribed medication
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's assessment principles.			

Title:		Understand the role of communication and interactions with individuals who have dementia F/616/4247	
Level:		3	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand that individuals with dementia may communicate in different ways	1.1	Explain how individuals with dementia may communicate through their behaviour
		1.2	Give examples of how carers and others may misinterpret communication
		1.3	Explain the importance of effective communication to an individual with dementia
		1.4	Describe how different forms of dementia may affect the way an individual communicates
2.	Understand the importance of positive interactions with individuals with dementia	2.1	Give examples of positive interactions with individuals who have dementia
		2.2	Explain how positive interactions with individuals who have dementia can contribute to their wellbeing
		2.3	Explain the importance of involving individuals with dementia in a range of activities
		2.4	Compare a reality orientation approach to interactions with a validation approach
3.	Understand the factors which can affect interactions and communication of individuals with dementia	3.1	List the physical and mental health needs that may need to be considered when communicating with an individual with dementia
		3.2	Describe how the sensory impairment of an individual with dementia may affect their communication skill
		3.3	Describe how the environment might affect an individual with dementia
		3.4	Describe how the behaviour of carers or others might affect an individual with dementia
		3.5	Explain how the use of language can hinder positive interactions and communication
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's assessment principles.			

Title:		Understand and enable interaction and communication with individuals who have dementia R/616/4155	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the factors that can affect interactions and communication of individuals with dementia	1.1	Explain how different forms of dementia may affect the way an individual communicates
		1.2	Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
		1.3	Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
		1.4	Describe the impact the behaviours of carers and others may have on an individual with dementia
2.	Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques	2.1	Demonstrate how to use different communication techniques with an individual who has dementia
		2.2	Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia
		2.3	Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others
3.	Be able to communicate positively with an individual who has dementia by valuing their individuality	3.1	Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan
		3.2	Demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness
4.	Be able to use positive interaction approaches with individuals with dementia	4.1	Explain the difference between a reality orientation approach to interactions and a validation approach
		4.2	Demonstrate a positive interaction with an individual who has dementia
		4.3	Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia
		4.4	Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia
		4.5	Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.			
Learning Outcomes 2, 3 and 4 must be assessed in a real work environment			

Title:		Support individuals with sensory loss with communication F/616/4491	
Level:		5	
Credit value:		5	
Guided learning hours:		37	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand language development	1.1	Explain the difference between language and communication
		1.2	Analyse the relationship between culture and language
		1.3	Explain how an understanding of language and communication informs practice
2	Understand factors that affect the language and communication of an individual with sensory loss	2.1	Compare and contrast the impact of congenital and acquired sensory loss on: • communication • language
		2.2	Explain the potential impacts of a deteriorating condition on an individual's communication
3	Understand the complexities of specialist communication systems	3.1	Identify when specialist communication systems may be used
		3.2	Evaluate the strengths and weakness of specialist communication systems
4	Be able to support the individual with communication	4.1	Evaluate the suitability of a range of communication methods to meet the needs of the individual
		4.2	Demonstrate a range of suitable communication methods to the individual and/or others
		4.3	Adapt communication methods according to need and context
5	Be able to support others to make use of specialist communication	5.1	Advise others about specialist communication
		5.2	Support others to make use of specialist communication with the individual
6	Review communication work	6.1	Review how communication support to individuals meets identified needs in relation to • own work • agreed ways of working • work with others
Assessment requirements: This unit must be assessed in a real-work environment. Assessment guidance: None.			

Title:		Understand sensory loss R/616/4138	
Level:		3	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the factors that impact on an individual with sensory loss	1.1	Analyse how a range of factors can impact on individuals with sensory loss
		1.2	Analyse how societal attitudes and beliefs impact on individuals with sensory loss
		1.3	Explore how a range of factors, societal attitudes and beliefs impact on service provision
2	Understand the importance of effective communication for individuals with sensory loss	2.1	Explain the methods of communication used by individuals with: • sight loss • hearing loss • deafblindness
		2.2	Describe how the environment facilitates effective communication for people with sensory loss
		2.3	Explain how effective communication may have a positive impact on lives of individuals with sensory loss
3	Understand the main causes and conditions of sensory loss	3.1	Identify the main causes of sensory loss
		3.2	Define congenital sensory loss and acquired sensory loss
		3.3	Identify the demographic factors that influence the incidence of sensory loss in the population
4	Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken	4.1	Identify the indicators and signs of: • sight loss • hearing loss • deafblindness
		4.2	Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status
		4.3	Identify sources of support for those who may be experiencing onset of sensory loss
Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles			

Title:		Promote awareness of sensory loss A/616/4506	
Level:		5	
Credit value:		3	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to raise awareness of sensory loss	1.1	Identify methods for raising awareness of sensory loss
		1.2	Explain how different agencies can provide opportunities to raise awareness
2.	Be able to raise awareness of sensory loss	2.1	Select and agree actions with the individual and/or others to promote awareness of sensory loss
		2.2	Support others to carry out the agreed actions
3.	Be able to review action to promote awareness of sensory loss	3.1	Review the outcomes of awareness raising in relation to: • individuals with sensory loss • own work • partnership work
		3.2	Review the effectiveness of agreed ways of working in relation to awareness raising
		3.3	Provide feedback on the effectiveness of an awareness raising activity
Assessment requirements: This unit must be assessed in a real-work environment. Assessment guidance: None.			

Title:		Support individuals with multiple conditions and/or disabilities J/616/4492	
Level:		5	
Credit value:		5	
Guided learning hours:		34	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the impact of multiple conditions and/or disabilities on individuals	1.1	Describe possible multiple conditions and/or disabilities that individuals may have
		1.2	Explain how multiple conditions and/or disabilities may have an additional impact on the individual's well being and quality of life
		1.3	Explain how multiple conditions and/or disabilities may impact on individuals opportunity to participate in a range of activities
2.	Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1	Describe own role in supporting the well being of individuals with multiple conditions and/or disabilities
		2.2	Explain the steps to take when actions may be outside of the scope of own role and responsibilities
3.	Understand the support available for individuals with multiple conditions and/or disabilities	3.1	Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area
		3.2	Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.3	Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.4	Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities
4.	Be able to assist individuals with multiple conditions and/or disabilities	4.1	Support an individual to identify needs and preferences
		4.2	Identify any resources or specialist equipment that may be required to support an individual to engage in activities
		4.3	Support an individual to engage in activities that meet their needs and preferences
5.	Be able to evaluate the support provided to an individual to engage in activities	5.1	Review with the individual and/or others, how well the activities have met the identified needs and preferences
		5.2	Reflect on own support to an individual to engage in activities
		5.3	Explain where additional advice, guidance or support can be accessed to improve own practice
		5.4	Adapt own practice to support the needs of the individual
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's			

Assessment Principles

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

Title:		Promote access to healthcare for individuals with learning disabilities Y/616/4500	
Level:		5	
Credit value:		6	
Guided learning hours:		44	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Understand issues related to access to healthcare services for individuals with learning disabilities	1.1	Explain the rights based approach to accessing healthcare services
		1.2	Identify inequalities in access to healthcare services in different sections of the population
		1.3	Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities
		1.4	Describe the impact of legislation, policy or guidance underpinning the need for healthcare services to enable access to individuals with a learning disability
		1.5	Analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment
2	Understand the healthcare needs that may affect individuals with learning disabilities	2.1	Analyse trends of healthcare needs among individuals with learning disabilities
		2.2	Explain systematic approaches that may support better health and healthcare for individuals with a learning disability
		2.3	Research the difficulties in diagnosing some health conditions in individuals with a learning disability
3	Understand good practice in supporting people with a learning disability to access healthcare services	3.1	Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs
		3.2	Evaluate different ways of working in partnership to support individuals to meet their healthcare needs
		3.3	Explain how to promote access to healthcare through the use of reasonable adjustments
		3.4	Analyse the rights of others significant to the individual to be involved in planning healthcare services
4	Understand how to support others to develop, implement, monitor and review plans for healthcare	4.1	Explain how to champion a person-centred focus to the healthcare planning process
		4.2	Explain factors to consider when supporting others to develop and implement plans for healthcare
		4.3	Explain how to support others to monitor and review plans for healthcare
		4.4	Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals
		4.5	Explain how to support others to raise concerns and challenge healthcare services
5	Be able to develop processes to support others to meet the	5.1	Develop a person-centred strategy to underpin work with an individual to identify and meet their healthcare needs

	healthcare needs of individuals with a learning disability	5.2	Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability
		5.3	Ensure systems are used by others in meeting the healthcare needs of individual's
		5.4	Evaluate the impact of systems in meeting individual's healthcare needs
6	Be able to promote good practice to others in the support of individuals with learning disabilities accessing healthcare	6.1	Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them
		6.2	Promote partnership working to meet the healthcare needs of individuals with learning disabilities
		6.3	Promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access healthcare services
		6.4	Ensure the appropriate involvement of others significant to the individual in planning and delivering healthcare
Assessment requirements:			
This unit must be assessed in a real-work environment.			
Assessment guidance: None.			

Title:		Understand positive risk taking for individuals with disabilities F/616/4135	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand that individuals with disabilities have the same right as everyone else to take risks	1.1	Explain ways in which risk is an integral part of everyday life
		1.2	Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks
		1.3	Describe the links between risk-taking and responsibility, empowerment and social inclusion
2.	Understand the importance of a positive, person-centred approach to risk assessment	2.1	Explain the process of developing a positive person-centred approach to risk assessment
		2.2	Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
		2.3	Explain how a service focused approach to risk assessment would differ from a person-centred approach
		2.4	Identify the consequences for the individual of a service focused approach to risk-assessment
3.	Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks	3.1	Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
4.	Understand the importance of considering with an individual with	4.1	Analyse why individuals with disabilities may be at risk of different forms of abuse, exploitation and harm in different areas of their lives
		4.2	Explain how to support individuals to recognise and manage potential risk in different areas of their lives
		4.3	Explain the importance of balancing the choices of the individual with their own and others' health and safety
		4.4	Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks
		4.5	Explain the importance of recording all discussions and decisions made
5.	Understand the importance of a partnership approach to risk taking	5.1	Explain the importance of a person-centred partnership approach
		5.2	Describe ways of handling conflict when discussing and making decisions about risk
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles			

Title:		Identify and act upon immediate risk of danger to substance misusers R/616/4494	
Level:		3	
Credit value:		4	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Identify immediate risk of danger to substance misusers	1.1	Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
		1.2	Describe any signs of immediate risk of danger which may include risk of: • overdose • individuals causing injury or harm to themselves or others (e.g. family members)
		1.3	Explain the relevant policies and procedures for dealing with risk of danger to individuals and others
2	Act upon immediate risk of danger to substance misusers	2.1	Describe how to make the individual aware that they are available and willing to help
		2.2	Obtain information on the substance used from the individual or any person near the individual
		2.3	Obtain personal details from the individual or any person near the individual
		2.4	Encourage the individual to describe any pain or discomfort they may be experiencing
		2.5	Take actions which are appropriate to the substance used and the effect it has had on the individual
		2.6	Show how to interact with the individual in a manner which recognises their needs and rights
		2.7	Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety
		2.8	Demonstrate when and how to request any first aid treatment/support
		2.9	Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access to relevant agencies and services)
		2.10	Record all information and report to appropriate person in the required format.
Assessment requirements: Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence			

Title:		Recognise indications of substance misuse and refer individuals to specialists T/616/4147	
Level:		3	
Credit value:		4	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Recognise indications of substance misuse	1.1	Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents)
		1.2	Identify possible indications of substance misuse (e.g. physical, behavioural, social and emotional)
		1.3	Identify other factors which produce indications that may be interpreted as caused by substance misuse
		1.4	Show how to obtain specialist assistance where required
		1.5	Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date
2.	Assess and monitor risk	2.1	Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
		2.2	Review the assessment of risk and explain why this is important
		2.3	Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk
3.	Handle information and maintain records	3.1	Identify situations and actions taken in line with organisational requirements and explain the importance of doing so
		3.2	Identify the rights of individuals and the principle of confidentiality
4.	Refer individuals to appropriate services	4.1	Identify the range of services relevant to substance misuse available locally and nationally
		4.2	Demonstrate how to refer individuals to services in line with organisational requirements
		4.3	Provide appropriate services with complete and accurate information about the situation in line with organisational requirements
Assessment requirements: Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.			

Title:		Support individuals during the last days of life L/616/4235	
Level:		4	
Credit value:		5	
Guided learning hours:		33	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the impact of the last days of life on the individual and others	1.1	Describe psychological aspects of the dying phase for the individual and others
		1.2	Analyse the impact of the last days of life on the relationships between individuals and others
2.	Understand how to respond to common symptoms in the last days of life	2.1	Describe the common signs of approaching death
		2.2	Explain how to minimise the distress of symptoms related to the last days of life
		2.3	Describe appropriate comfort measures in the final hours of life
		2.4	Explain the circumstances when life-prolonging treatment can be stopped or withheld
		2.5	Identify the signs that death has occurred
3.	Be able to support individuals and others during the last days of life	3.1	Demonstrate a range of ways to enhance an individual's well-being during the last days of life
		3.2	Work in partnership with others to support the individual's well-being
		3.3	Describe how to use a range of tools for end of life care according to agreed ways of working
		3.4	Support others to understand the process following death according to agreed ways of working
4.	Be able to respond to changing needs of an individual during the last days of life	4.1	Explain the importance of following the individual's advance care plan in the last days of life
		4.2	Record the changing needs of the individual during the last days of life according to agreed ways of working
		4.3	Support the individual when their condition changes according to agreed ways of working
5.	Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	5.1	Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working
		5.2	Provide care for the individual after death according to national guidelines, local policies and procedures
		5.3	Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care
		5.4	Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
		5.5	Explain ways to support others immediately following the death of the individual

6.	Be able to manage own feelings in relation to an individual's dying or death	6.1	Identify ways to manage own feelings in relation to an individual's death
		6.2	Use support systems to manage own feelings in relation to an individual's death
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.			

Title:		Lead and manage end of life care services Y/616/4495	
Level:		5	
Credit value:		7	
Guided learning hours:		45	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to apply current legislation and policy in end of life care in order to develop end of life services	1.1	Summarise current legislation relating to the provision of best practice in end of life care services
		1.2	Apply local and national policy guidance for end of life care to the setting in which you work
		1.3	Analyse legal and ethical issues relating to decision making at end of life
		1.4	Explain how issues of mental capacity can affect end of life care
2	Understand current theory and practice underpinning end of life care	2.1	Describe the theoretical models of grief, loss and bereavement
		2.2	Explain how grief and loss manifest in the emotions of individuals who are dying and others
		2.3	Analyse how a range of tools for end of life care can support the individual and others
		2.4	Explain the pathway used by your local health authority
		2.5	Critically reflect on how the outcomes of national research can affect your workplace practices
3	Be able to lead and manage effective end of life care services	3.1	Explain the qualities of an effective leader in end of life care
		3.2	Manage own feelings and emotions in relation to end of life care, using a range of resources as appropriate
		3.3	Use effective communication to support individuals at end of life and others
		3.4	Use effective mediation and negotiation skills on behalf of the individual who is dying
		3.5	Ensure there are sufficient and appropriate resources to support the delivery of end of life care services
		3.6	Describe the possible role(s) of advocates in end of life care
		3.7	Manage palliative care emergencies according to the wishes and preferences of the individual
		3.8	Use a range of tools for end of life care to measure standards through audit and after death analysis
4	Be able to establish and maintain key relationships to lead and manage end of life care	4.1	Identify key relationships essential to effective end of life care
		4.2	Analyse the features of effective partnership working within your work setting
		4.3	Implement shared decision making strategies in working with individuals at end of life and others

		4.4	Analyse how partnership working delivers positive outcomes for individuals and others
		4.5	Initiate and contribute to multi-disciplinary assessments
		4.6	Explain how to overcome barriers to partnership working
		4.7	Access specialist multi-disciplinary advice to manage complex situations
5	Be able to support staff and others in the delivery of excellence in the end of life care service	5.1	Describe how a shared vision for excellent end of life care services can be supported
		5.2	Implement strategies to empower staff involved in the delivery of end of life care to ensure positive outcomes for individuals and others
		5.3	Support others to use a range of resources as appropriate to manage own feelings when working in end of life care
		5.4	Support staff and others to comply with legislation, policies and procedures
		5.5	Support staff and others to recognise when mental capacity has reduced to the extent that others will determine care and treatment for the person at the end of life
		5.6	Access appropriate learning and development opportunities to equip staff and others for whom you are responsible
		5.7	Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care
		5.8	Provide feedback to staff on their practices in relation to end of life care
6	Be able to continuously improve the quality of the end of life care service	6.1	Analyse how reflective practice approaches can improve the quality of end of life care services
		6.2	Critically reflect on methods for measuring the end of life care service against national indicators of quality

Title:		Implement the positive behavioural support model L/616/4199	
Level:		4	
Credit value:		8	
Guided learning hours:		61	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the context of the Positive Behavioural Support model	1.1	Explain how Positive Behavioural Support has been influenced by: • Applied Behaviour Analysis (ABA) • Social Role Valorisation (SRV)
		1.2	Summarise current legislation and policy guidance relating to Positive Behavioural Support.
2.	Understand the term 'challenging behaviour'	2.1	Define the term 'challenging behaviour'
		2.2	Explain the reasons for the term challenging behaviour coming into use
		2.3	Analyse key factors that lead to a behaviour being defined as challenging
3.	Understand the context in which challenging behaviour occurs	3.1	Summarise key environmental risk factors for challenging behaviours
		3.2	Explain how slow and fast triggers contribute to challenging behaviour
		3.3	Analyse the role of reinforcement in maintaining behaviour
		3.4	Explain the time intensity model
4.	Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1	Describe the key components of functional analysis
		4.2	Explain the key methods of analysing behaviour
		4.3	Complete accurate records of behaviour using a structured method
		4.4	Identify environmental risk factors for an individual's challenging behaviour
		4.5	Identify possible slow and fast triggers for an individual's challenging behaviour
		4.6	Identify factors that may contribute to reinforcement of an individual's challenging behaviour
		4.7	Evaluate the importance of functional analysis in effective person centred behavioural intervention for individuals
5.	Understand the key characteristics of Positive Behavioural Support	5.1	Describe the key characteristics of Positive Behavioural Support
		5.2	Explain the role within Positive Behavioural Support of: • primary prevention strategies • secondary prevention strategies • non aversive reactive strategies

		5.3	Explain the importance of social validity in the Positive Behavioural Support model
6.	Be able to implement primary prevention strategies	6.1	Summarise the key primary prevention strategies.
		6.2	Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice
		6.3	Explain the importance of effective communication and positive interaction in primary prevention for individuals
		6.4	Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity
		6.5	Use effective communication with an individual to promote positive behaviour
		6.6	Evaluate the social validity of an agreed primary prevention strategy for an individual
7.	Be able to use a person centred approach to develop plans that promote participation	7.1	Explain how active support can help prevent challenging behaviour by improving an individual's quality of life
		7.2	Analyse the role of structure and daily planning in primary prevention for individuals
		7.3	Review an individual's daily activities to identify areas for increasing participation and choice
		7.4	Review an individual's routine to identify opportunities for increasing participation and choice
		7.5	Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
		7.6	Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities
8.	Be able to implement secondary prevention strategies	8.1	Summarise key secondary prevention strategies
		8.2	Explain when secondary prevention strategies should be used with individuals
		8.3	Identify early warning signs of behavioural agitation in an individual
		8.4	Identify possible secondary prevention strategies that may be used with an individual
		8.5	Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
9.	Be able to implement non aversive reactive strategies	9.1	Explain when reactive strategies should be used with individuals
		9.2	Describe the key characteristics and types of reactive strategies
		9.3	Assess the risks in the use of reactive strategies
		9.4	Identify possible reactive strategies that may be used for an individual

		9.5	Implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
		9.6	Establish an individual's preferred post-incident support
		9.7	Identify own preferred post-incident support
10.	Be able to understand and implement Positive Behavioural Support Plans	10.1	Explain the purpose and importance of Positive Behaviour Support Plans for individuals
		10.2	Identify the key components of a Positive Behaviour Support Plan for individuals
		10.3	Implement agreed procedures in an individual's Positive Behavioural Support Plan
		10.4	Contribute to the review of an individual's Positive Behavioural Support Plan
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. LOs 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess ACs 6.2, 8.5 and 9.5 if real wok assessment is not possible.			

Title:		Stroke care management Y/616/9177	
Level:		3	
Credit value:		4	
Guided learning hours:		36	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to support individuals to manage stroke according to legislation, policy and guidance	1.1	Summarise current legislation, policy and guidance related to supporting individuals with stroke
		1.2	Describe the potential implications of mental capacity for an individual following a stroke
2.	Understand stroke recognition	2.1	Describe signs and symptoms of stroke
		2.2	Identify the stages of stroke
		2.3	Describe assessment tests which identify signs and symptoms
		2.4	Describe changes that may be experienced by an individual following stroke
3.	Understand specific communication factors affecting individuals following stroke	3.1	Evaluate the effects of stroke on the brain in relation to the ability to communicate
		3.2	Describe a range of common communication methods and aids to support individuals affected by a stroke
		3.3	Explain how supported conversation techniques are used
		3.4	Describe the effects on the individual of experiencing communication difficulties
		3.5	Identify additional agencies and resources to support with communication needs
4.	Understand changing needs of individuals affected by stroke	4.1	Describe the changes in the brain of an individual affected by a stroke
		4.2	Describe the physical effects of stroke on an individual
		4.3	Describe the cognitive effects of stroke on an individual
		4.4	Describe the psychological and emotional effects of stroke on an individual
		4.5	Describe the social effects of stroke on an individual
		4.6	Explain the impact a stroke may have on nutrition
		4.7	Describe the possible effects of stroke on sensory ability
		4.8	Analyse the fluctuating nature of effects of stroke on an individual
		4.9	Describe the health needs that may be associated with stroke
5	Understand how to promote an individual's recovery and independence after stroke	5.1	Describe how stroke impacts on daily living
		5.2	Explain the use of daily activities to promote recovery and independence
		5.3	Explain the importance of repetition to promote recovery
		5.4	Identify the effects of fatigue in stroke rehabilitation

		5.5	Evaluate how assistive technology can support stroke recovery and rehabilitation
		5.6	Explain the importance of working in partnership with others to support care management
6.	Be able to support an individual who has experienced stroke	6.1	Explain how an individual can be encouraged to review their lifestyle to promote their health and well- being
		6.2	Carry out a risk assessment
		6.3	Support personal care and daily living of an individual
		6.4	Support an individual to participate in recovery and rehabilitation exercises and therapy
		6.5	Monitor an individual, reporting any changes or concerns
Assessment requirements: This unit must be assessed in line with Skills for Care and Development Assessment Principles.			

Title:		Understand the factors affecting older people M/616/4227	
Level:		3	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the impact of the ageing process on older people	1.1	Describe changes that may come with ageing
		1.2	Explain how the experience of the ageing process is unique to each individual
		1.3	Analyse the potential impact of factors associated with ageing on older people to include: • physical • emotional • social • cognitive • environmental • financial • economic.
		1.4	Describe how a positive approach to ageing can contribute to the health & wellbeing of an individual
2.	Understand attitudes of society to older people	2.1	Describe the contributions to society made by older people
		2.2	Explain what is meant by age discrimination
		2.3	Explain how societal attitudes and beliefs impact on older people
		2.4	Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people
3.	Understand the importance of using person centred approaches with older people	3.1	Describe how the effects of ageing can affect the day to day life of older people
		3.2	Describe ways of using a person centred approach to support older people to maintain health and well being in day to day life
		3.3	Explain the importance of social inclusion for older people
		3.4	Outline barriers to social inclusion for older people
		3.5	Describe ways of using a person centred approach to enable older people to make positive contributions to their community
4.	Understand the importance of independence for older people.	4.1	Explain how independence can contribute to the well being of older people
		4.2	Describe how to support older people to maintain independence

		4.3	Describe how older people can be in control of decision making about their care and support needs
		4.4	Explain how to encourage older people to take positive risks
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.			

Title:		Principles of Parkinson's for adult care staff D/616/8497	
Level:		3	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the signs and symptoms of Parkinson's	1.1	Explain the term 'Parkinson's '
		1.2	Explain the causes of Parkinson's
		1.3	Describe the main motor and non-motor symptoms of Parkinson's
		1.4	Explain at what age the onset of Parkinson's is most common
		1.5	Explain the phases and progression of Parkinson's
		1.6	Describe the range of disorders within parkinsonism
2.	Understand the impact of Parkinson's on individuals and others	2.1	Evaluate the impact on quality of life of motor symptoms
		2.2	Evaluate the impact on quality of life of non-motor symptoms
		2.3	Evaluate the impact of Parkinson's on an individual's relationships
		2.4	Describe the fluctuations that occur in Parkinson's
		2.5	Evaluate the impact of fluctuations in Parkinson's on an individual and others
3.	Understand how Parkinson's is managed	3.1	Describe the methods involved in diagnosis and referral
		3.2	Explain how local, community and statutory agencies, support services and networks can be accessed by individuals with Parkinson's
		3.3	Analyse methods, practices and possible interventions used to support individuals to manage their symptoms
		3.4	Explain how an individual's preferences are recognised as part of supporting for the management of Parkinson's
		3.5	Explain how to overcome challenges in the management of diet and fluids in patients with Parkinson's
4.	Understand issues arising from Parkinson's medication	4.1	Explain why it is important that medication is taken or given on time
		4.2	Evaluate the impact for the individual of common side-effects of Parkinson's medication
		4.3	Describe ways to alleviate side effects of Parkinson's medication
5.	Understand communication challenges associated with Parkinson's	5.1	Explain communication challenges likely at different stages of Parkinson's
		5.2	Describe the impact on the individual and others of communication challenges
		5.3	Explain how to implement techniques to address communication challenges

6.	Understand cognitive challenges associated with Parkinson's	6.1	Explain the cognitive challenges likely at different stages of Parkinson's
		6.2	Describe the impact on the individual and others of cognitive challenges
		6.3	Explain how to implement techniques to address cognitive challenges

Title:		Understand how to support individuals with autistic spectrum conditions J/616/4136	
Level:		3	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the main characteristics of autistic spectrum conditions	1.1	Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
		1.2	Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the "triad of impairments"
		1.3	Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
		1.4	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
		1.5	Describe other conditions that may be associated with the autistic spectrum
		1.6	Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum
2.	Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	2.1	Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
		2.2	Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
		2.3	Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
		2.4	Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition
3.	Understand different theories and concepts about autism	3.1	Explain theories about autism related to brain function and genetics psychology
		3.2	Explain why there are alternative choices of terminology used to describe the autism spectrum
		3.3	Describe the strengths and limitations of different types of terminology

		3.4	Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
		3.5	Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
		3.6	Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum
4.	Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1	Identify what legislation and national and local policy and guidance exists
		4.2	Explain what individuals or situations the legislation, national and local policy and guidance applies to
		4.3	Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs
5.	Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1	Give examples of how “challenging behaviour” can be a way of expressing emotions where there are communication differences
		5.2	Describe methods and systems used to develop and support an individual's communication
		5.3	Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style
6.	Understand how to support individuals with an autistic spectrum condition	6.1	Explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs
		6.2	Explain why consultation with families/parents/carers is important in person-centred planning and support
		6.3	Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
		6.4	Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
		6.5	Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
		6.6	Explain how needs change for individuals and their families at different stages of their lives
		6.7	Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition
Assessment requirements:			
This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.			

Title:		Support the use of assistive technology	
		F/616/4507	
Level:		5	
Credit value:		4	
Guided learning hours:		31	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the contribution that assistive technology can make to the lives of individuals	1.1	Investigate and report on the range and availability of assistive technology
		1.2	Research how the use of assistive technology can result in positive outcomes for individuals
2.	Be able to facilitate the use of assistive technology	2.1	Research assistive technology solutions that meet identified needs
		2.2	Explain how a range of assistive technology solutions can be adapted according to need and context
		2.3	Assess the risks associated with the range of assistive technology solutions
		2.4	Describe a range of assessment and referral processes which are used to secure assistive technology
		2.5	Support the individual to secure the provision of assistive technology
		2.6	Support the individual to use assistive technology
3.	Be able to develop others to facilitate the use of assistive technology	3.1	Provide information to others about assistive technology
		3.2	Provide guidance to others to facilitate the use of assistive technology
4.	Be able to review the provision of assistive technology	4.1	Review the assessment and referral processes used to secure assistive technology
		4.2	Review the outcomes of assistive technology support to individuals against identified needs

Title:		Promote assistive technology in adult care H/616/8498	
Level:		4	
Credit value:		4	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand potential barriers to assistive technology	1.1	Analyse barriers for individuals and others to assistive technology
		1.2	Analyse barriers within own organisation to the offer of assistive technology
		1.3	Propose strategies to reduce identified barriers to assistive technology
2.	Be able to support own organisation to offer assistive technology	2.1	Evaluate the use of assistive technology in own organisation
		2.2	Evaluate support networks available to users of assistive technology
		2.3	Contribute to developing policies, procedures and practice for assistive technology
		2.4	Obtain and review feedback from individuals and others to support future developments in the choices of assistive technology
3.	Be able to promote the use of assistive technology	3.1	Evaluate others' skills and knowledge in using assistive technology
		3.2	Support others to develop knowledge of assistive technology
		3.3	Support others in implementing assistive technology
		3.4	Evaluate the impact of the use of assistive technology on individuals
		3.5	Propose a strategy to support self and others to maintain competence and manage knowledge transfer
Assessment requirements:			
Learning outcomes 2 and 3 must be assessed in the work setting.			
Barriers:			
• social • psychological • economic • organisational			

Title:		Install and maintain assistive technology in adult care contexts K/616/8499	
Level:		3	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the impact of assistive technology in adult care	1.1	Explain the impact of assistive technology on individuals and others
		1.2	Explain safety policies and procedures relating to installing assistive technology in an individual's home including: • safeguarding • prevention of infection • risk assessment
2.	Be able to install and commission assistive technology devices	2.1	Explain the purpose of installing assistive technology to individuals and their carers
		2.2	Agree the location for assistive technology devices with individuals and others
		2.3	Install assistive technology which meets individual needs and choices
		2.4	Carry out safety checks for the installed assistive technology and related services
		2.5	Ensure assistive technology is fully operational
		2.6	Ensure that individuals and others understand how to use the assistive technology safely
		2.7	Ensure that individuals and others understand the service agreements that are in place
3.	Be able to support users to maintain assistive technology	3.1	Explain to individuals and others how to maintain assistive technology
		3.2	Ensure individuals and others are aware of support available if problems arise with the assistive technology
4.	Support users to remove assistive technology	4.1	Inform individuals and others about the procedures for removal and disposal of assistive technology
		4.2	Support individuals and others to remove assistive technology in accordance including: • cleaning • storage • recycling • disposal
Assessment requirements: n/a			

Title:		Assess and review assistive technology in adult care R/616/8500	
Level:		4	
Credit value:		4	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the impact of legislation and regulations on the use of assistive technology in adult care	1.1	Evaluate the impact of legislation on the provision of assistive technology
		1.2	Evaluate how mental capacity affects the provision of assistive technology
		1.3	Evaluate the impact of regulations on the provision of assistive technology
2.	Understand the role of assistive technology in supporting independent living and the wellbeing of individuals	2.1	Analyse how assistive technology can support: and improve: • wellbeing • communications and social networking • employment • personal finance • personal safety • travel
		2.2	Describe current developments in assistive technology
3.	Be able to assess assistive technology needs	3.1	Support individuals and others to review how assistive technology can support their: needs and strengths and preserves dignity
		3.2	Support individuals and others to review how assistive technology can enhance opportunities available to them
		3.3	Support individuals to communicate informed choices relating to selection of assistive technology solutions which address: • advantages • impact • an individual's concerns
		3.4	Assess home environments for assistive technology including risk assessment
		3.5	Use protocols to establish consent when an individual is not able to give informed consent themselves
		3.6	Record outcomes of assessments
4.	Be able to support individuals and others to implement assistive technology	4.1	Give advice and guidance on assistive technology including: • available options • cost • availability • available funding
		4.2	Support individuals and others to assess potential impact of assistive technology

		4.3	Support individuals and others to understand contractual obligations
		4.4	Evaluate support available to individuals to maintain their independence when using assistive technology
		4.5	Address areas identified in risk assessments
5.	Be able to work with individuals and others to review use of assistive technology	5.1	Develop a plan for on-going assessment and review of use of assistive technology
		5.2	Review assistive technology use with individuals and others
		5.3	Report outcomes of the review process
Assessment requirements:			
Learning outcomes 3, 4 and 5 must be assessed in the work setting.			

Title:		Co-ordination of assistive living technology use D/616/8628	
Level:		4	
Credit value:		4	
Guided learning hours:		31	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the impact of assistive living technology on the lives of individuals	1.1	Analyse the range and availability of assistive living technology
		1.2	Evaluate the impact of assistive living technology on positive outcomes for individuals
2.	Be able to implement and support the use of assistive living technology by individuals	2.1	Research assistive living technology to meet the identified needs of individuals
		2.2	Explain how to adapt assistive living technology to meet the needs of an individual
		2.3	Assess the risks associated with the identified assistive living technology
		2.4	Describe the assessment and referral procedures which are in place to obtain the identified assistive living technology
		2.5	Support the individual to complete the procedures to secure the identified assistive living technology
		2.6	Support the individual to use assistive living technology
3.	Be able to support others to facilitate the use of assistive living technology	3.1	Inform others about assistive living technology.
		3.2	Facilitate the use of assistive living technology by others
4.	Be able to evaluate the supply and use of assistive living technology	4.1	Evaluate the procedures for assessment and referral for provision of assistive living technology
		4.2	Evaluate the impact of the use of assistive living technology on individuals
Assessment requirements:			
This unit must be assessed in line with the Skills for Care and Development Assessment Principles.			
Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent Assessor in a real work environment.			
Assistive living technology may include:			
• electronic:- • sensor mats or pads – • reminding tool – • key pad entries – • key with lights – • apps for budgeting/direction finding/instructions – • talking books			
physical: -			

- kettle tippers –
- jar openers –
- special cutlery/utensils –
- key safe box –
- sticks to pull socks up.

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

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

Title:		Lead practice in assessing and planning for the needs of families and carers	
		D/616/4515	
Level:		5	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people	1.1	Analyse the benefits and challenges faced by family and unpaid carers in providing care
		1.2	Support others to understand the role of families and unpaid carers in health and social care or the care of children and young people
		1.3	Support others to understand the benefits to society of family and unpaid carers providing care
		1.4	Support others to recognise the contribution that carers make to the well-being of individuals
2.	Be able to develop the practice of staff in assessing the needs of families and carers	2.1	Implement procedures for assessing the needs of families and carers
		2.2	Support staff to learn from families and carers about their caring role
		2.3	Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers
		2.4	Support staff to carry out assessments of needs and wishes in partnership with carers and families
		2.5	Support staff to gain consent from carers and families to speak with others about their circumstances
		2.6	Manage recording procedures to ensure assessments are shared with families and carers
		2.7	Monitor the quality of assessments carried out by staff
3.	Be able to implement a care planning process to support families and carers	3.1	Establish systems which ensure that all care plans include: • participation by carers and families • agreement on resources required to address • needs and wishes • agreed roles and responsibilities in achieving the plan
		3.2	Monitor the implementation of care plans which support families and carers
4.	Be able to evaluate quality of assessment and care planning to meet the needs of families and carers	4.1	Evaluate the quality of assessments carried out to meet the needs of families and carers
		4.2	Evaluate the quality of care plans to meet the needs of families and carers
		4.3	Use analysis of the needs of families and carers to inform strategic planning within an organisation

Title:		Work with families, carers and individuals during times of crisis A/616/4196	
Level:		4	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1	Describe current legislation relevant to risk assessment and risk management
		1.2	Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider
		1.3	Explain the different types of support and intervention available to individuals, carer and families in times of crisis
		1.4	Explain the factors that influence the kinds of support offered
2	Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	2.1	Assess the risk of crisis situations occurring
		2.2	Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
		2.3	Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
		2.4	Formulate a risk management strategy using risk assessments
		2.5	Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
		2.6	Complete documentation in line with agreed ways of working
3	Be able to respond during times of crisis	3.1	Evaluate the seriousness and urgency of a request for action
		3.2	Work with families, carers and individuals to agree the response to a crisis situation
		3.3	Record and communicate the agreed actions
		3.4	Implement agreed actions promptly in line with agreed ways of working
4	Be able to review the outcomes of requests for action during times of crisis	4.1	Explain how to conduct a valid, reliable and comprehensive review
		4.2	Review outcomes of actions taken and decisions made
		4.3	Analyse the results of the review to inform future risk management strategies and actions to be taken
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles			
Learning outcomes 2, 3 and 4 must be assessed in a real work environment			

Title		Manage the availability of physical resources to meet service delivery needs in a health setting R/616/8447	
Level:		3	
Credit value:		5	
Guided learning hours:		33	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to manage the availability and use of physical resources in a health setting	1.1	Describe legal and organisational requirements for selecting suppliers
		1.2	Explain the need for confidentiality in the use of physical resources
		1.3	Identify links between work activities and the supplies needed
		1.4	Describe methods of monitoring supplies to ensure quality and quantity
		1.5	Explain why team members should be empowered to take responsibility for their own use of physical resources
		1.6	Discuss the corrective action to take when experiencing problems with obtaining supplies
		1.7	Describe ways of agreeing amendments to orders when resource needs cannot be fully met
2	Understand factors which may have an effect on use of resources in a health setting	2.1	Describe the potential impact of resource usage on the environment
		2.2	Describe legal and organisational requirements for minimising the impact resources usage has on the environment
		2.3	Describe organisational requirements for controlling resource usage
3	Be able to manage the availability and use of physical resources to meet service delivery needs	3.1	Identify specific physical resources to meet service delivery needs
		3.2	Select a supplier/s in line with local policy and protocol
		3.3	Negotiate with a supplier/s in a way that maintains good relations with them
		3.4	Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full
		3.5	Monitor the use of resources at appropriate intervals in line with local policy and protocol
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles			

Title:		Support the development of community partnerships	
		Y/616/8448	
Level:		4	
Credit value:		5	
Guided learning hours:		33	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the role of community partnerships	1.1	Explain the concept of community partnerships
		1.2	Analyse the benefits of community partnerships
		1.3	Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships
2.	Be able to identify where community partnerships could inform and support practice	2.1	Work with others to identify needs that could be met through community partnerships
		2.2	Gather and disseminate information about existing community partnerships that may meet identified needs
		2.3	Contribute to evaluating information about existing community partnerships and identifying gaps
		2.4	Work with others to determine how a community partnership could fill a gap in provision
3.	Be able to bring people together to set up community partnerships	3.1	Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision
		3.2	Disseminate information about the proposed partnership to those identified
		3.3	Invite participation in the proposed partnership
4.	Be able to support the setting up of community partnerships	4.1	Gather information about good practice from partnerships with similar purposes
		4.2	Gather information on potential costs and sources of funding for the partnership
		4.3	Provide information gathered to potential members of the partnership
		4.4	Work with others to agree: • membership of the partnership • aims and objectives • roles and responsibilities • activities and practices
5.	Be able to contribute to the running of community partnerships	5.1	Be able to contribute to the running of community partnerships
		5.2	Support the community partnership to operate effectively
		5.3	Describe ways to support the partnership when a member disengages
6.	Be able to contribute to the review of community partnerships	6.1	Support members of the partnership to monitor its activities

		6.2	Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives
		6.3	Contribute to evaluating the partnership
		6.4	Contribute to agreeing changes to the partnership's practice
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.			

Title:		Lead practice to support individuals to participate in education, training or employment Y/616/8501	
Level:		4	
Credit value:		4	
Guided learning hours:		31	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how regulation supports individuals to participate in education, training or employment	1.1	Summarise legislation, guidance and codes of practice that support participation in education, training, or employment
		1.2	Explain the statutory duties of employers and education and training providers that support participation in education, training, or employment
2.	Understand the range of support available to individuals accessing education, training or employment.	2.1	Evaluate the importance of partnership and inter- agency working in supporting participation in education, training, or employment
		2.2	Explain the range of support available to individuals participating in education, training or employment
		2.3	Summarise the range of education and training available for individuals
		2.4	Describe own role in developing local initiatives, projects, resources or support to enhance education, training and employment opportunities
3.	Be able to lead practice to support individuals to participate in education, training and employment.	3.1	Identify education, training or employment opportunities for individuals
		3.2	Work with individuals to access information on education, training or employment opportunities
		3.3	Work with individuals to select education, training or employment opportunities
		3.4	Identify resources and support needed for individuals to engage in education, training or employment
		3.5	Support individuals to apply for education, training or employment opportunities
		3.6	Support individuals to prepare for interview or selection for education, training or employment opportunities
		3.7	Monitor, review and make recommendations for support to meet individuals' needs.
4.	Be able to evaluate the success of participation in education, training or employment.	4.1	Evaluate the education, training or employment opportunities against agreed outcomes
		4.2	Review with the individual and others the support required to continue to participate in education, training or employment
		4.3	Agree, with the individual and others, any adjustments necessary to meet individual needs and preferences for continuing participation
Assessment requirements:			
Individual refers to someone requiring care or support.			

Education, training or employment opportunities should take account of:

- aims
- skills and abilities
- interests
- experience
- qualifications
- support needs
- career plans
- personal circumstances
- language / communication needs.

Title:		Lead practice in information, advice and guidance services D/616/8502	
Level:		4	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand legislation and standards relevant to the delivery of information, advice and guidance services	1.1	Explain how information, advice and guidance services are regulated by: - legislation - national frameworks - quality assurance standards.
		1.2	Summarise the theories on which information, advice and guidance services are based
		1.3	Explain the role of information, advice and guidance in promoting learning and well-being
2.	Understand the importance of providing accurate information, advice and guidance	2.1	Explain the relationship between information, advice and guidance.
		2.2	Explain why information, advice and guidance services must promote dignity and respect diversity and inclusion
		2.3	Explain the importance of accessible, accurate, timely and relevant information, advice and guidance
		2.4	Evaluate the importance of partnership and interagency working to identify and overcome barriers for individuals accessing information, advice and guidance
3.	Understand the provision of information, advice and guidance in own practice	3.1	Analyse own role, responsibilities and boundaries when providing information, advice and guidance
		3.2	Analyse the ethics that underpin the provision of information, advice and guidance and their impact on own practice.
4.	Be able to provide information, advice and guidance that supports individuals to make informed choices	4.1	Establish procedures that allow individuals to express preferences, career aspirations and support needs
		4.2	Explain how benchmarks can improve the sharing of knowledge and good practice
		4.3	Provide information, advice and guidance to individuals and others based on their preferences, career aspirations and support needs
		4.4	Review the information, advice and guidance offered with the individual and others to ensure understanding
		4.5	Work with others to support individuals and others to use a range of different sources to access information, advice and guidance
		4.6	Establish and maintain procedures that facilitate collaboration with others to access specialist advice
		4.7	Apply organisational processes to record, maintain, store and share information

5.	Be able to review and evaluate information, advice and guidance services	5.1	Review how the interaction with individuals and others met information, advice and guidance needs
		5.2.	Evaluate practice in providing information, advice and guidance services
		5.3	Mentor colleagues to develop practice in providing information, advice and guidance.
		5.4	Implement plan to develop practice in providing information, advice and guidance.

Assessment requirements:

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

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates.

Sources may include:

- leaflets
- libraries
- health centre
- advisory agencies
- Internet

Title:		Awareness of the Mental Capacity Act 2005 F/616/4085	
Level:		3	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of the Mental Capacity Act 2005	1.1	Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves
		1.2	Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves
		1.3	Explain how the Mental Capacity Act 2005: - empowers people to make decisions for themselves - protects people who lack capacity by placing them at the heart of the decision making process
		1.4	Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves
2.	Understand the key elements of the Mental Capacity Act 2005	2.1	Define the five statutory principles included in the Mental Capacity Act 2005
		2.2	Describe when a worker must comply with the Mental Capacity Act 2005
		2.3	Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity
		2.4	Explain 'capacity' as defined in the Mental Capacity Act 2005
		2.5	Explain 'best interests' as defined in the Mental Capacity Act 2005
		2.6	Explain what actions need to be taken to ensure a worker acts in an individual's 'best interests'
		2.7	Identify whose responsibility it is to assess 'capacity' and 'best interests'
		2.8	Identify the type of 'day to day' decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves
		2.9	Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed
		2.10	Explain how the Mental Capacity Act 2005 can assist a person to 'plan ahead' for a time when they may not have capacity to make certain decisions
3.	Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005	3.1	Identify the range of actions that amount to restraint
		3.2	Identify the factors which make restraint lawful under the Mental Capacity Act 2005

		3.3	Describe the circumstances where the restrictions or restraint being used amount to a person being 'deprived of their liberty'
		3.4	Describe the actions that are necessary to ensure that a person is lawfully 'deprived of their liberty'
		3.5	Explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being 'deprived of their liberty'
4.	Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity	4.1	Explain the legal status of the Mental Capacity Act 2005, Code of Practice
		4.2	Explain the purpose of the Mental Capacity Act 2005, Code of Practice
		4.3	Explain how the Mental Capacity Act 2005 Code of Practice effects the day to day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves
Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles.			
Best interests - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision:			
Mental Capacity Act Code of Practice (Chapter 5)			
Deprived of their liberty - Mental Capacity Act Code of Practice (Chapter 6)			

Title:		Promote nutrition and hydration in health and social care settings R/616/4236	
Level:		3	
Credit value:		4	
Guided learning hours:		32	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand what makes up a balanced diet	1.1	Define the main food groups
		1.2	Identify sources of essential nutrients
		1.3	Explain the role of essential nutrients for health
		1.4	Evaluate the impact of poor diet on health and wellbeing
		1.5	Explain what adaptations to a balanced diet may be required for different groups
2.	Understand nutritional guidelines	2.1	Summarise current national nutritional guidelines for a balanced diet
		2.2	Explain how to access additional support and information relating to nutrition and hydration
3.	Be able to promote nutrition in health and social care settings	3.1	Explain the importance of a balanced diet
		3.2	Demonstrate how to plan an appropriate balanced diet with an individual
		3.3	Demonstrate how to promote an appropriate balanced diet with an individual
		3.4	Evaluate the effectiveness of different ways of promoting healthy eating
4.	Be able to promote hydration in health and social care settings	4.1	Explain the importance of hydration
		4.2	Describe signs of dehydration
		4.3	Demonstrate ways to support and promote hydration with individuals
		4.4	Evaluate the effectiveness of different ways of supporting and promoting hydration
5.	Understand how to prevent malnutrition in health and social care settings.	5.1	Describe the factors that may affect nutritional intake
		5.2	Describe the risk factors that may lead to malnutrition
		5.3	Describe the signs of malnutrition
		5.4	Explain ways of ensuring foods and drinks have increased nutritional density through fortification
6.	Be able to carry out nutritional screening in health and social care settings.	6.1	Describe the purpose of nutritional screening
		6.2	Carry out nutritional screening
		6.3	Implement the actions identified by nutritional screening
		6.4	Monitor, record and review the actions taken following nutritional screening.

7.	Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings.	7.1	Describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals
		7.2	Explain ways in which nutrition and hydration can be monitored
		7.3	Monitor and record nutrition and hydration of an individual in accordance with their plan of care
8.	Understand factors that affect special dietary requirements in health and social care settings.	8.1	Describe factors that may promote healthy eating in different groups
		8.2	Describe factors that may create barriers to healthy eating for different groups
		8.3	Explain why individuals may have special dietary requirements
		8.4	Explain why it is important for individuals with special dietary requirements to follow special diets
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles			

Title:		Develop implement and review reablement services H/616/8503	
Level:		4	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand reablement services	1.1	Explain current legislation that applies to reablement.
		1.2	Explain the current policy drivers towards the provision of reablement services
		1.3	Analyse the principles that underpin reablement:
		1.4	Explain how reablement services improve an individual's outcome and quality of life.
		1.5	Evaluate how reablement services support the family of an individual
		1.6	Evaluate strategies used to plan reablement planning including positive risk-taking and outcomes-focused goals
2.	Understand the importance of daily living activities to independence	2.1	Define daily living activities
		2.2	Evaluate how reablement supports daily activities for individuals and promotes independence
		2.3	Analyse how daily living activities may present barriers to independence
3.	Understand the range of resources available to support reablement	3.1	Explain the range of reablement services available
		3.2	Explain roles and responsibilities of professionals in a multidisciplinary team providing reablement services
		3.3	Explain how a multidisciplinary team collaborates to support reablement
		3.4	Describe the use of equipment to support reablement
		3.5	Explain the use of assistive technology to support reablement
		3.6	Explain when and how to involve other agencies to support reablement
4.	Be able to contribute plans for the provision of reablement services	4.1	Work in partnership with the multidisciplinary team, individuals and others to agree outcome-focused goals using assessment information
		4.2	Address barriers identified in the reablement plan
		4.3	Identify the resources required to deliver the reablement plan
		4.4	Carry out a risk assessment of the reablement plan
		4.5	Identify ways to reduce the likelihood of identified risks
		4.6	Record the reablement plan
5.	Be able to implement reablement plans	5.1	Support engagement with reablement plans
		5.2	Implement reablement plans to enable an individual to participate in daily living activities

		5.3	Implement reablement plans to enable learning and engagement with an individual and their family
		5.4	Address barriers which arise during the implementation of an individual's reablement plan
6.	Be able to monitor and review reablement services	6.1	Work with individuals, others and multidisciplinary teams to monitor progress towards outcome focused goals in reablement plans
		6.2	Evaluate the effectiveness of reablement plans in improving independence
		6.3	Work in partnership with individuals, others and multidisciplinary teams to agree any modifications to the reablement plan that are identified in the review
		6.4	Record and ensure implementation of agreed changes to reablement plans

Assessment requirements:

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

Principles that underpin reablement:

- independence
- empowerment
- personalisation
- choice and control.

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

Barriers may include:

- environmental
- social
- physical
- emotional
- sensory impairment
- cognitive
- financial.

Multi-disciplinary team may include:

- care delivery team
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Social Worker
- Psychologist

Title:		Support individuals to access and use services and facilities K/616/4078	
Level:		3	
Credit value:		4	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand factors that influence individuals' access to services and facilities	1.1	Describe how accessing a range of services and facilities can be beneficial to an individual's well being
		1.2	Identify barriers that individuals may encounter in accessing services and facilities
		1.3	Describe ways of overcoming barriers to accessing services and facilities
		1.4	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2.	Be able to support individuals to select services and facilities	2.1	Work with individuals to identify services and facilities likely to meet their assessed needs
		2.2	Agree with individuals their preferred options for accessing services and facilities
		2.3	Work with individuals to select services or facilities that meet their assessed needs and preferences
3.	Be able to support individuals to access and use services and facilities	3.1	Identify with individuals the resources, support and assistance required to access and use selected services and facilities
		3.2	Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities
		3.3	Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities
4.	Be able to support individuals to review their access to and use of services and facilities	4.1	Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences
		4.2	Support individuals to provide feedback on their experiences of accessing and using services or facilities
		4.3	Work with individuals and others to evaluate the support provided for accessing and using services or facilities within scope of own role
		4.4	Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role
Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Preferences may be based on:			
• Beliefs • Values			

- Culture

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Title:		Support individuals to access and manage direct payments D/616/8449	
Level:		4	
Credit value:		4	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the role of direct payments	1.1	Explain the purpose of direct payments
		1.2	Explain legislation and policies relating to direct payments for providing care and support
		1.3	Identify the range of services for which direct payments may be used
		1.4	Explain the term personalisation in relation to direct payments
2.	Be able to support individuals to decide whether to use direct payments	2.1	Identify sources of information and advice about using direct payments
		2.2	Identify the conditions that need to be met for the individual to be eligible for direct payments
		2.3	Provide information and advice about direct payments in a way that is accessible to an individual and others
		2.4	Access specialist guidance about using direct payments
		2.5	Work with the individual and others to decide: - whether a direct payment would be beneficial in meeting the individual's needs - the level and type of support needed to manage the direct payment
3.	Be able to provide support to select services to be purchased with direct payments	3.1	Provide accessible information about services that are likely to meet the individual's needs
		3.2	Work with the individual and others to select support that meets their needs within resources available
		3.3	Support the individual to check and understand documents produced by service providers selected
4.	Be able to provide support for completing paperwork associated with direct payments	4.1	Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation
		4.2	Support the individual to make payments for services purchased, in a way that promotes active participation
		4.3	Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation
5.	Understand how to address difficulties, dilemmas and conflicts relating to direct payments	5.1	Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
		5.2	Identify practical difficulties and conflicts that may arise in relation to direct payments
		5.3	Describe strategies to resolve or minimise such difficulties, dilemmas and conflicts

6.	Be able to contribute to reviewing the support provided through direct payments	6.1	Agree with the individual any support needs and the required support to be purchased
		6.2	Work with the individual and others to evaluate the support they have purchased
		6.3	Agree and record any changes needed to the support purchased
		6.4	Provide feedback to organisations about the support purchased
7.	Be able to contribute to reviewing the management of direct payments	7.1	Work with the individual and others to review the management of the direct payment
		7.2	Agree and record any changes to the type and level of support needed for managing a direct payment
		7.3	Provide feedback to people and organisations about the management of the individual's direct payment
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Others may include:			
• Team members • Other colleagues • Those who use or commission their own health or social care services • Families, carers and advocates			
Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient			

Title:		Support individuals to access housing and accommodation services R/616/8450	
Level:		3	
Credit value:		4	
Guided learning hours:		31	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand support available to access housing and accommodation services	1.1	Identify sources of funding and benefits that are available for housing and accommodation services
		1.2	Analyse the range of housing and accommodation services available
		1.3	Explain how and where to access specialist information and advice about housing and accommodation services
2.	Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1	Work with an individual to identify their accommodation requirements
		2.2	Work with the individual to understand the range of accommodation services that could meet their needs
		2.3	Support the individual to understand requirements that may be made by housing and accommodation services
3.	Be able to work with individuals to plan to access housing and accommodation services	3.1	Work with the individual and others to agree a plan for accessing housing and accommodation services
		3.2	Establish with an individual which housing and accommodation services will be approached
4.	Be able to work with individuals to access housing and accommodation services	4.1	Support the individual to prepare to attend meetings with housing and accommodation services
		4.2	Work with the individual to provide accurate and complete information to express their requirements and preferences
		4.3	Support the individual to understand the outcome of decisions made by a housing or accommodation service
		4.4	Describe ways to challenge discrimination in accessing housing and accommodation services
5.	Be able to work with housing and accommodation services to meet the needs of individuals	5.1	Provide housing and accommodation services with information about own role and responsibilities
		5.2	Contact housing and accommodation staff over a prolonged period of time
		5.3	Show how continued contact is appropriate to ensure individual needs are being met
6.	Be able to contribute to the review of housing and accommodation services for individuals	6.1	Work with the individual and others to: - monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences - identify any additional support needed
		6.2	Consult with others about any problems and proposed solutions

		6.3	Record and report on the review in line with agreed ways of working
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles Housing and accommodation covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner Others may include: • Team members • Other colleagues • Those who use or commission their own health or social care services • Families, carers and advocates Preferences may be based on: • beliefs • values • culture			

Title:		Support the spiritual wellbeing of individuals F/616/4233	
Level:		3	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of spiritual wellbeing for individuals	1.1	Outline different ways in which spiritual wellbeing can be defined
		1.2	Define the difference between spirituality and religion
		1.3	Describe different aspects of spiritual wellbeing
		1.4	Explain how spiritual wellbeing is an individual experience
		1.5	Explain how spiritual wellbeing defines an individual's identity
		1.6	Outline the links between spirituality, faith and religion
		1.7	Explain how an individual's current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion
2.	Be able to assess the spiritual needs of an individual and others	2.1	Support the individual and others to identify their spiritual needs and how and by whom these can be addressed
		2.2	Identify how an individual's emphasis on spirituality may vary at different stages of their life experience
		2.3	Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan
3.	Understand the impact of values and beliefs on own and an individual's spiritual wellbeing	3.1	Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing
		3.2	Identify how the values and beliefs of others may impact on the individual
		3.3	Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others
4.	Be able to support individuals' spiritual wellbeing	4.1	Access resources and information to support the individual's spiritual wellbeing
		4.2	Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
		4.3	Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing
		4.4	Support the individual to participate in their chosen activities to support their spiritual wellbeing
		4.5	Access any additional expertise required to meet the individual's spiritual needs

		4.6	Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Spiritual wellbeing can be defined as: • something everyone can experience • helps to find meaning and purpose in the things individuals value can bring hope and healing in times of suffering and loss • encourages individuals to seek the best relationship with themselves, others and what lies beyond Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner Others may include: • Team members • Other colleagues • Those who use or commission their own health or social care services • Families, carers and advocates			

Title:		Support carers to meet the care needs of individuals	
		Y/616/8451	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community	1.1	Summarise current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community
2.	Understand why individuals might require support	2.1	Identify disorders that impact on individuals
		2.2	Describe the effects disorders may have on individuals' lifestyles
		2.3	Explain how increased dependence affects individuals, carers and the provision of services
3.	Understand how to ensure individuals receive the support they need from carers	3.1	Explain reasons for linking support with need
		3.2	Explain the importance of establishing partnerships with carers
		3.3	Explain the importance of open communication with carers and how to encourage carers to ask questions
		3.4	Describe reasons for assessing a carer's abilities in relation to supporting individuals
		3.5	Describe the demands placed on a carer
		3.6	Describe potential tensions between the demands placed on a carer and other commitments
		3.7	Identify signs which indicate issues with service delivery
4.	Be able to support carers to meet the care needs of individuals	4.1	Inform the carer of the individual's needs and care plan
		4.2	Agree the type of support needed by the carer for them to meet the individual's care needs
		4.3	Arrange for the provision of resources necessary for the carer to support the individual
		4.4	Provide the carer with information on how to contact the care team
		4.5	Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team
		4.6	Update records related to service delivery agreements in line with local policy and protocol
Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles			

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

Title:		Provision of specialist care K/616/8504	
Level:		4	
Credit value:		5	
Guided learning hours:		40	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how the well-being of individuals is affected by a condition within own service	1.1	Within own service, describe a condition that - requires specialist care including: - causes - types - signs and symptoms
		1.2	Describe the treatment options available for the chosen condition
		1.3	Describe the impact of the chosen condition on the holistic needs and wellbeing of affected individuals
2.	Understand the impact of a condition on the care of individuals within own specialist area of practice	2.1	Explain the impact of a condition on the care of individuals
		2.2	Analyse related specialist areas of care practice which meet the holistic needs of individuals
3.	Understand the impact of current research, policy and guidance in own specialist area of care	3.1	Summarise current research, policy and guidance relevant to own specialist area of care
		3.2	Explain how current research, policy and guidance inform practice in own specialist area of care
4.	Understand how to access services which meet the needs of individuals in own service	4.1	Evaluate the range of services which support individuals within own specialist area of care
		4.2	Explain how individuals access specialist services. through the referral processes
5.	Be able to contribute to support planning processes within own specialist area of care	5.1	Co-ordinate the process of support-planning
		5.2	Manage risk in the support-planning process
		5.3	Evaluate and review the support-planning process
		5.4	Develop and implement a plan to improve the support planning process
6.	Be able to support the professional development of others relevant to own specialist area of care practice	6.1	Promote the development of a learning culture
		6.2	Work with others to identify their development needs
		6.3	Use a range of mechanisms to support others to meet identified development needs, to include: - induction - supervision - reflective practice - personal development plans - learning and development opportunities mentoring

7.	Be able to improve outcomes-based, person-centred practice within own specialist area of care	7.1	Review outcomes based, person-centred practice with others, within own specialist area of care
		7.2	Participate in planning to improve outcomes based person-centred practice within own specialist area of care
		7.3	Implement an agreed plan to improve outcomes based person-centred practice within own specialist area of care

Assessment requirements:

Conditions may include:

- dementia,
- physical disability,
- sensory loss,
- acquired brain injury,
- learning disability,
- autistic spectrum,
- substance misuse,
- diabetes,
- stroke,
- Parkinson's disease.

Wellbeing may include :

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

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

Related specialist areas of care practice may include:

- dementia
- end-of-life care,
- learning disability
- positive behaviour support.

Referral processes may include:

- eligibility criteria
- procedures for making, receiving and processing referrals
- agreement and consent of individual
- sharing information.

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates.

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

Title:		Undertake research within services for adult care	
		M/616/8505	
Level:		4	
Credit value:		8	
Guided learning hours:		50	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the components of a research project	1.1	Describe a range of research approaches and methodologies
		1.2	Explain the stages of a research project
		1.3	Describe a range of tools used to analyse data
2.	Be able to plan a research project within own area of practice	2.1	Identify a topic for a research project
		2.2	Develop aims for a research project
		2.3	Develop a research question
		2.4	Develop a research proposal
		2.5	Explain the rationale for the research methodology
		2.6	Explain why ethical issues should be considered when designing and carrying out research
		2.7	Explain ethical considerations that apply to the area of the research project
		2.8	Carry out a literature review relevant to the project
3	Be able to conduct a research project in own area of practice	3.1	Conduct the research using identified research methods
		3.2	Record and collate data
4	Be able to analyse research findings	4.1	Use data analysis methods to analyse the data
		4.2	Draw conclusions from findings
		4.3	Propose improvements to the research process
		4.4	Make recommendations related to area of research
Assessment requirements: This unit must be assessed in line with Skills for Care and Development Assessment Principles.			

Title:		Understand public funding of individual care needs T/616/8506	
Level:		4	
Credit value:		4	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the fundamentals of the welfare benefit system	1.1	Summarise legislation which underpins the welfare benefits system
		1.2	Explain the eligibility criteria which apply to means tested benefits
		1.3	Explain eligibility criteria which apply to non-means tested benefits
		1.4	Explain how entitlement to benefits may be affected by a change in circumstance
2.	Understand Local Authority funding of individual care needs	2.1	Summarise legislation which underpins Local Authority funding
		2.2	Explain eligibility criteria for Local Authority funding
		2.3	Describe the Local Authority funding levels for care needs
		2.4	Explain the processes used by Local Authorities for financial assessment
3.	Understand the processes of National Health Service (NHS) funding for individual care needs	3.1	Explain eligibility criteria for NHS funding
		3.2	Explain the process for challenging decisions relating to NHS funding
4.	Understand the management of an individual's financial affairs by others	4.1	Explain how the Mental Capacity Act (MCA) 2005 affects the management of the financial affairs of an individual
		4.2	Explain how the management of an individual's financial affairs by others is affected by the application of: • Enduring Power of Attorney • Lasting Power of Attorney • Court of Protection Deputy • Department of Work and Pensions • Appointee
5.	Understand referral to professional advice services	5.1	Explain when to seek: • financial advice • legal advice
		5.2	Explain the process for referral to specialist: • financial advice • legal advice
Assessment requirements: n/a			

Title:		Understand how to manage a team R/616/8402	
Level:		4	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the attributes of effective team performance	1.1	Define the key features of effective team performance
		1.2	Compare the models used to link individual roles and development with team performance
2.	Know how to support team development	2.1	Analyse the stages of team development
		2.2	Identify barriers to success and how these can be overcome
		2.3	Analyse the effect group norms may have on team development
		2.4	Differentiate between beneficial conflict and destructive conflict in teams
		2.5	Evaluate methods of dealing with conflict within a team
		2.6	Compare methods of developing and establishing trust and accountability within a team
3.	Know how to promote shared purpose within a team	3.1	Evaluate ways of promoting a shared vision within a team
		3.2	Review approaches that encourage sharing of skills and knowledge between team members
4.	Know how to promote a 'no- blame culture' within a team	4.1	Define the meaning of a 'no blame culture'
		4.2	Evaluate the benefits of a 'no blame culture'
		4.3	Describe how systems and processes can be used to support a 'no blame culture'
		4.4	Describe strategies for managing risks associated with a 'no blame culture'
5.	Understand different styles of leadership and management	5.1	Compare different styles of leadership and management
		5.2	Reflect on adjustments to own leadership and management style that may be required in different circumstances
Assessment requirements:			
Models may include:			
• Team development activities • Induction into a new team • Approaches may include groups such as quality circles			

Title:		Understand professional management and leadership in health and social care or children and young people's settings Y/616/8403	
Level:		5	
Credit value:		6	
Guided learning hours:		50	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand theories of management and leadership and their application to health and social care or children and young people settings	1.1	Research theories of management and leadership
		1.2	Analyse how theoretical models of management and leadership can be applied to a range of situations in a work setting
		1.3	Analyse how the values and cultural context of an organisation influence the application of management and leadership models
2.	Understand the relationship between professional management and leadership	2.1	Evaluate the interdependencies between leadership and management
		2.2	Analyse the conflicts between the application of management and leadership models
		2.3	Describe how conflicts between management and leadership models can be addressed
3.	Understand the skills of professional management and leadership in health and social care or children and young people's settings	3.1	Analyse the skills required to be an • Effective manager • Effective leader
		3.2	Explain why managers in health and social care or children and young people's settings need both management and leadership skills
		3.3	Analyse how leadership skills can influence the values of an organisation
		3.4	Explain why leadership styles may need to be adapted to manage different situations
4.	Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services	4.1	Identify factors that influence policy drivers
		4.2	Analyse emerging themes and trends that impact on management and leadership of health and social care and children or young people's services
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.			

Title:		Understanding professional supervision practice	
		D/616/8404	
Level:		4	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the purpose of supervision	1.1	Evaluate theoretical approaches to professional supervision
		1.2	Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision
2.	Understand how the principles of supervision can be used to inform performance management	2.1	Explain key principles of effective professional supervision
		2.2	Analyse the importance of managing performance in relation to: • governance • safeguarding • key learning from critical reviews and inquiries
3.	Understand how to support individuals through professional supervision	3.1	Analyse the concept of anti-oppressive practice in professional supervision
		3.2	Explain methods to assist individuals to deal with challenging situations
		3.3	Explain how conflict may arise within professional supervision
		3.4	Describe how conflict can be managed within professional supervision
4.	Understand how professional supervision supports performance	4.1	Explain the responsibility of the supervisor in setting clear targets and performance indicators
		4.2	Explain the performance management cycle
		4.3	Compare methods that can be used to measure performance
		4.4	Describe the indicators of poor performance
		4.5	Explain how constructive feedback can be used to improve performance
		4.6	Evaluate the use of performance management towards the achievement of objectives
Assessment requirements:			
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.			

Title:		Governance in adult care	
		A/616/8507	
Level:		4	
Credit value:		2	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the legislation and policies that underpin adult care provision	1.1	Summarise the legislation and national policies that underpin the delivery of adult care
		1.2	Evaluate the effects of legislation and policy on service provision
		1.3	Explain the meaning and importance of person centred and outcomes based procedures and practice in adult care policy
2	Understand internal governance within adult care organisations	2.1	Explain how governance mechanisms relate to identity as a statutory, private, voluntary or independent organisation
		2.3	Analyse the relationship between agreed ways of working and governance and accountability
Assessment requirements: n/a			

Title:		Innovation and change in adult care T/616/4486	
Level:		5	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to develop a vision for the future of the service	1.1	Explain own role within the wider organisation in relation to developing a vision for the service
		1.2	Explain ways to engage with colleagues and key influencers, including people who use services and others in the organisation and the local community, about the future of the service
		1.3	Analyse factors likely to have an impact on service provision and the organisation
		1.4	Explain how to use evidence-based research, analysis and reflection to formulate options for the future of the service and develop a vision which is bold, innovative and embodies core values of adult care
		1.5	Explain how to express the vision succinctly in a way • which engages and inspires others including • 'statement of purpose'
		1.6	Explain how to monitor developments within the wider adult care system to review the vision and ensure it continues to be compatible and appropriate
2.	Understand principles of effective change management	2.1	Explain how to critically evaluate theories and models of good practice about change management
		2.2	Explain how to use change management tools and techniques to support innovation and business development
Assessment requirements: n/a			

Title:		Manage induction in health and social care or children and young people's settings T/616/4245	
Level:		4	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the purpose of induction for health and social care or children and young people's settings	1.1	Explain why induction is important for practitioners, individuals and organisations
		1.2	Identify information and support materials that are available to promote effective induction
		1.3	Explain the link between induction processes, qualifications and progression routes in the sector
		1.4	Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting
		1.5	Analyse the role of induction in safeguarding individuals and others within a work setting
2.	Be able to manage the induction process in health, social care and children and young people's work settings	2.1	Explain the factors that influence induction processes for practitioners
		2.2	Develop an induction programme in agreement with others
		2.3	Manage the induction process for practitioners
3.	Be able to support the implementation of induction processes in health, social care and children and young people's work settings	3.1	Identify different methods that can be used to support the induction process for practitioners
		3.2	Support others involved in the induction of practitioners
		3.3	Obtain feedback from others on practitioners' achievement of identified induction requirements
		3.4	Support practitioners to reflect on their learning and achievement of induction requirements
		3.5	Provide feedback to practitioners on achievement of induction requirements
		3.6	Support personal development planning for a practitioner on completion of induction
4.	Be able to evaluate the induction process in health and social care or children and young people's settings	4.1	Explain the importance of continuous organisational improvement in the provision of induction
		4.2	Obtain feedback on the induction process from practitioners
		4.3	Obtain feedback on the induction process from others in the work setting
		4.4	Use feedback to identify areas for improvement within the induction process
5.	Be able to implement improvements to the induction process in health and social	5.1	Work with others to identify improvements within the induction process

	care or children and young people's settings	5.2	Work with others to implement changes required to address areas for improvement within the induction process
Assessment requirements: Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.			

Title:		Lead learning and development in adult care services F/616/8508	
Level:		4	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of learning and development for continued safe practice	1.1	Summarise regulations, policies and codes of practice relevant to professional development.
		1.2	Explain the role of learning and development in maintaining safe practice
		1.3	Describe available sources of support for learning and development activities
2.	Understand principles of learning and development relevant to adult care	2.1	Explain approaches to adult learning relevant to adult care
		2.2	Explain models of reflective practice
3.	Be able to plan learning and development	3.1	Contribute to the development of professional development strategies, policies and procedures
		3.2	Carry out an analysis of training needs
		3.3	Create a learning and development plan, with others which includes organisational requirements and identified workforce development needs
		3.4	Contribute to selecting and contracting learning and development support to deliver the agreed plan
4.	Be able to implement planned learning and development	4.1	Facilitate participation in learning and development opportunities
		4.2	Support others to participate in learning and development activities
		4.3	Maintain records of learning and development activities
5.	Be able to evaluate the effectiveness of learning and development plans	5.1	Contribute to quality assurance of planned learning and development activities
		5.2	Review the outcomes of planned learning and development.
		5.3	Make recommendations for improvements to learning and development provision
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. Role may include: - improved job satisfaction - improved staff retention - self- improvement - culture development - improved practice			

- stress management
- preparing for change
- career and succession planning
- performance management
- achieving positive outcomes
- maintenance and update of skills

Sources of support may include:

- formal professional development
- informal professional development
- feedback from others
- appraisal and supervision
- mentoring and coaching
- sharing of best practice
- peer-to-peer learning.

Approaches may include:

- learning styles
- four approaches to learning
- motivation to learn
- learning empowerment
- learning curves and plateaux
- experiential learning
- situated learning
- cognitive dissonance.

Models may include:

- Honey and Mumford (1986)
- Schon (1983)
- Kolb (1984)
- Gibbs (1988).

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates.

Title:		Mentoring in adult care services J/616/8509	
Level:		4	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand own role and responsibilities in relation to mentoring in adult care	1.1	Evaluate models for mentoring
		1.2	Explain the role of a mentor in adult care
		1.3	Analyse the skills and qualities required of a mentor
		1.4	Analyse how own values, behaviours, attitudes and emotional awareness can impact on performance of a mentoring role
		1.5	Explain why it is important for a mentor to establish: - ground rules - boundaries - responsibilities and autonomy of mentee
		1.5	Explain the importance of ethical and professional standards when working as a mentor
		1.6	Explain sources of support to deal with issues which are outside of own expertise and authority
2.	Understand how mentoring is used in adult care settings	2.1	Explain legal and organisational requirements relating to mentoring
		2.2	Evaluate the benefits of mentoring to the organisation
		2.3	Evaluate the benefits of mentoring on the learning and development of the mentee
3.	Understand techniques used establish a mentoring relationship	3.1	Analyse techniques for mentoring
		3.2	Explain the communication techniques used in mentoring
		3.3	Analyse the role of confidentiality in mentoring relationships
4.	Be able to agree goals and outcomes with the mentee	4.1	Develop a mentoring agreement with a mentee to include: - goals and outcomes - ground rules - boundaries - responsibilities - autonomy of mentee
		4.2	Agree how interactions and progress will be recorded to support information sharing
5.	Be able to mentor in adult care	5.1	Plan mentoring activities to meet identified goals and outcomes
		5.2	Establish and maintain a working relationship with the mentee using mentoring techniques

		5.3	Develop the mentoring relationship using communication techniques
		5.4	Provide feedback to the mentee
6.	Be able to review, with the mentee, their progress and achievements	6.1	Review progress with mentees, placing responsibility on the mentee to clarify their own goals and facilitate their achievement
		6.2	Review strategies used to motivate mentees
		6.3	Agree further mentoring support following the review
		6.4	Encourage mentees to give reflective feedback on the mentoring process
		6.4	Use reflective feedback from mentees to evaluate own mentoring practice and identify areas for development
Assessment requirements: Learning outcomes 4, 5, and 6 must be assessed in the work setting.			

Title:		Partnership working in adult care	
		F/616/4474	
Level:		4	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the context of relationships and partnership working	1.1	Explain how legislation and regulation influence working relationships with others
		1.2	Explain how relationships with individuals and carers underpin person centred practice and affect the achievement of positive outcomes for individuals and their families
		1.3	Explain how networking with other agencies and community groups brings benefits both for those using the service and for the sustainability of the organisation
		1.4	Analyse the features of effective partnership working across agencies and ways to overcome barriers
		1.5	Explain own role and responsibilities in establishing positive relationships within and beyond the organisation
2.	Manage working relationships with colleagues in the organisation to achieve positive outcomes for individuals	2.1	Develop procedures to facilitate effective working relationships with colleagues in the organisation
		2.2	Develop and agree common objectives when working with colleagues
		2.3	Evaluate own working relationship with colleagues
		2.4	Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise
		2.5	Deal constructively with any conflict that may arise with colleagues
3.	Lead effective relationships with individuals, carers and families	3.1	Develop open, respectful and supportive relationships with individuals, carers and their families
		3.2	Evaluate how integrated working with other agencies delivers better outcomes for individuals including the place of systems leadership
		3.3	Deal constructively with any conflicts or dilemmas that may arise with other professionals
4.	Work in partnership with professionals in other agencies	4.1	Support others to recognise the value of co- production, recognising the contribution and expertise of individuals, carers and families
		4.2	Use agreed ways of working to carry out own role and support others to carry out their responsibilities
		4.3	Negotiate with professionals in other agencies to agree objectives, roles and responsibilities, procedures and ways of working for a specific task or area of work
		4.4	Ensure individuals and carers are aware of their statutory rights

		4.5	Implement systems that engage individuals and those important to them for day to day practice, decision-making and review
		4.6	Deal constructively with any challenges that arise
		4.7	Implement communication and recording systems that comply with current legislation for information sharing between agencies
		4.8	Challenge, in ways that promote change, any poor practice or failure to work in agreed ways
		4.9	Evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements

Title:		Manage personal and professional behaviour in adult care	
		A/616/8510	
Level:		4	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand values, principles and standards relevant to personal and professional behaviour in adult care	1.1	Summarise principles and standards that underpin - personal and professional behaviour in adult care to include: - statutory frameworks, - standards - codes of practice
		1.2	Explain the relationship between personal and professional behaviour and: - duty of care - duty of candour - accountability
		1.3	Analyse how a professional's values, beliefs and experience influence their personal and professional behaviour
		1.4	Analyse how personal and professional behaviour influences: - self-awareness - self-management - continuing professional development (CPD) - integrity
2.	Understand the impacts of personal and professional behaviour on performance of job role	2.1	Analyse how personal and professional behaviour impacts: - individuals - others - organisation - community
		2.2	Explain how to manage tensions that arise between professional and personal behaviour
3.	Be able to evaluate own personal and professional behaviour relevant to adult care	3.1	Review and reflect on own personal and professional behaviour including: - self-awareness - managing self - continuing professional development (CPD) - integrity

		3.2	Evaluate the review of own personal and professional behaviour to identify areas for further development
4.	Be able to support others to review and reflect on their personal and professional behaviour	4.1	Analyse factors which impact on own and other's work performance
		4.2	Explain how role modelling can impact on personal and professional behaviour
		4.3	Demonstrate behaviour that promotes a culture of reflection, learning and development
		4.4	Support others to review and reflect on their personal and professional behaviour
		4.5	Explain how unprofessional behaviour of others can be managed

Assessment requirements:

Personal and professional behaviour refers to the conduct of adult care practitioners.

Statutory frameworks, standards and codes of practice may include:

- Health and Social Care Act 2008 (Regulated Activities) Regulations 2014
- Care Quality Commission standards
- Leadership Qualities Framework
- Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England
- codes of conduct for specific, related professions such as Nursing and Midwifery Council
- codes of practice for specific aspects of adult care

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

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates.

Title:		Lead practice to promote quality assurance in adult care services F/616/8511	
Level:		4	
Credit value:		4	
Guided learning hours:		36	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the regulatory framework that underpins adult care	1.1	Explain the relationship between quality standards and the regulatory framework in adult care
		1.2	Describe the quality standards used to endorse adult care providers
		1.3	Evaluate the use of quality standards and initiatives to improve outcomes for: • individuals • workforce • organisation • stakeholders
2.	Understand factors that have an impact on the quality of service provision	2.1	Analyse factors that have an impact on the quality of service provision
3.	Understand approaches to the management of quality in adult care	3.1	Describe the role of governance in the management of quality in adult care
		3.2	Explain the importance of continuous service improvement in the management of quality in adult care
		3.3	Explain how evidence-based practice informs the development of quality standards
		3.4	Explain the stages of the cycle of quality assurance
		3.5	Explain performance indicators that are used in adult care
Assessment requirements: n/a			

Title:		Recruitment and selection within health and social care settings T/616/4519	
Level:		4	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the recruitment and selection processes in health and social care settings		Explain the impact on selection and recruitment processes, in own setting, of: - legislative requirements - regulatory requirements - professional codes - agreed ways of working
		1.2	Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection
		1.3	Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard adults at risk, children and young people
2.	Be able to contribute to the recruitment process in health and social care settings	2.1	Review job descriptions and person specifications to meet work setting objectives
		2.2	Work with others to establish the criteria that will be used in the recruitment and selection process
		2.3	Work with others to establish the methods that will be used in the recruitment and selection process
		2.4	Involve individuals in the recruitment process
3	Be able to participate in the selection process in health and social care settings	3.1	Use agreed methods to assess candidates
		3.2	Use agreed criteria to select candidates
		3.3	Communicate the outcome of the selection process according to the policies and procedures of own setting
4	Be able to evaluate the recruitment and selection processes in health and social care settings	4.1	Evaluate the recruitment and selection methods and criteria used in own setting
		4.2	Recommend changes for improvement to recruitment and selection processes in own setting
Assessment requirements: This unit must be assessed in a real-work environment. Assessment guidance: None.			

Title:		Resource management in adult care	
		D/616/4479	
Level:		4	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the principles of effective resource management	1.1	Explain the meaning of sustainability in terms of resource management in adult care
		1.2	Describe legislative and regulatory requirements which impact resource planning and management in relation to: - financial resources - physical resources - human resources
		1.3	Analyse factors which affect planning and prioritising resources
		1.4	Describe methods used for accurate forecasting for resource requirements
		1.5	Explain the commissioning and procurement of resources
		1.6	Explain how operational planning and resource management are related
		2	Contribute to planning and securing resources
2.2	Identify planned activities and agree associated resource requirements with others		
2.3	Devise a business case for the procurement of resources		
3.	Monitor and review quality and use of resources in own area of responsibility	3.1	Explain own responsibility and accountability in maintaining and reviewing resources
		3.2	Review quality of resources compared to specification
		3.3	Evaluate effectiveness and efficiency of resource use
		3.4	Recommend improvements to the effectiveness and efficiency of use of resources
Assessment requirements: This unit must be assessed in line with Skills for Care and Development Assessment Principles.			

Title:		Improvement and development of service in adult care J/616/8512	
Level:		4	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand service improvement and development	1.1	Analyse factors which affect service planning and development
		1.2	Explain how to source information to inform improvement and development of service
		1.3	Analyse barriers to the improvement and development of service
2.	Understand systems and processes used for improvement and development of service	2.1	Explain systems and processes used for improvement and development of service in the context of business planning
		2.2	Analyse the knowledge, skills and attributes required to lead service improvement and development
		2.3	Explain communication strategies for the implementation of improvements and developments to service
		2.4	Explain how to ensure that improvements and developments within the service are welcomed by promoting a positive culture
3.	Be able to plan and implement improvement and development of the service	3.1	Select an area of the service for improvement and development
		3.2	Use evidence-based sources to identify improvements that are required
		3.3	Work with others to produce a plan to deliver proposed improvements to develop the service to include: - timelines, - resources - progress measures
		3.4	Ensure that those involved in the delivery of the plan know their roles and responsibilities
		3.5	Work with others to implement the plan for improvement and development of the service
4.	Be able to review and evaluate the improvement and development of the service	4.1	Review progress towards planned outcomes
		4.2	Reflect on feedback on the implementation of the service improvement and development plan
		4.3	Evaluate the implementation of the planned service improvements and developments
		4.4	Propose further service improvements and developments
Assessment requirements:			
Factors may include: policy drivers			

- regulation and compliance
- changes in legislation
- market conditions and trends
- evidence-based practice and practice guidelines
- competitor and stakeholder analysis
- sustainability
- workforce development
- governance
- business strategy, objectives, targets and performance indicators
- technology
- review findings
- funding. changes

Barriers may include:

- organisational culture
- resistance to change
- resource issues
- conflict.

Systems and processes may include:

- market conditions and trends
- competitor and stakeholder analysis
- governance
- setting vision and direction
- business strategy
- compliance
- inspections and audits
- sustainability
- resource.

Knowledge, skills and attributes may include:

- understanding of organisational culture
- organisational values, vision and aspirations
- ability to communicate ideas effectively
- innovation
- motivation
- leadership styles
- sources of information, advice and support
- negotiation skills
- problem solving. skills

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

Title:		Professional supervision in adult care L/616/8513	
Level:		4	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the purpose of professional supervision in adult care	1.1	Explain the principles, scope and purpose of professional supervision
		1.2	Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision
		1.3	Outline theories and models of professional supervision
2.	Understand how professional development contributes to performance management in adult care	2.1	Describe the cycle of performance management
		2.2	Explain how professional supervision contributes to performance management
3.	Understand how to manage conflict in professional supervision contexts	3.1	Explain how conflict may occur in professional supervision
		3.2	Explain how conflict can be managed in professional supervision
4.	Be able to provide professional supervision	4.1	Agree the scope of the supervision with the supervisee including: - confidentiality, boundaries, roles and accountability - frequency and location of supervision sessions - sources of data and evidence that can be used to inform supervision - actions to be taken in preparation for supervision
		4.2	Agree performance goals and objectives in line with organisational strategy
		4.3	Collate information from a range of sources to inform the supervision
		4.4	Support the supervisee to reflect on own practice
		4.5	Provide constructive feedback (positive and negative) that can be used to improve performance
		4.6	Support the supervisee to identify areas for development of performance
		4.7	Agree revised performance goals and objectives with the supervisee
		4.8	Record agreed supervision decisions
5	Be able to review and develop own practice in professional supervision	5.1	Evaluate own performance in professional supervision
		5.2	Identify areas for development of own performance in professional supervision
Assessment requirements: n/a			

Title:		Team leading in an adult care setting R/616/8514	
Level:		4	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand leadership and management styles	1.1	Describe models of leadership
		1.2	Explain different styles of leadership and management
		1.3	Explain why leadership and management styles are modified to meet the needs of different situations
2.	Understand how to support a team	2.1	Explain how to recognise effective team performance
		2.2	Explain how teams develop
		2.3	Explain how to develop and establish trust and accountability
		2.4	Propose strategies to overcome barriers to team development
		2.5	Propose strategies to manage conflict within a team
		2.6	Explain how to develop a positive value- based culture in the team
3.	Be able to lead a team in adult care	4.1	Demonstrate models of team working
		4.2	Promote a team culture which is open, honest and autonomous
		4.3	Support the team to engage in decision making
		4.4	Agree and communicate team goals and objectives which reflect organisational vision and strategy
		4.5	Support the team to carry out their roles, responsibilities and meet objectives
		4.6	Encourage team members to share best practice, skills and knowledge
4.	Be able to review and evaluate team performance	5.1	Reflect on own leadership and management style
		5.2	Review team performance in meeting team goals and objectives
		5.3	Work with team members to identify opportunities for continuing development and growth to improve team performance
Assessment requirements: n/a			

Title:		Principles of self-directed support K/616/4680	
Level:		3	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand self-directed support	1.1	Explain the principles underpinning self-directed support and how this differs from traditional support
		1.2	Explain the benefits of an individual having self-directed support
		1.3	Explain how legislation, policy or guidance underpin self-directed support
		1.4	Explain what the following terms mean: - indicative allocation - supported self-assessment - support plan - outcome focused review
		1.5	Outline the possible barriers to self-directed support
2.	Understand how to support an individual to direct their own support and develop their support plan	2.1	Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
		2.2	Explain how individuals can direct their own support if they do not have a personal budget
		2.3	Explain how person-centred planning can be used to inform a support plan
		2.4	Explain the roles of others who can assist individuals in developing their support plan
		2.5	Describe different ways that individuals can develop
		2.6	Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget
		2.7	Describe what might be included in the costings for a support plan
3	Understand the different ways that people can use their personal budget	3.1	Explain the different ways that individuals can spend their personal budget to buy support
		3.2	Research innovative ways that individuals can spend their personal budget other than buy social care services
		3.3	Explain what restrictions may be imposed on personal budgets
		3.4	Describe the criteria that are used to sign off a support plan
		3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying health and safe

4	Understand the outcome focused review process	4.1	Explain the process of an outcome focused review
		4.2	Explain how to enable someone to prepare for their outcome focused review
Assessment Requirements:			
This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.			

Title:		Understand theories of relationships and social networks H/616/8405	
Level:		4	
Credit value:		3	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the relevance of relationship theories to health and social care practice	1.1	Compare key principles of relationship theories
		1.2	Analyse ways in which an understanding of relationship theories can enhance health and social care practice
2.	Understand the impact of relationships and social networks on well-being and self esteem	2.1	Describe the benefits of supportive relationships and social networks for an individual's well-being and self-esteem
		2.2	Describe the possible impact of difficult or dysfunctional relationships on an individual's well- being and self-esteem
		2.3	Analyse the features of supportive relationships and dysfunctional relationships
3.	Understand factors that can influence the process of a relationship	3.1	Explain the processes involved in the development, maintenance and breakdown of relationships
		3.2	Analyse how the development, maintenance and breakdown of relationships can be influenced by: • Social factors • Economic factors • Cultural factors • Psychological factors • Physical factors
Assessment requirements: This unit must be assessed in line with Skills for Care and Development's Assessment Principles.			

Title:		Identify the physical health needs of individuals with mental health needs and plan appropriate actions T/616/4195	
Level:		4	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to assess the physical health needs of individuals with mental health needs	1.1	Analyse how physical and mental health needs may be linked and may impact on one another
		1.2	Describe needs-led assessment and person-centred planning
		1.3	Describe legislation, policies and procedures that apply to the assessment process
2.	Be able to carry out assessments of the physical health needs of individuals with mental health needs	2.1	Obtain valid consent
		2.2	Carry out an assessment of an individuals' physical health needs in line with agreed ways of working
		2.3	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
		2.4	Explain why it is important to consider all information gathered during the assessment process as a whole
		2.5	Identify where the outcomes of the assessment require further advice, investigation or referral
3.	Be able to record the outcome of assessments	3.1	Record assessments in line with agreed ways of working
		3.2	Explain why agreement on sharing of information with others may conflict with the wishes of the individual
		3.3	Discuss the content of the assessment records with the individual
4.	Be able to plan actions needed following physical health assessments	4.1	Describe the actions that could be taken to meet the individual's needs identified by the assessment
		4.2	Identify the risks attached to various courses of action
		4.3	Plan actions to be taken in line with agreed ways of working
5.	Be able to identify resources and services needed by individuals following physical health assessments	5.1	Identify the resources and/or services required by the individual as a result of the assessment
		5.2	Give an example of a situation where an individual's needs should be met even when it is difficult to secure resources
6.	Be able to make referrals	6.1	Obtain and record valid consent where referral is required
		6.2	Make referrals in line with agreed ways of working
		6.3	Describe why a referral may be refused
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles			

Title:		Facilitate change in health and social care or children and young people's settings K/616/8406	
Level:		5	
Credit value:		6	
Guided learning hours:		42	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles of change management in health and social care or children and young people's settings	1.1	Analyse factors that drive change
		1.2	Describe underpinning theories of change management
		1.3	Describe approaches, tools and techniques that support the change process
		1.4	Explain the importance of effective change management for service provision
2.	Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings	2.1	Promote the benefits of change
		2.2	Analyse challenges that may arise during the process of change
		2.3	Enable others to express views about proposed change
		2.4	Agree with others the changes that need to be made
3.	Be able to develop an approved change management plan in health and social care or children and young people's settings	3.1	Analyse the impact of a proposed change to the service provision
		3.2	Produce a change management plan that takes account of the identified impact
		3.3	Establish criteria against which the plan can be evaluated
		3.4	Secure any approvals required for the change management plan
4.	Be able to gain support for a proposed change in health and social care or children and young people's settings	4.1	Ensure own actions serve as a positive role model when introducing change
		4.2	Identify others who can promote the vision for change
		4.3	Use strategies that address resistance to change
		4.4	Implement a communication strategy to support others to understand a proposed change
5.	Be able to implement approved change management plans in health and social care or children and young people's settings	5.1	Agree roles and responsibilities for implementing change management plan
		5.2	Support others to carry out their agreed roles in a change management plan
		5.3	Adapt a change management plan to address issues as they arise
		5.4	Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change
6.	Be able to evaluate the change management process in health and social care or children and young people's settings	6.1	Agree systems to monitor the effectiveness of the change management plan
		6.2	Work with others to review the change management plan against identified criteria

		6.3	Evaluate outcomes of the change for individuals
Assessment requirements: Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles			

Title:		Appraise staff performance H/616/4516	
Level:		5	
Credit value:		5	
Guided learning hours:		32	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand policies, theories and models which underpin appraisal of performance	1.1	Explain policies and agreed ways of working for appraisals in the work setting
		1.2	Research models of appraisal to explore their applicability in the work setting
		1.3	Evaluate how appraisals are used to inform: - achievement of objectives - overall performance - future objectives
		1.4	Explain how appraisals are used to develop practice
		1.5	Differentiate between appraisals and disciplinary processes
		1.6	Use research on the theories of power to explore the relationship between appraiser and appraisee
2.	Be able to support others to understand the purpose of appraisal	2.1	Support others to develop an understanding of the purpose of appraisals to include: - mutual responsibilities - the achievement of objectives - reflection on overall performance - professional development - how outcomes of the appraisal will be used - future objectives
3.	Be able to facilitate preparation for appraisals	3.1	Confirm with appraisee the objectives against which performance will be appraised
		3.2	Identify with the appraisee the actions they need to take to prepare for their appraisal
		3.3	Evaluate evidence gathered from a range of sources towards achievement of objectives
		3.4	Prepare paperwork for appraisal in line with work setting requirements
4.	Be able to support appraisee to participate in appraisal meetings	4.1	Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee
		4.2	Demonstrate how to prepare the environment for the appraisal meeting
		4.3	Support the appraisee to engage in an evaluation of their performance over the past year to include: areas of practice which have met or exceeded standards

			• areas for development
		4.4	Provide feedback to appraisee on their performance over the past year to include: • areas of practice which have met or exceeded standards • areas for development
		4.5	Identify with appraisee work objectives for forthcoming year
		4.6	Identify with appraisee professional development plan for forthcoming year
		4.7	Record the appraisal in line with work setting requirements
5.	Be able to evaluate own practice during the appraisal process	5.1	Evaluate with appraisee their experience of how the appraisal was conducted
		5.2	Reflect on own practice in managing the appraisal process
Assessment requirements: This unit must be assessed in a real-work environment. Assessment guidance: None.			

Title:		Manage quality in health and social care settings K/616/4520	
Level:		5	
Credit value:		5	
Guided learning hours:		36	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the context of quality assurance in a health and social care setting	1.1	Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting
		1.2	Analyse how quality standards influence positive outcomes for individuals
		1.3	Evaluate a range of methods that can be used to measure the achievement of quality standards
2.	Be able to implement quality standards in a health and social care setting	2.1	Work with team members and others to: - agree quality standards for the service - select indicators to measure agreed standards - identify controls to support the achievement of agreed standards
		2.2	Develop systems and processes to measure achievement of quality standards
		2.3	Support team members to carry out their roles in implementing quality controls
		2.4	Explain how quality assurance standards relate to performance management
3.	Be able to lead the evaluation of quality processes in a health and social care setting	3.1	Support team members to carry out their roles in monitoring quality indicators
		3.2	Use selected indicators to evaluate the achievement of quality standards
		3.3	Work with others to identify: - areas of best practice - areas for improvement
		3.4	Work with others to develop an action plan to improve quality of service

Assessment requirements:

This unit must be assessed in a real-work environment.

Assessment guidance: None.

Title:		Manage self for leadership in adult care	
		H/616/4483	
Level:		4	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the importance of self-awareness	1.1	Evaluate how own values, belief systems and experiences affect working practice
		1.2	Evaluate how own emotions affect own behaviour and the behaviour of others
		1.3	Explain strategies for keeping aware of own stress levels and for maintaining well-being
		1.4	Analyse how to use feedback and reflective practice to increase own self-awareness
2	Manage own behaviour	2.1	Ensure own actions reflect a high standard of personal integrity
		2.2	Manage own emotions when interacting with others
		2.3	Adapt actions and behaviour in response to feedback
		2.4	Adapt communication in response to the emotional context and communication style of others
		2.5	Ensure own words and actions reinforce the vision and values of the service
		2.6	Challenge views, actions, systems and routines that do not match the vision and values of the service
3.	Manage own workload	3.1	Use strategies and tools to identify priorities for work
		3.2	Plan ways to meet responsibilities and organisational priorities while maintaining own wellbeing
		3.3	Use digital technology to enhance own efficiency
		3.4	Delegate responsibilities appropriately to others
		3.5	Revise plans to take account of changing circumstances
4	Undertake own professional development	4.1	Evaluate own knowledge and performance against - standards and benchmarks - feedback from others
		4.2	Prioritise own development goals and targets and produce a plan to meet these using learning opportunities that meet objectives and reflect own learning style
		4.3	Establish a process to evaluate the effectiveness of own professional development plan
		4.4	Evaluate how own practice has been improved through: reflection on feedback from others

			• reflection on failures and mistakes, successes and achievements • implementation of the professional development plan
Assessment requirements: n/a			

Title:		Facilitate the development of effective group practice in health and social care or children and young people's settings D/616/4353	
Level:		5	
Credit value:		6	
Guided learning hours:		42	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how groups develop and function in health and social care or children and young people's work settings	1.1	Analyse the impact of theories and models on group work practice
		1.2	Explain how to form and maintain a cohesive and effective group
		1.3	Explain how different facilitation styles may influence - group dynamics - lifecycle of the group - group outcomes - development of roles within the group
		1.4	Explain why it is important to be clear about the purpose and desired outcomes for the group
		1.5	Analyse the importance of participant engagement in achieving group outcomes
2.	Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings	2.1	Evaluate methods that may be utilised in facilitating groups
		2.2	Prepare an environment that is conducive to the functioning of the group
		2.3	Work with a group/s to agree acceptable group and individual behaviour
		2.4	Work with a group to negotiate and agree tasks, desired outcomes and ways of working
3.	Be able to facilitate a group in health and social care or children and young people's work settings	3.1	Use a range of methods to accommodate different learning styles within the group
		3.2	Provide a group experience where participants are engaged and stimulated
		3.3	Intervene effectively in a group session to improve the learning process
4.	Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings	4.1	Demonstrate inclusive practice when facilitating groups
		4.2	Support consensus and manage conflict within a group
		4.3	Explain how to challenge excluding or discriminatory behaviour
		4.4	Demonstrate how to manage diverse group behaviours
		4.5	Explain when to refer issues and areas of concern
5.	Be able to monitor and review the work of a group in health and social care or children and young people's work settings	5.1	Work with a group to agree monitoring and review processes
		5.2	Implement systems and processes to monitor and review the progress of a group

		5.3	Assess the effectiveness of a group in relation to identified outcomes
		5.4	Reflect on strengths and areas for development in own practice of facilitating groups
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.			
Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.			

Title:		Share knowledge and good practice Y/616/8515	
Level:		5	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to share knowledge and good practice	1.1	Identify intended outcomes of sharing knowledge and good practice
		1.2	Identify areas of knowledge and good practice to be shared within and outside the organisation
		1.3	Identify opportunities and agree methods to share knowledge and good practice that will meet outcomes
		1.4	Demonstrate ways to overcome or reduce barriers to the sharing of knowledge and good practice
		1.5	Demonstrate sharing of knowledge and good practice
2.	Be able to apply shared knowledge and good practice to develop own practice	2.1	Evaluate how own practice can be improved as a result of the sharing process
		2.2	Demonstrate how own practice has been improved by sharing
		2.3	Evaluate how shared knowledge can be applied to own practice
		2.4	Apply shared knowledge to improve own practice
3.	Be able to propose improvements to process of sharing knowledge and good practice	3.1	Evaluate the process used to share knowledge and good practice within and outside the organisation
		3.2	Recommend improved processes for the sharing of knowledge and good practice
Assessment requirements: n/a			