



# Level 5

## Diploma in Leadership & Management for Adult Care

(610/2986/5)



Approved by



Specification Pack

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## ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

## QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

## QUALIFICATION INFORMATION

The NQual Level 5 Diploma in Leadership and Management for Adult Care is regulated by Ofqual.

Qualification number: 610/2986/5

### Overview

This qualification is designed to provide learners with knowledge and skills relating to leadership and management in care settings. It will provide individuals with the chance to develop knowledge and gain skills to seek employment or progression onto higher level qualifications.

The purpose of this qualification is to prepare individuals for progression in the care sector. The units specified within this document cover a variety of areas and topics relevant to the sector, including leadership and management in health care.

Primarily, the qualification aims to support the development of registered managers of adult social care services. Specifically, those new to their role.

This qualification is supported by Skills for Care and developed using the Development Assessment Principles. This qualification is approved by Skills for Care.

### Entry Requirements

- Minimum age: 19

Learners should have or be working towards a minimum of level 2 in literacy and numeracy or equivalent.

Learners will work in adult social care and have the responsibility for leading and managing a service. This will include managing and improving care and support for those accessing the service; supporting and developing the workforce, and driving the vision for their service or organisation.

## Unit Guidance

Learners must achieve all mandatory units and a minimum of 15 optional unit credits. The total credit value for this qualification is 90.

## Mandatory Units

Learners must achieve all of the mandatory units totalling 75 credits.

Unit Reference	Title	Level	GLH	Credit Value
R/650/7872	Governance and Regulatory Processes in Adult Care	5	32	4
T/650/7873	Leadership and Management in Adult Care	5	32	4
Y/650/7874	Team Leading and Supervision in Adult Care	5	48	6
A/650/7875	Working Relationships and Partnerships	5	32	4
D/650/7876	Leading a Person-Centred Practice	5	40	5
F/650/7877	Resource Management	5	32	4
H/650/7878	Decision Making	5	24	3
J/650/7879	Effective Communication	5	32	4
M/650/7880	Safeguarding in the Adult Care Environment	5	48	6
R/650/7881	Understanding Mental Capacity and Consent	5	32	4
T/650/7882	Handling Comments and Complaints	5	32	4
Y/650/7883	Effective Information Management	5	24	3
A/650/7884	Health and Well-Being	5	32	4
D/650/7885	Equality, Diversity, Inclusion and Human Rights	5	40	5
F/650/7886	Health and Safety in the Workplace	5	40	5
H/650/7887	Continuous Improvements and Innovations	5	40	5
J/650/7888	Continuous Professional Development and Personal Well-being	5	40	5

## Optional Units

Optional units are designed to ensure flexibility in different care pathways for individuals who want to undergo the qualification. Learners must achieve a minimum of 15 credits from the optional units, at least 10 of which should be at Level 5 or above.

Unit Reference	Title	Level	GLH	Credit Value
L/650/7861	Lead End of Life Services	4	32	4
R/650/7863	Provide InFormation, Advice and Guidance	4	16	2
T/650/7864	Independent Advocacy	4	32	4
Y/650/7865	Support Individuals to Manage Their Finances	4	16	2
A/650/7866	Support with Accessing Housing and Accommodation Services	4	16	2
D/650/7867	Coaching and Mentoring in Social Care	4	24	3
H/650/7869	Manage Inductions in Adult Care	5	40	5
K/650/7889	Support Transitions Between Services	5	24	3
R/650/7890	Manage Finance and Budgeting in Adult Care	5	40	5
T/650/7891	Follow Disciplinary and Grievance Procedures	5	32	4
Y/650/7892	Recruitment and Selection	5	32	4
A/650/7893	Monitoring Staff Performance	5	32	4
D/650/7894	Manage Physical Resources Within a Care Setting	5	24	3
F/650/7895	Agree on Care Management Plans for Individuals Diagnosed with Long-Term Conditions	5	32	4
H/650/7896	Setting and Achieving Organisation Goals	5	16	2
J/65087897	Plan and Manage Interventions for Individuals who Have Long-Term Conditions	5	32	4
K/650/7898	Manage Infection Prevention and Control	5	40	5
R/650/7836	Digital Skills Within Care Settings	3	16	2

## Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 720.

## 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 understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing the independent study.

The Total Qualification Time for this qualification is 900.

## Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

## Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of:

- an internally assessed Portfolio of Evidence externally quality assured by NQual.

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- Appraisals
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts
- Story Boards

Please note this is not an exhaustive list. Competency-based units **must** include direct observation in the workplace as a primary source of evidence.

## Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

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

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQals procedures for registering learners.

## Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

## Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

## Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

## Responsibilities

### Tutor/Trainer

Tutors/ Trainers who deliver NQual qualifications must possess a teaching qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

### Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- 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 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring



## MANDATORY UNITS

### Unit Breakdown: Level 5 Diploma in Leadership and Management for Adult Care

Learners must complete all mandatory units for this qualification.

#### Unit: Governance and Regulatory Processes in Adult Care

Unit Code: R/650/7872

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand legislation and statutory guidance that underpins adult care provision	1.1 Explain current legislation and statutory guidance that applies to all aspects of service provision 1.2 Explain your own role, accountability, and responsibility in applying legislation and statutory guidance within service provision 1.3 Describe the key roles, remits, and responsibilities in registered services for, <ul style="list-style-type: none"> <li>• the registered manager</li> <li>• the nominated individual</li> <li>• the 'fit and proper person'</li> </ul>
2. Understand internal governance arrangements within own organisation	2.1 Analyse the internal governance procedures used within own organisation 2.2 Evaluate your role in applying, leading and evaluating your own service's governance procedures and agreed ways of working.
3. Understand systems and requirements for the regulation of adult care services	3.1 Summarise specific legislation and regulations underpinning the inspection system in England 3.2 Evaluate a range of legislation and statutory guidance that support and relate to the inspection process in England 3.3 Explain the different types of service provision which are subject to registration and inspection
4. Understand the inspection process in adult social care	4.1 Explain how services are inspected and the role of the regulator 4.2 Evaluate the purpose of the inspection system 4.3 Summarise the different types of inspection and key themes of the inspection process 4.4 Explain how the rating system is used 4.5 Explain when and how enforcement action can be used 4.6 Evaluate the ways in which information is collected about the service and used to inform inspection activities.

<p>5. Understand the inspection process in own service</p>	<p>5.1 Explain how the requirements of the regulations are met within your own service</p> <p>5.2 Identify who needs to be aware of, and involved in, the inspection process</p> <p>5.3 Explain the range and types of evidence which can be used to demonstrate the service is meeting requirements</p> <p>5.4 Explain ways to address the outcome and impact of an inspection in your own service</p> <p>5.5 Evaluate how outcomes of inspection can be used to drive service improvements.</p>
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### Guidance Notes

**All aspects:** relating to all aspects of responsibilities held within own organisation. If the learner is not currently providing regulated activity, then they should explore the formal role of a registered manager.

**Types of Inspection:** the different inspections carried out by the regulator within Adult Social Care services.

**Key themes:** the areas looked at during the inspection process.

## Unit: Leadership and Management in Adult Care

Unit Code: T/650/7873

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand leadership and management theories and styles	1.1 Evaluate the differences between leadership and management 1.2 Analyse key theories of leadership and management 1.3 Explain how theoretical models can be used in your own leadership 1.4 Analyse a range of different leadership styles 1.5 Explain how coaching and mentoring can be used to complement leadership style.
2. Understand leadership and management in adult care	2.1 Evaluate the impact of internal and external drivers on leadership and management in adult care services 2.2 Explain the role of leadership and management skills in adult care services 2.3 Explain how to adapt your own leadership and management style for: <ul style="list-style-type: none"> <li>• different situations</li> <li>• different teams</li> </ul> 2.4 Evaluate the interaction between the values and culture of an adult social care organisation and your own leadership behaviours.

### Guidance Notes

**Internal and external:** drivers may include, but are not limited to, internal or external policy or strategy changes, changes to the market, organisational cultural changes or challenges.

**Different situations:** may include the formality of situations, working under different pressures, own role within a particular situation.

**Different teams:** including, but not limited to, the size of the team, location of the team, the culture of the team, experiences of teams and resources required to manage different teams.

## Unit: Team Leading and Supervision in Adult Care

Unit Code: Y/650/7874

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Be able to provide leadership for a team</p>	<p>1.1 Adapt leadership styles to reflect different stages and cycles in the team's development</p> <p>1.2 Establish trust and accountability within the team</p> <p>1.3 Build and maintain the team's commitment to the service and its values</p> <p>1.4 Develop, implement and review strategies to support a positive values-based culture in the team</p> <p>1.5 Demonstrate values and behaviours which recognise and champion diversity, equality, and inclusion within the team</p>
<p>2. Be able to manage teamwork</p>	<p>2.1 Facilitate the participation of team members in agreeing on team objectives</p> <p>2.2 Encourage creativity and innovation in planning how to meet team objectives and agree on a team plan</p> <p>2.3 Agree on the team roles and responsibilities, taking into account the team's strengths and development needs</p> <p>2.4 Support the team to work towards team objectives</p> <p>2.5 Review team objectives and facilitate an opportunity for the team to reflect on their progress</p> <p>2.6 Provide feedback and recognise progress on team performance</p>
<p>3. Understand principles of learning and professional development in adult care</p>	<p>3.1 Explain the range of required and recommended learning and development in adult care</p> <p>3.2 Explain the differences between learning requirements and continuous professional development</p> <p>3.3 Explain the purpose and benefits of workforce planning and development</p> <p>3.4 Explain the importance of literacy, numeracy and digital skills in adult care and how to develop these skills in the workforce</p> <p>3.5 Describe the benefits of continually improving your own and the team's knowledge and practice and ways to achieve this</p> <p>3.6 Outline the factors to consider when identifying, planning, selecting and commissioning activities for learning and professional development</p> <p>3.7 Explain the importance of reflective practice in improving own and team's performance and different models that support this.</p>

<p>4. Be able to lead learning and professional development practices</p>	<p>4.1 Evaluate available mechanisms and resources that can support learning and professional development in adult care</p> <p>4.2 Promote a learning culture within own team</p> <p>4.3 Support team members to plan for, achieve, and review, their professional development goals</p> <p>4.4 Facilitate the development of others to enable effective delegation</p>
<p>5. Understand the purpose and practice of professional supervision in adult care settings</p>	<p>5.1 Explain how requirements of legislation, codes of practice and agreed ways of working influence and structure professional supervision requirements in adult care</p> <p>5.2 Explain the function of professional supervision in adult care</p> <p>5.3 Analyse different supervision activities and processes which can be used in adult care</p> <p>5.4 Explain how effective supervision should be used to support and protect:</p> <ul style="list-style-type: none"> <li>• the supervisee</li> <li>• individuals, carers and Families.</li> </ul> <p>5.5 Explain how effective supervision can protect:</p> <ul style="list-style-type: none"> <li>• the supervisor and organisation.</li> </ul> <p>5.6 Explain why the well-being of the supervisee should be included within effective supervision and supportive practices, and ways to enable and promote this</p> <p>5.7 Evaluate how external and internal factors influence practice and can be used within professional supervision objectives</p> <p>5.8 Explain how supervision can be used alongside appraisal and professional development processes to enhance the performance and aspirations of the supervisee</p> <p>5.9 Analyse the factors which can result in a power imbalance in professional supervision and how to address them</p> <p>5.10 Analyse ways to address challenges arising during professional supervision.</p>
<p>6. Be able to provide regular professional supervision</p>	<p>6.1 Establish understanding and agreement with supervisee on key areas such as:</p> <ul style="list-style-type: none"> <li>• the purpose, frequency and location of supervision activities</li> <li>• actions which can support preparation for supervision</li> <li>• sources of data and evidence that can be used to inform supervision</li> <li>• confidentiality, boundaries, roles and accountability</li> </ul> <p>6.2 Use information from a range of sources to build an understanding of the supervisee's performance</p>

	<p>6.3 Support the supervisee to review their own well-being and the range of strategies and support available to them</p> <p>6.4 Support supervisees to reflect on and explore methods of addressing different situations in their work</p> <p>6.5 Provide constructive feedback to the supervisee that can be used to improve and develop performance</p> <p>6.6 Support the supervisee to identify, plan and achieve their own learning and professional development needs</p> <p>6.7 Agree, review and revise targets to meet objectives of the work setting and individual objectives of the supervisee</p> <p>6.8 Record and store outcomes of supervision activities in line with agreed ways of working</p>
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### Guidance Notes

**Stages and cycles:** the different stages of team development, for instance 'forming, storming, norming and performing'. The different cycles teams encounter in their work in Adult Social Care e.g. new team members and changes to working practices.

**Values-based:** workplace values are the guiding principles that are most important in the service. They help to define the right and wrong ways of working and help to inform decisions and choices.

**Learning requirements:** may include but are not limited to induction, statutory, mandatory, and service specific specialist learning.

**Workforce planning and development:** workforce planning is an essential part of ensuring that you have the right people with the right attitudes, skills, values and experience to provide the care and support your business offers.

**Factors:** should include potential barriers and constraints.

**Available mechanisms and resources:** this will include traditional methods used for learning and development and should include advanced approaches with technology within learning and development e.g. remote learning, platforms, e-learning, electronic portfolios

**Learning culture:** leading practice which embraces, provides the opportunity, and recognises the benefits of learning and professional development.

**Legislation:** should include regulations where appropriate Function: should include the principles, scope and purpose of professional supervision

**Supervision activities and processes:** will include formal and informal ways supervision can be planned and provided in the environment e.g. group, individual, team, observations of competencies, validating knowledge, shadowing activities, induction and learning processes.

**Well-being:** well-being is a broad concept referring to a person's quality of life taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being.

**External and internal factors:** external factors may include, but are not limited to: updated national policy or local procedures, emerging best practice, societal movements and campaigns. Internal factors may include, but are not limited to: lessons learnt/learning reviews, concerns or complaints, skills development/training, emerging needs of individuals accessing services

**Professional development processes:** may include personal development plans, learning logs, and development requests.

**Strategies:** strategies may include those which are personal to the worker. Strategies should include those that enable the worker to maintain their well-being as well as strategies to implement if indicators of deterioration are recognised.

**Support offers:** the range should include offers available inside and outside the workplace.

For example:

- internal: supervision, employee assistance scheme, mentor or buddying systems
- external: self-help tools, apps and websites, local groups and networks

**Different situations:** may include challenges the supervisee or team face in their work.

**Objectives of the work setting:** should include the range of skills required to meet people's needs

## Unit: Working Relationships and Partnerships

Unit Code: A/650/7875

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the context of relationships and partnership working</p>	<p>1.1 Analyse how legislation and regulation influence working relationships with others</p> <p>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</p> <p>1.3 Explain how networking and working collaboratively with other agencies and community groups brings benefits both for those using the service and for the sustainability and reach of the organisation</p> <p>1.4 Evaluate how integrated working with other agencies delivers better outcomes for individuals and the place of systems leadership in this</p> <p>1.5 Analyse the methods, protocols and limitations of using different communication methods used to forge relationships and partnerships with other professionals and agencies</p> <p>1.6 Explain the features of effective, collaborative partnership working across agencies and ways to overcome barriers</p> <p>1.7 Explain your own role and responsibilities in establishing positive relationships within and beyond the organisation.</p>
<p>2. Be able to lead effective relationships with individuals, carers and families</p>	<p>2.1 Model open, respectful and supportive relationships with individuals, carers and their families</p> <p>2.2 Embed co-production within the day-to-day practices of the team.</p>
<p>3. Be able to manage working relationships with colleagues in own setting to achieve positive outcomes for individuals</p>	<p>3.1 Develop systems and procedures to facilitate effective working relationships with colleagues in the organisation</p> <p>3.2 Develop and agree on common objectives when working with colleagues</p> <p>3.3 Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise</p> <p>3.4 Deal constructively with conflicts or dilemmas that arise</p> <p>3.5 Evaluate own working relationships with colleagues.</p>
<p>4. Be able to work in partnerships with professionals and other agencies</p>	<p>4.1 Negotiate with professionals in other agencies to agree on objectives, roles and responsibilities, procedures and ways of working for a specific task or area of work</p>



	<p>4.2 Use agreed ways of working to carry out own role and support others to carry out their responsibilities</p> <p>4.3 Deal constructively with any challenges in ways that promote change, any poor practice or failure to work in agreed ways</p> <p>4.4 Implement and use communication and recording systems that comply with current legislation for information sharing between agencies</p> <p>4.5 Evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements</p>
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### Guidance Notes

**Legislation:** Learners should consider how different legislation relates to and influence working with others. This may include but is not limited to:

- Care Act 2014
- Mental Capacity Act 2005
- Health and Social Care Act 2012
- General Data Protection Regulations
- Data Security and Protection
- Subject Access Requests
- Data Control
- Sharing information
- Safeguarding

**Regulation:** regulations underpinning the adult social care inspection system in England

**Others:** in this context, others may include agencies and other organisations. Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

**Carers:** a person who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help. This is distinct from a care worker, who is paid to care for people. Positive outcomes: an 'outcome' refers to individuals' aims or objectives – the things individuals want to achieve or need to happen. For example; continuing to live at home or being able to go out and about

**Working collaboratively/collaborative:** working with other partners, understanding and prioritising their needs and establishing mutually beneficial and respectful relationships, whilst remaining focused on own desired outcomes, needs and agenda

**Systems leadership:** systems leadership seeks to affect change for good across interconnecting systems e.g. health and social care, through leadership and collaboration that extends the usual limits of resources and responsibility

**Different communication methods:** learners must consider a range of communication methods including digital communications

**Features:** Features should include, but are not limited to:

- building transparency and sharing information openly and honestly (in line with regulations)
- a diversity of skills and perspectives
- creating psychological safety within partnerships and teams which includes a willingness to cooperate and an ability to openly disagree

- an ability to understand and prioritise the needs of other partners, without compromising on your own desired outcomes

**Co-production:** an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together.

Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care

## Unit: Leading a Person-Centred Practice

Unit Code: D/650/7876

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand person-centred, outcomes-based practice</p>	<p>1.1 Describe the features, principles, drivers, and values of:</p> <ul style="list-style-type: none"> <li>• strength-based approaches</li> <li>• person-centred practice</li> <li>• active participation</li> <li>• outcomes-based practice.</li> </ul> <p>1.2 Discuss the relationship between strength-based approaches and person-centred practice on outcomes-based practices, and the individuals' health and well-being, independence, choice, and control</p>
<p>2. Understand the value of person-centred practice in partnership working to enable individuals to achieve their desired outcomes</p>	<p>2.1 Explain the role of partnerships, collaboration and co-production with individuals and others in enabling individuals to achieve their desired outcomes</p> <p>2.2 Describe your own service's role in enabling individuals to build and maintain relationships and connections to their community</p> <p>2.3 Analyse how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals.</p>
<p>3. Be able to lead practice to facilitate positive outcomes for individuals through person-centred practice</p>	<p>3.1 Develop and implement a plan to ensure team members have the training and development they need to support individuals in person-centred ways to achieve individuals desired outcomes</p> <p>3.2 Support and develop team members to work in partnership with individuals and others and to recognise and respond to individuals' changing strengths, needs and preferences</p> <p>3.3 Support and develop others to apply person-centred approaches in complex situations to ensure positive outcomes for individuals and those important to them</p> <p>3.4 Facilitate the development and review of individuals' care and support ensuring individuals and others are actively involved and that plans and activities reflect individuals' preferences, wishes, strengths and needs</p> <p>3.5 Manage resources in ways that:</p> <ul style="list-style-type: none"> <li>• supports individuals to make choices about their health and well-being, and achieve positive outcomes,</li> <li>• provide reasonable adjustments to enable individuals to access care and support</li> </ul> <p>3.6 Implement systems and processes for recording:</p>

	<ul style="list-style-type: none"> <li>• identification, progress towards and achievement of individual desired outcomes</li> <li>• The implementation of person-centred practice</li> </ul>
4. Understand the role of relationships in promoting health and well-being	<p>4.1 Explain the importance of proactive approaches in supporting individuals to build and maintain relationships</p> <p>4.2 Explain how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce or minimise risks</p> <p>4.3 Analyse the range and types of support an individual may need to maintain and build relationships, and when external services may be required</p>
5. Be able to lead practice in recognising individuals' relationships	<p>5.1 Develop approaches which recognise individuals' sexuality and relationship needs</p> <p>5.2 Promote an open, proactive culture where individuals and others feel confident to discuss sexuality, relationships and protection</p> <p>5.3 Ensure individuals and others have access to support, information and advice about relationships and sexuality</p>
6. Understand positive risk-taking in the context of supporting individuals	<p>6.1 Explain how positive risk-taking can contribute to the achievement of positive outcomes for individuals</p> <p>6.2 Explain the impact of a risk-averse culture on person-centred practice and the well-being of individuals</p> <p>6.3 Identify the considerations which need to be applied in the management of positive risk-taking</p> <p>6.4 Explain how supporting others to balance risks and rights promotes person-centred practices</p>
7. Be able to lead the implementation of practices, policies, and procedures to manage risk and positive risk-taking	<p>7.1 Lead a culture which recognises the benefits of positive risk-taking in a person-centred practice and the well-being of individuals</p> <p>7.2 Facilitate a person-centred approach in the management of risks</p> <p>7.3 Evaluate own and others' practice in leading a balanced approach to risk-taking.</p>

## Guidance Notes

**Strength-based approaches:** also referred to as 'asset-based approaches'. This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence

**Person-centred practice:** an approach that sees the individual accessing social care services as an equal partner in their care and support who is at the centre of all decisions relevant to them

**Active participation:** 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

**Outcome-based practice:** an 'outcome' refers to individuals' aims or objectives –the things individuals want to achieve or need to happen. The outcomes-based practice focuses on supporting individuals to achieve the outcomes most important to them and offers innovative approaches to enable this

**Partnerships:** working with the individual, networks, communities and other professionals and organisations

**Collaboration:** working with other partners, understanding and prioritising their needs and establishing mutually beneficial and respectful relationships, whilst remaining focused on own desired outcomes, needs and agenda

**Co-production:** an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together. Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care

**Individuals:** the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

**Others:** in this context, this refers to everyone a worker is likely to come in to contact with, including:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

**Relationships:** learners should consider the range of relationships important to the individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality and sexual relationships

**Community:** may include but is not limited to how the individual is supported to engage with and access their local community, i.e. social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider

**Integrated service provision:** joined up, coordinated care and support that is planned and organised around the desires, needs and preferences of the individual. It may involve health, social care, housing, education and other services

**Considerations:** including, but not limited to mental capacity, safeguarding, individuals' rights, duty of care

## Unit: Resource Management

Unit Code: F/650/7877

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand principles for effective resource management</p>	<p>1.1 Explain the impact of national and local strategies and priorities on resource planning and management in relation to:</p> <ul style="list-style-type: none"> <li>• Financial resources</li> <li>• physical resources</li> <li>• human resources</li> </ul> <p>1.2 Evaluate the importance of accurate forecasting for resource requirements</p> <p>1.3 Assess the value of using assets and resources outside traditional services and in the community</p> <p>1.4 Explain the place of technology as a resource in service delivery and service management</p> <p>1.5 Outline the meaning of sustainability in terms of resource management in adult care</p> <p>1.6 Explain the roles, responsibilities, and accountabilities for resource management within the organisation</p> <p>1.7 Evaluate the importance of business continuity planning and the processes available</p>
<p>2. Understand the principles of effective human resource management</p>	<p>2.1 Explain legislation, policy and practices underpinning safe and fair recruitment</p> <p>2.2 Explain the approaches known to improve recruitment and retention of adult care staff</p> <p>2.3 Assess recruitment, selection and induction processes in the organisation and own role in them</p> <p>2.4 Evaluate the importance of ensuring employment practices are free from discrimination and harassment</p> <p>2.5 Explain how to identify the numbers and patterns of staffing required to provide a person-centred, outcomes-based service</p> <p>2.6 Assess factors that could influence staffing requirements and patterns</p> <p>2.7 Explain how to manage staffing patterns and adjust them to meet changing circumstances</p> <p>2.8 Explain succession and contingency planning in relation to the workforce</p> <p>2.9 Assess the organisation's performance management procedures, and own role in these</p>

	2.10 Outline the organisation's conduct, discipline and grievance procedures, and own role in these
3. Understand market provision in adult social care	<p>3.1 Explain how services are commissioned, procured, and funded</p> <p>3.2 Evaluate current drivers shaping adult care, funding mechanisms and related services gaps in current market provision</p> <p>3.3 Explain how own service relates to the wider market and needs of the local population now and in the future</p> <p>3.4 Evaluate how own service will need to evolve to meet the demand for social care services now and in the future</p>
4. Understand integrated approaches in health and social care	<p>4.1 Explain what is meant by an integrated health and social care system</p> <p>4.2 Explain the rationale and legislative context for integrated approaches to service provision</p> <p>4.3 Assess local and national initiatives to better integrate health and social care systems and services</p> <p>4.4 Evaluate the impact of more integrated systems and processes on working practices and relationships</p>

### Guidance Notes

**Legislation, regulations and guidance:** This may include, but is not limited to:

- Equality Act 2010
- Working Time Regulations 1998
- CQC regulations
- disclosure and Barring Service checks
- confirming identity and seeking references.

**Approaches:** These may include, but are not limited to:

- recruiting people with the right values and behaviours
- understanding the local area to inform business planning
- innovative strategies to attract candidates in the local community e.g. referral programmes
- offering a supportive induction, quality training, career progression routes, good working conditions, rewards, recognition, flexibility and competitive pay rates.

**Factors:** Factors could include, but are not limited to:

- changing care and support needs of individuals
- increases/decreases in demand for support services
- holiday/festive periods
- sickness
- weather conditions

**Performance management procedures:** the policies and procedures used within the service to plan, monitor, develop and improve employees' performance.

**Drivers:** may include, but not limited to national policy or local initiatives and which may impact planned and expected outcomes or activities.

**Integrated health and social care system:** better outcomes for people through a seamless experience. Systems work together in a coordinated way. Builds support around the individual.

**Rationale:** Including:

- providing person-centred, compassionate care and support in a way that makes sense to the individual accessing services to reflect their lives, needs and wishes
- the changing patterns of population needs e.g. ageing population, complex care and health needs, financial pressures, widening health inequalities, stalling improvements in life expectancy
- prevention and early intervention
- move to more community-based practices that break down traditional barriers.

**Local and national initiatives:** These may include, but are not limited to:

- Integrated Care Systems
- Sustainability and Transformation Partnerships
- Primary Care Networks
- Enhanced Health in Care Homes Framework
- Ageing Well programme

**Working practices and relationships:** May include, but are not limited to:

- discharge arrangements
- integrated assessment and care planning
- multi-disciplinary working arrangements
- data governance



## Unit: Decision Making

Unit Code: H/650/7878

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand effective decision-making	1.1 Assess the different types of decisions required in own role 1.2 Explain the role of data, information and intelligence in making evidence-based decisions to improve quality 1.3 Explain how your own and others' values and priorities influence the decision-making processes 1.4 Explain how to enable others to contribute to the decision making 1.5 Evaluate the importance of reviewing and evaluating decisions to improve quality
2. Be able to demonstrate effective decision-making	2.1 Identify when decisions need to be made 2.2 Gather data, information and intelligence to inform decision making 2.3 Identify a range of potential solutions 2.4 Evaluate potential solutions and draw conclusion 2.5 Involve individuals and others in the decision-making process and the implementation of the outcome 2.6 Evaluate the decision and the decision-making process used

### Guidance Notes

**Types of decisions:** These may include but are not limited to strategic, tactical, operational, short term and long term

**Others:** in this context, others might include:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisor
- professionals from other services, including delivery partners and senior leaders
- visitors to the work setting
- members of the community
- volunteers

## Unit: Effective Communication

Unit Code: J/650/7879

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Know how to use communication skills to achieve positive interactions	1.1 Evaluate different communication skills, methods and models, and the circumstances they may be most appropriately used in  1.2 Explain how to achieve maximum impact by using a range of appropriate communication skills and methods  1.3 Analyse how communication skills underpin: <ul style="list-style-type: none"> <li>• achievement of positive outcomes for individuals and others</li> <li>• the leadership and management of teams</li> <li>• sustainable relationships and partnerships</li> </ul>
2. Know how to manage and resolve conflict	2.1 Analyse the models of conflict management and conflict resolution  2.2 Assess the factors that can cause friction and conflict within the workplace  2.3 Explain the skills that underpin conflict management and conflict resolution techniques
3. Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication styles, methods and skills  3.2 Apply communication skills appropriately in relation to message and audience for maximum impact  3.3 Adapt communication style in response to the emotional context and communication style of others  3.4 Identify and overcome barriers to communication with a range of people
4. Be able to develop communication practices that promote positive outcomes	4.1 Monitor and evaluate the effectiveness of the communication systems and practices used in the workplace  4.2 Monitor and evaluate the effectiveness of the communication practices to support positive outcomes for individuals  4.3 Propose improvements to communication systems and practices and lead their implementation.

### Guidance Notes

**Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

**Others:** In this context, others may include:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

**Relationships and Partnerships:** may include those involved in care service provisions e.g. networks, communities and other professionals and organisations

**Communication styles, methods and skills:** communication styles, methods and skills:

Learners should consider:

- verbal: words, voice, tone, pitch, spoken and written
- non-verbal: body language, proximity, eye contact, touch, gestures, behaviour
- additional methods to support communication: signs, symbols and pictures, objects of reference
- face to face communication (physically together or online), phone calls, emails, letters, reports, text messages, the use of digital technology and technological aids, social networks, and presentations
- active listening skills including paraphrasing, reflection, summarising, reframing, and providing encouragement
- interpretation of non-verbal communication
- ability to use silence to provide space and support

## Unit: Safeguarding in the Adult Care Environment

Unit Code: M/650/7880

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand requirements for safeguarding in adult care</p>	<p>1.1 Summarise the current legislative framework and national guidance that underpins the safeguarding of adults</p> <p>1.2 Explain local systems, procedures and agencies relating to adult safeguarding and your own role within these</p> <p>1.3 Explain how national and local guidelines, policies and procedures for safeguarding affect:</p> <ul style="list-style-type: none"> <li>• day-to-day work with individuals,</li> <li>• own responsibilities towards individuals, their families and carers as well as team members</li> </ul> <p>1.4 Explain how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on national policy</p> <p>1.5 Explain the legal provisions in relation to whistle-blowing and information sharing</p> <p>1.6 Explain your own role in leading a response to suspected or disclosed abuse or neglect</p> <p>1.7 Explain how and when to engage others in relation to responding to safeguarding concerns</p> <p>1.8 Discuss issues relating to consent to share information and own responsibilities to share information about suspicions or disclosures of abuse or neglect</p> <p>1.9 Explain local systems, procedures and agencies relating to children's safeguarding and own role within these</p>
<p>2. Be able to lead the implementation of practices, policies and procedures to support safeguarding in adult care</p>	<p>2.1 Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements and local and national guidance</p> <p>2.2 Embed safeguarding principles throughout all practices, policies and procedures</p> <p>2.3 Support team members to develop the knowledge and skills they need to safeguard adults at risk</p> <p>2.4 Ensure team members understand their role in responding to concerns about the safeguarding of a child or young person</p> <p>2.5 Plan and implement the review and revision of person-centred practices, policies and procedures to ensure continuous improvement in safeguarding adults at risk of abuse or neglect</p>

	<p>2.6 Embed practices that encourage and empower adults at risk, and those who are important to them, to share concerns</p> <p>2.7 Follow agreed protocols to participate in inter-agency, joint or integrated working in order to achieve the best outcomes for adults at risk.</p>
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### Guidance Notes

**Leading a response:** this would include, but is not limited to:

- safety and well-being of the individual and others where applicable
- own actions
- own role in implementing, following, and engaging others in policies and procedures
- own role in ensuring the individuals (and others where applicable) is kept informed and involved.

**Others:** in this context, this refers to those people who may need to be involved in a response, for instance:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- managers and supervisors
- professionals from other services.

**Review:** this might take into account:

- outcomes from safeguarding reviews and investigations
- current guidance arising from serious case reviews and its relevance to own organisation.

And might include reviewing:

- person-centred practices, policies and procedures
- when a response is required for external influences which impact internal practices, e.g. a pandemic or current reports published by CQC
- communication and support systems for staff and others within own organisation
- how own team/service liaises with others and/or external organisations.

## Unit: Understanding Mental Capacity and Consent

Unit Code: R/650/7881

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understanding mental capacity and consent</p>	<p>1.1 Summarise key provisions of the legislation, codes of practice and policy regarding mental capacity and how these relate to the service</p> <p>1.2 Explain your own role in applying and upholding key principles of mental capacity legislation and code of practice</p> <p>1.3 Explain the support available when mental capacity needs to be assessed, and how to access this support</p> <p>1.4 Explain your own role in the assessment of risk in situations where an individual's capacity is a concern</p> <p>1.5 Explain practices which support individuals' ability to provide valid consent</p> <p>1.6 Explain your own and team members' development needs relating to mental capacity and their practice</p>
<p>2. Understand the use and impact of restrictive practices</p>	<p>2.1 Explain what is meant by 'restrictive practices', 'restraint' and 'deprivation of liberty' and how they apply to practices within your own work setting</p> <p>2.2 Explain the legal and ethical considerations of restricting an individual's rights and freedoms</p> <p>2.3 Explain your own responsibilities in relation to restrictive practices and deprivations of liberty</p> <p>2.4 Explain the appropriate and proportionate responses to restrictions on an individual's rights and freedoms</p> <p>2.5 Explain the potential impacts of 'restrictive practices' on individuals and others</p> <p>2.6 Outline how person-centred, outcomes-based practices can mitigate the use of restrictive practices</p> <p>2.7 Explain your own and team members' development needs relating to the use of restrictive practices</p>

## Guidance Notes

**Legislation, codes of practice and policy:** including, but not limited to:

- Mental Capacity Act 2005
- Human Rights Act 1998
- Safeguarding Adults
- Dignity in Care
- Deprivation of Liberty Safeguards 2009
- Care Act 2014
- Making Safeguarding Personal

**Individual:** a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

**Development needs:** including, but not limited to: Best Interest decisions, decision-maker responsibilities, maximising capacity and their role in assessment

**Restrictive practices:** includes any practice or intervention that limits the rights or freedoms of an individual.  
**Restraint:** including, but not limited to, covert medication (sometimes referred to as 'hidden restraint')

**Legal and ethical:** including but not limited to:

- Statutory principles of the Mental Capacity Act 2005
- duty of Care
- deprivation of Liberty Safeguards
- individuals' wishes
- advanced decisions
- decision-making authorities e.g. Lasting Power of Attorney, Court of Protection request
- best Interest decisions

**Own responsibilities:** to include how to apply for an authorisation

**Impacts:** may include, but are not limited to, impacts on the safety, dignity, relationships and well-being of individuals. Learners may also wish to consider the impact on team members responsible for implementing restrictions.

**Others:** in this context, others refer to adult care workers who are required to restrict an individual's rights or freedoms.

## Unit: Handling Comments and Complaints

Unit Code: T/650/7882

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the management of comments and complaints	1.1 Evaluate the relationship between the management of comments and complaints, risk management and safeguarding 1.2 Explain regulatory requirements, codes of practice and guidance for managing comments and complaints 1.3 Explain why those using services and others may be reluctant to raise comments or make complaints 1.4 Explain attitudes and approaches that ensure comments and complaints can prompt continuous improvement of the service.
2. Be able to lead practice in listening and responding to comments and complaints	2.1 Support team members to understand systems and procedures that ensure individuals' comments and complaints are listened to and responded to 2.2 Ensure accessible information and support are in place to enable, empower and encourage individuals and others to raise and follow up on comments and complaints 2.3 Implement open and transparent systems and procedures that compassionately address and respond to comments and complaints within agreed time frames 2.4 Learn from comments and complaints to drive improvements to the service

### Guidance Notes

No guided notes included.



## Unit: Effective Information Management

Unit Code: Y/650/7883

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand effective information management	1.1 Explain your own role and responsibilities in effective information management, and in supporting others to effectively handle information  1.2 Explain how to respond to a data breach, including reporting procedures  1.3 Explain how to initiate the service's business continuity plan and relevance to data and cyber security
2. Be able to implement systems for effective information management	2.1 Lead the implementation of policies and systems for effective information management to meet legal and ethical requirements  2.2 Lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information  2.3 Identify the team's training needs in relation to handling information and implement a plan to address these needs.

### Guidance Notes

**Effective information management:** Effective information management will include consideration of:

- privacy notices
- transparency information
- data and cyber security
- how devices are secured
- confidentiality, availability and integrity of records/information
- reducing the risk of data breaches.

#### Legal and ethical:

- General Data Protection Regulation
- Data Security and Protection
- Subject Access Requests
- CQC Regulations
- Data Control
- Sharing information
- Safeguarding

## Unit: Health and Well-Being

Unit Code: A/650/7884

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Be able to lead a culture that promotes individuals' well-being and independence in all aspects of day-to-day practice</p>	<p>1.1 Facilitate a culture:</p> <ul style="list-style-type: none"> <li>• where individuals' histories, preferences, wishes, needs and strengths are prioritised, recognised, respected and responded to</li> <li>• which enables individuals to lead full and meaningful lives connected to those important to them and their communities</li> <li>• which enables individuals and those important to them to influence and co-design how care and support services are provided.</li> </ul>
<p>2. Understand the importance of promoting individuals' health and well-being</p>	<p>2.1 Evaluate the range of factors that may influence an individual's health and well-being</p> <p>2.2 Explain your own role, and the role of others, in monitoring, assessing and promoting individuals' well-being</p> <p>2.3 Explain your own role in providing sufficient training, support and supervision to enable others to monitor the individual's health and well-being</p> <p>2.4 Explain how to ensure lines of accountability and responsibility are understood for delegated healthcare tasks</p>
<p>3. Be able to lead practice in promoting individuals' health and well-being</p>	<p>3.1 Support others to:</p> <ul style="list-style-type: none"> <li>• meet identified health and well-being needs</li> <li>• monitor, and assess changes to, individuals' health and well-being using appropriate tools</li> <li>• understand the importance of early identification of deterioration in individuals' health and well-being</li> <li>• record and respond to assessments and observations of individuals' health and well-being</li> </ul> <p>3.2 Implement protocols for involving others in response to changes in individuals' health and well-being</p> <p>3.3 Work in partnership with individuals, healthcare professionals and others to agree on roles and responsibilities in achieving individuals' healthcare and well-being outcomes</p>

### Guidance Notes

**Individuals:** the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

**Those important to them:** may include but are not limited to those the individual chooses to be involved in their life, e.g. Families, carers and advocates

**Communities:** may include but are not limited to how the individual is supported to engage with and access their local community, i.e. social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some

individuals, their community will be very close to home, For others it will be much wider

**Others:** in this context, others could refer to

- individuals accessing care and support services
- carers, loved ones, family, Friends of those accessing care and support services
- team members
- colleagues and peers
- advocates
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

**Factors:** Factors affecting health and well-being will be different for different people. Learners should show consideration for environmental, physical, social and psychological factors

## Unit: Equality, Diversity, Inclusion and Human Rights

Unit Code: D/650/7885

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand equality, diversity, inclusion, and human rights</p>	<p>1.1 Describe the legislation underpinning equality, diversity, inclusion and human rights</p> <p>1.2 Assess the societal, and historical influences underpinning equality, diversity, inclusion and human rights</p> <p>1.3 Evaluate the impact of legal, societal and historical influencers on own role in promoting a culture that values equality, diversity, inclusion and human rights</p> <p>1.4 Evaluate the impact of discriminatory or closed cultures on individuals and others</p> <p>1.5 Explain how own and others' values, beliefs and experience can impact practices and behaviours relating to equality, diversity, inclusion, and human rights</p>
<p>2. Be able to lead a culture that promotes, values and celebrates equality, diversity, inclusion, and human rights</p>	<p>2.1 Evaluate own and others' ability to positively respond to people's differences to achieve better outcomes</p> <p>2.2 Evaluate how the service promotes, values and celebrates equality, diversity, inclusion, and human rights</p> <p>2.3 Implement changes to practices, policy or procedures to improve how the service promotes, values, and celebrates equality, diversity, inclusion, and human rights</p> <p>2.4 Monitor and review changes and improvements being made to lead to better outcomes for individuals and others</p> <p>2.5 Challenge, and support others to challenge, discrimination, harassment and exclusion in ways that are likely to achieve change and promote positive outcomes.</p>

### Guidance Notes

**Closed cultures:** a closed culture is a poor culture in a health or care service that increases the risk of harm. This includes abuse and human rights breaches. The development of closed cultures can be deliberate or unintentional – either way, it can cause unacceptable harm to a person and their loved ones

**Individuals:** a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

**Others:** in this context, others may include:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members

- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

**Culture:** when considering the culture, learners should consider how they lead this for individuals accessing services and for the workforce.

## Unit: Health and Safety in the Workplace

Unit Code: F/650/7886

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand health and safety requirements in adult social care	1.1 Outline the legislative framework for health and safety in adult care settings 1.2 Explain key sources of information and guidance for health and safety in the workplace.
2. Be able to lead the implementation of health and safety requirements in adult social care	2.1 Interpret legislation and guidance and apply it to organisational health and safety policies and working practices 2.2 Support others to comply with relevant organisational health and safety practices, policies, and procedures to help keep them safe 2.3 Monitor compliance with safe working, practices and provide appropriate intervention where procedures are not adhered to 2.4 Evaluate working practices and make improvements to health and safety practices, policies and procedures 2.5 Complete records and reports on health and safety issues according to legislative and organisational requirements.
3. Understand effective risk management	3.1 Explain the range of risk management requirements in adult care 3.2 Explain your own responsibilities to identify, assess and manage risk 3.3 Analyse a range of mechanisms and tools available to inform and carry out risk management activities.
4. Be able to lead the implementation of policies, procedures and practices to effectively manage risk	4.1 Contribute to the development of policies, procedures and practices to identify, assess and manage risk 4.2 Work with others to identify, assess and manage risks and issues 4.3 Support team members to understand risk management and adhere to guidance which promotes safe practices.

### Guidance Notes

**Legislative Framework:** this should include the range of Health and Safety legislation and specific regulations applicable to the environment and care service being provided

**Key sources of information and guidance:** should include the role of government agencies and advisory bodies e.g. Health and Safety Executive, Public Health England, may also include other internal and external support mechanisms

**Legislation and guidance:** this may include local guidance, changing and updated guidance and specific information available to support legislation and regulations e.g. The Code of Practice on the prevention and control of infections and related guidance

**Others:** in this context, others might include, but are not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- team members
- professionals from other services
- visitors to the work setting
- volunteers

## Unit: Continuous Improvements and Innovations

Unit Code: H/650/7887

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to develop a vision for the service	1.1 Explain your own role in developing a vision for the service 1.2 Evaluate how the vision, and future of the service, may be affected by a range of factors 1.3 Explain how to ensure the vision and future direction of the service remains compatible with the internal aspirations of the service and the external adult care system.
2. Be able to lead commitment and implementation of the vision and future direction of the service	2.1 Build support for the vision and future direction of the service and ensure it is shared and owned by those who will be implementing and communicating it 2.2 Support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them 2.3 Create a plan to implement the vision and future direction of the service 2.4 Review and monitor stages of the plan adapting approaches where needed
3. Understand continuous quality improvement in adult social care	3.1 Describe how to use continuous quality improvement tools and techniques to meet regulatory and best practice guidance requirements 3.2 Identify the potential signs or indicators of poor practices 3.3 Explain how quality assurance practices inform quality improvement activities 3.4 Evaluate how governance, audit processes and compliance activity can support person-centred, outcome-based practices
4. Be able to lead continuous improvement in practice	4.1 Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person-centred practice 4.2 Create opportunities for individuals and others to provide feedback on their experiences of the service 4.3 Listen, respond to, and use the views of individuals and others 4.4 Use evidence-based research to identify best practice in outcomes-based and person-centred practice 4.5 Identify areas where digital technology could improve or enhance outcomes based on person-centred practice



	<p>4.6 Identify and act on lessons learned from incidents and events</p> <p>4.7 Review the extent to which systems, processes and practice facilitate positive outcomes for individuals</p> <p>4.8 Plan for and lead the implementation of improvements to systems, processes and practice</p>
5. Be able to lead a culture that supports innovation and change to improve outcomes for individuals	<p>5.1 Evaluate the achievement of person-centred outcomes to identify where improvements could be made</p> <p>5.2 Work with others to identify opportunities for service improvement through transformation and innovation</p> <p>5.3 Recognise and utilise the expertise of others when driving innovation, improvement and change</p>
6. Understand how to implement effective change	<p>6.1 Assess the processes and models of best practice in 'change management'</p> <p>6.2 Evaluate the tools available and skills needed to inspire change, development and innovation across the service</p> <p>6.3 Analyse the range of external drivers for change and how these impact on service</p> <p>6.4 Evaluate success factors and barriers to implementing effective change.</p>

### Guidance Notes

**Adult care system:** the local and national systems which support and also integrate the provision of adult social care

**Individual:** a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

**Others:** in this context, others might include:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers

**Processes:** governance, audit processes and compliance activity

**Success factors:** how outcomes are measured as a result of change

## Unit: Continuous Professional Development and Personal Well-being

Unit Code: J/650/7888

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Be able to demonstrate commitment to own development</p>	<p>1.1 Evaluate own knowledge and performance using standards and benchmarks</p> <p>1.2 Identify and prioritise own professional development needs and aspirations and implement plans to meet these</p> <p>1.3 Create and engage with opportunities for others to provide feedback on own performance across all aspects of the role</p> <p>1.4 Identify a range of opportunities to support own professional development that reflect own learning style and needs</p> <p>1.5 Evaluate how own practice has been improved through:</p> <ul style="list-style-type: none"> <li>• the implementation of the professional development plan</li> <li>• reflection on feedback from others</li> <li>• learning from achievements and adverse events.</li> </ul>
<p>2. Be able to demonstrate commitment to self-awareness</p>	<p>2.1 Use feedback and reflective practice to increase own self-awareness</p> <p>2.2 Analyse how own values, belief systems and experiences impact own practices</p> <p>2.3 Analyse how own emotions affect behaviour and the impact this has on others</p>
<p>3. Be able to manage own workload effectively</p>	<p>3.1 Use strategies and tools to plan and identify priorities for work and revise plans when priorities change</p> <p>3.2 Use digital technology to enhance own and others' efficiency</p> <p>3.3 Facilitate the development of others to enable effective delegation</p> <p>3.4 Consider the impact on own well-being when planning and responding to organisation priorities</p> <p>3.5 Plan strategies and support mechanisms to access when the workload is difficult to manage.</p>
<p>4. Understand own well-being</p>	<p>4.1 Explain what is meant by 'personal well-being', 'self-care' and 'resilience'</p> <p>4.2 Explain the factors that positively and negatively influence own well-being</p> <p>4.3 Outline indicators of own well-being and well-being deterioration</p>

<p>5. Understand the importance of maintaining and improving own well-being</p>	<p>5.1 Evaluate how own well-being impacts role and behaviour 5.2 Evaluate how own well-being impacts others</p>
<p>6. Know how to maintain and improve own well-being</p>	<p>6.1 Identify strategies to maintain and improve own well-being 6.2 Assess a range of well-being support offers available and how to access them 6.3 Explain how to access professional help if needed</p>
<p>7. Know how to manage own stress and anxiety</p>	<p>7.1 Explain what is meant by 'stress' and 'anxiety' 7.2 Outline indicators of stress and anxiety in oneself 7.3 Evaluate the factors that can trigger stress and anxiety in oneself 7.4 Explain how stress and anxiety may affect own reactions and behaviours towards others 7.5 Identify strategies for managing own stress and anxiety 7.6 Identify how to access a range of support offers</p>

### Guidance Notes

**Standards:** may include Codes of Practice, regulations, minimum standards, and national occupational standards.

**Others:** in this context, others might include:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- volunteers

**Range of opportunities:** may include:

- formal or informal support
- supervision, appraisal, mentoring, peer support
- opportunities within and outside the organisation
- different types of learning and ways to achieve
- self-led and directed learning opportunities

**Adverse events:** an incident or disruption with associated risks which could lead to unexpected, unintended, and preventable harm to others

**Own well-being:** in this context, well-being refers to that of the learner. Well-being is a broad concept referring to a person's quality of life taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being

**Factors:** these should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace

**Indicators:** these should be specific to the learner

**Others:** may include team members, other colleagues, individuals accessing care and support services, families, carers and other professionals. Learners may also wish to consider their personal relationships

**Strategies:** learner strategies should be personal to them. Strategies should include those that enable the learner to maintain their well-being as well as strategies to implement if indicators of deterioration are recognised

**Stress:** stress can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress

**Support offers:** the range should include offers available inside and outside the learners' workplace. Learners should consider the offers they use as well as those they currently choose not to.

For example:

- internal: Supervision, employee assistance scheme, mentor or buddying systems
- external: self-help tools, apps and websites, local groups and networks

## OPTIONAL UNITS

Learners must achieve a minimum of 15 credits from the optional units:

### Unit: Lead End of Life Services

Unit Code: L/650/7861

RQF Level: 4

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the current guidance and legislation relating to end of life care	1.1 Evaluate the current local and national guidance for end of life care 1.2 Explain current legal and ethical issues related to decision-making at end of life 1.3 Explain the meaning of 'mental capacity' and its importance in end of life decisions 1.4 Explain the current legislation relating to end of life care
2. Understand person-centred assessment and planning in end of life care	2.1 Explain the importance of appropriate care planning when an individual is approaching the end of life 2.2 Evaluate the importance of understanding individual wishes and preferences of end of life care
3. Understand care during the end of life and the final hours of life after death and bereavement care	3.1 Outline common signs of an individual approaching death 3.2 Describe the health care support required during the end of life 3.3 Outline the key professionals and people who may be involved in the delivery of end of life care 3.4 Outline the key signs when life-prolonging treatment or medication can be stopped 3.5 Evaluate the range of methods and tools used during end of life care to support the individual 3.6 Identify effective communication techniques to use with individuals who are in the final hours of life 3.7 Identify ways to maintain hydration during the final hours of life 3.8 Explain the importance of accurate record-keeping during the end of life
4. Understand care and support required after death has occurred and bereavement support	4.1 Outline the signs that death has occurred 4.2 Explain the importance of understanding individual's wishes and preferences for their after-death care 4.3 Explain the current guidelines and policies for care after death 4.4 Evaluate the bereavement support available to families and/or carers

<p>5. Be able to lead end of life care effectively</p>	<p>5.1 Display the qualities and attitudes required to lead effectively in end of life care</p> <p>5.2 Lead appropriate end of life care for an individual</p> <p>5.3 Communicate effectively while leading end of life care</p> <p>5.4 Use a range of methods and tools for end of life care</p> <p>5.5 Complete audit tools and after-death analysis</p>
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## Unit: Provide Information, Advice and Guidance

Unit Code: R/650/7863

RQF Level: 4

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the meaning of information, advice and guidance</p>	<p>1.1 Compare the similarities and differences between:</p> <ul style="list-style-type: none"> <li>• Information</li> <li>• Advice</li> <li>• Guidance</li> </ul> <p>1.2 Analyse the complications involved with supporting individuals to access information, advice and guidance</p> <p>1.3 Explain the importance of accurate information, advice and guidance</p> <p>1.4 Evaluate own role and limits when providing information, advice and guidance</p> <p>1.5 Analyse the impact of individuals accessing incorrect information, advice and guidance</p>
<p>2. Be able to provide information, advice and guidance</p>	<p>2.1 Provide accurate information, advice and guidance to individuals on a range of topics</p> <p>2.2 Support individuals to access a range of information, advice and guidance when required</p> <p>2.3 Signpost and refer individuals for specialist advice and guidance</p> <p>2.4 Check information, advice and guidance has been understood</p> <p>2.5 Document information, advice and guidance is given accurately when required</p>

## Unit: Independent Advocacy

Unit Code: T/650/7864

RQF Level: 4

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand the principles of advocacy</p>	<p>1.1 Define the term 'Advocacy'</p> <p>1.2 Evaluate an Independent Advocates role in promoting independence</p> <p>1.3 Evaluate an Independent Advocates role in promoting empowerment and equal opportunities</p> <p>1.4 Compare the similarities and differences between:</p> <ul style="list-style-type: none"> <li>• Instructed advocacy</li> <li>• Non-instructed advocacy</li> <li>• Statutory advocacy</li> <li>• Non-statutory advocacy</li> <li>• Self-advocacy</li> </ul> <p>1.5 Provide examples of when individuals may require an Independent Advocate</p> <p>1.6 Summarise the Advocacy Codes of Practice</p>
<p>2. Understand the role and responsibilities of an Independent Advocate</p>	<p>2.1 Identify a range of Independent Advocate roles</p> <p>2.2 Explain the responsibilities of an Independent Advocate</p> <p>2.3 Explain the boundaries of an Independent Advocate</p> <p>2.4 Evaluate the skills and attitudes of a good Independent Advocate</p>
<p>3. Understand the local, regional and national standards associated with being an Independent Advocacy</p>	<p>3.1 Summarise a range of standards which apply to an Independent Advocate</p> <p>3.2 Evaluate how these standards can impact individuals who a receiving advocacy support</p>
<p>4. Be able to provide Independent Advocacy support</p>	<p>4.1 Ensure Independent Advocacy is easily accessible to individuals</p> <p>4.2 Conduct an introductory meeting</p> <p>4.3 Promote the role of an Independent Advocate to a range of individuals</p> <p>4.4 Use effective communication techniques</p> <p>4.5 Respect the needs and expectations of individuals</p> <p>4.6 Support individuals to self-advocate</p> <p>4.7 Apply current local or national standards when being an Independent Advocate</p>



<p>5. Be able to support individuals explore choices</p>	<p>5.1 Support individuals to make decisions when there are choices</p> <p>5.2 Support individuals to explore options</p> <p>5.3 Support individuals to act on their preferred option</p> <p>5.4 Review decisions of individuals and take appropriate actions if required</p>
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## Unit: Support Individuals to Manage their Finances

Unit Code: Y/650/7865

RQF Level: 4

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand how to access information about Finances</p>	<p>1.1 Evaluate the current sources of information and advice available for individuals to manage their own Finances</p> <p>1.2 Explain others who may be involved in supporting individuals to manage their Finances</p> <p>1.3 Explain the safeguarding guidance relating to Financial abuse</p> <p>1.4 Explain how to access support if Financial abuse is suspected</p> <p>1.5 Analyse the current legislation and codes of practice in relation to providing support to manage Finances</p> <p>1.6 Evaluate the importance of promoting independence and active participation when managing Finances</p>
<p>2. Be able to support individuals to manage their Finances</p>	<p>2.1 Identify skills an individual may have to manage their own Finances</p> <p>2.2 Support to improve the skills of an individual to manage their Finances</p> <p>2.3 Support individuals to complete paperwork and documentation relating to Finances</p>
<p>3. Be able to contribute to reviews of an individual's Finances</p>	<p>3.1 Consult with individuals on their financial review</p> <p>3.2 Communicate effectively with care services about individual's Finances</p> <p>3.3 Report concerns about an individual's Finances timely and accurately</p>

## Unit: Support with Accessing Housing and Accommodation Services

Unit Code: A/650/7866

RQF Level: 4

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the support available to access housing and accommodation services	1.1 Analyse a range of housing and accommodation services available 1.2 Evaluate the methods of specialist advice and guidance available for housing and accommodation
2. Be able to support individuals to access housing and accommodation services	2.1 Gather details about the individual's current housing and accommodation situation 2.2 Gather details about the needs the individual has that may affect the housing and accommodation required 2.3 Work with the individual to identify and understand a range of housing and accommodation services that could meet their needs 2.4 Support individuals to plan for accessing and using housing and accommodation services 2.5 Support the individuals with meetings relating to housing and accommodation services 2.6 Provide suitable options to individuals regarding their housing and accommodation needs 2.7 Signpost to specialist housing and accommodation advice and guidance
3. Be able to support housing and accommodation services to meet the needs of individuals	3.1 Effectively discuss the individual's housing and accommodation needs 3.2 Maintain appropriate contact with housing and accommodation staff 3.3 Support housing and accommodation staff to meet the needs of individuals

## Unit: Coaching and Mentoring in Social Care

Unit Code: D/650/7867

RQF Level: 4

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand coaching and mentoring in social care	1.1 Define the role and responsibilities of a coach 1.2 Define the role and responsibilities of a mentor 1.3 Compare the similarities and differences between a coach and a mentor 1.4 Explain contemporary approaches and models to plan, deliver and review coaching and mentoring interventions 1.5 Explain how to clarify aspirations and agree or modify outcomes 1.6 Analyse the importance of motivating coachees/mentees to achieve by reviewing objectives and goals 1.7 Explain organisational systems and processes for recording interactions, objectives and goals 1.8 Evaluate the benefits of coaching and mentoring within social care settings
2. Be able to conduct coaching and mentoring in social care	2.1 Plan coaching or mentoring objectives and goals which meet identified aspirations 2.2 Agree approaches to deliver planned objectives and goals 2.3 Apply coaching or mentoring methods to achieve agreed objectives 2.4 Review objectives and reflect on progress made 2.5 Record interactions in line with confidentiality 2.6 Confirm that coaching or mentoring has met the needs and expectations of the coachee/mentee

## Unit: Manage Inductions in Adult Care

Unit Code: H/650/7869

RQF Level: 4

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand induction requirements and how to meet them</p>	<p>1.1 Identify the information and guidance employees require in order to take on their roles</p> <p>1.2 Identify any specific knowledge, skills and/or competencies that employees need to develop in order to fulfil their role</p> <p>1.3 Evaluate how to take into account diverse abilities and learning styles when inducting employees</p> <p>1.4 Explain how to plan and prepare inductions that meet organisational needs and expectations for new employees to know and understand</p> <p>1.5 Identify own organisations policies on induction and its contents</p> <p>1.6 Evaluate the purpose of induction for individuals, others and organisations</p>
<p>2. Understand how to prepare information and guidance materials</p>	<p>2.1 Explain how to prepare information and guidance materials that are accurate, up-to-date and meet the needs of diverse abilities</p> <p>2.2 Identify which other individuals may be involved in the preparation of inductions</p> <p>2.3 Explain the importance of reviewing induction materials and information</p> <p>2.4 Explain how to ensure that information and guidance materials are available when employees need them</p>
<p>3. Be able to organise induction activities</p>	<p>3.1 Plan effective inductions activities which are in line with organisational induction requirements</p> <p>3.2 Co-ordinate the contributions of those involved in inducting volunteers</p> <p>3.3 Provide sufficient training and support to ensure employees can fulfil their duties</p> <p>3.4 Provide additional support or refer employees to alternative sources of information and guidance relating to their role</p> <p>3.5 Obtain feedback from employees on the induction process</p>

## Unit: Support Transition Between Services

Unit Code: K/650/7889

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand transitions within adult care	1.1 Define the term 'transition' 1.2 Discuss the different types of transitions in adult care 1.3 Evaluate the impact of transitions on individuals, their families and carers 1.4 Evaluate legislation and policies relating to transitions in adult care 1.5 Identify methods and interventions that can contribute to a positive transition 1.6 Explain ways a transition can impact an individual's well-being
2. Understand how to support individuals through transitions	2.1 Identify methods and interventions that can contribute to a positive transition 2.2 Discuss the additional resources and guidance available to support transitions 2.3 Evaluate partnership working and its importance in contributing to a positive transition 2.4 Explain how to support individuals through a transition
3. Be able to manage transitions	3.1 Agree on a transition which is person-centred 3.2 Work in partnership with other professionals during a transition 3.3 Lead the implementation of a transition 3.4 Reflect and review practice in supporting individuals through transition

## Unit: Manage Finance and Budgeting in Adult Care

Unit Code: R/650/7890

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand financial management in adult care settings	1.1 Explain the importance of effective financial management within adult care 1.2 Evaluate your own financial responsibilities, including limits of your authority and colleagues you report to 1.3 Analyse systems used to manage finances effectively 1.4 Evaluate the impact of poor financial management on a service 1.5 Outline the importance of reporting potential fraudulent activities when managing a budget 1.6 Evaluate the legal and organisational codes of practice and policies relevant to managing finances
2. Be able to plan a budget effectively	2.1 Identify financial information, including organisation objectives and plans to identify priorities, potential problems and risks 2.2 Communicate budget requirements 2.3 Work with others to prioritise budget allocation 2.4 Work with others to calculate the financial resources needed to meet objectives 2.5 Implement effective systems to plan a budget
3. Be able to manage a budget	3.1 Calculate planned expenditure 3.2 Monitor actual spend against planned expenditure 3.3 Risk manage overspend and minimise the impact on the service when this occurs 3.4 Address variances and implement corrective action 3.5 Access specialist financial expertise, where required 3.6 Put contingency plans in place to deal with any problems in finance being made available and any changes to the level of finance required 3.7 Report on the financial performance of your area to decision-makers
4. Be able to review the management of finances	4.1 Review finances within a financial period 4.2 Report findings from budget reviews 4.3 Make recommendations for adjustments in the planning and management of budget 4.4 Review systems used to effectively plan a budget

	<p>4.5 Identify and evaluate potential providers of finance</p> <p>4.6 Link operational targets with financial results</p>
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## Unit: Follow Disciplinary and Grievance Procedures

Unit Code: T/650/7891

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand how to follow disciplinary and grievance procedures</p>	<p>1.1 Evaluate the importance of informing employees about the standards of conduct and performance expected</p> <p>1.2 Evaluate the importance of informing employees about the current procedures for raising grievances</p> <p>1.3 Identify how to carry out investigations to establish facts relating to any misconduct and unsatisfactory performance</p> <p>1.4 Identify the informal approaches to dealing with cases of minor misconduct or unsatisfactory performance</p> <p>1.5 Evaluate the difference between misconduct, gross misconduct, unsatisfactory performance and grievance</p> <p>1.6 Analyse the importance of following the organisation's formal disciplinary and grievance procedures in serious cases of misconduct</p>
<p>2. Understand how to conduct a formal meeting with employees when dealing with disciplinary or grievance</p>	<p>2.1 Explain how to conduct a formal meeting with an employee to discuss their grievance, misconduct or unsatisfactory performance</p> <p>2.2 Evaluate the importance of an employee representative such as trade unions and ensure they are included in the process</p> <p>2.3 Explain how to gather feedback about disciplinary and grievance procedures to evaluate them and make recommendations or improvements</p>
<p>3. Be able to effectively manage disciplinary and grievance</p>	<p>3.1 Inform employees about the standards of conduct and performance expected of them</p> <p>3.2 Seek support from colleagues, human resources or legal specialists on implementing disciplinary and grievance procedures, when required</p> <p>3.3 Investigate and establish the facts relating to team member's misconduct or unsatisfactory performance</p> <p>3.4 Resolve cases of minor misconduct or unsatisfactory performance</p> <p>3.5 Follow the organisation's formal disciplinary procedure</p> <p>3.6 Identify potential grievances and take preventative actions to resolve issues where possible</p> <p>3.7 Maintain records relating to disciplinary and the grievance process</p>

	3.8 Follow legal and organisational codes of practice and policies when dealing with disciplinary and grievance
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## Unit: Recruitment and Selection

Unit Code: Y/650/7892

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the need for recruitment</p>	<p>1.1 Identify how to review the workload in your area to identify shortfalls in the number of employees, their knowledge, skills and competence</p> <p>1.2 Explain how to identify actual skills and avoid stereotyping of skills levels and work ethics</p> <p>1.3 Evaluate the different options for addressing identified shortfalls, and their advantages and disadvantages</p> <p>1.4 Identify what job descriptions and person specifications should cover</p> <p>1.5 Explain the importance of consulting with others when producing or updating job descriptions and person specifications</p>
<p>2. Understand the recruitment and selection processes for your setting</p>	<p>2.1 Evaluate the different stages of the recruitment and selection process</p> <p>2.2 Evaluate different recruitment and selection methods and their advantages and disadvantages</p> <p>2.3 Analyse the importance of consulting with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved</p> <p>2.4 Identify how to measure applicant's competencies and capability against agreed criteria and assess how they meet the stated requirements</p> <p>2.5 Explain the importance of keeping applicants updated about progress and how to do so</p> <p>2.6 Evaluate the legal and employment policies and practices within your organisation, including:</p> <ul style="list-style-type: none"> <li>• recruitment</li> <li>• selection</li> <li>• induction</li> <li>• development</li> <li>• promotion</li> <li>• retention</li> </ul>
<p>3. Be able to recruit and select effectively</p>	<p>3.1 Review the work required within your area of responsibility</p> <p>3.2 Evaluate options for addressing shortfalls and decide on the best options</p> <p>3.3 Develop up-to-date job descriptions and person specifications for recruitment</p> <p>3.4 Plan the recruitment and selection process</p>

	<ul style="list-style-type: none"><li>3.5 Carry out recruitment in accordance with your plan</li><li>3.6 Offer positions to applicants who meet the selected criteria</li><li>3.7 Provide constructive feedback to unsuccessful applicants</li><li>3.8 Review the recruitment and selection process and make recommendations for improvements</li></ul>
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## Unit: Monitor Staff Performance

Unit Code: A/650/7893

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand how to manage staff performance</p>	<p>1.1 Explain the importance of briefing staff on the work they have been allocated</p> <p>1.2 Evaluate types of performance targets, such as:</p> <ul style="list-style-type: none"> <li>• Key Performance Indicators (KPIs)</li> <li>• Productivity</li> <li>• Quality standards</li> <li>• Customer responses</li> </ul> <p>1.3 Explain the importance of setting targets against specific standards or KPIs</p> <p>1.4 Identify the methods of setting performance targets</p> <p>1.5 Explain how to provide feedback to individuals with aims to improve their performance</p> <p>1.6 Explain why it is important to identify unsatisfactory or poor performance</p> <p>1.7 Identify how to log information on the ongoing performance of staff</p> <p>1.8 Explain how to motivate individuals by recognising and rewarding success</p>
<p>2. Be able to manage staff performance</p>	<p>2.1 Identify any prioritise or critical activities and match them to the available resources</p> <p>2.2 Brief people on the work they have been allocated and the standard of expected performance</p> <p>2.3 Check the quality of work regularly against set standards or KPIs</p> <p>2.4 Give staff the opportunity to discuss any actual or potential problems affecting their performance</p> <p>2.5 Identify poor performance</p> <p>2.6 Recognise and reward successful performance</p> <p>2.7 Provide constructive feedback on performance</p> <p>2.8 Identify whether additional training is required</p> <p>2.9 Refer staff to relevant support services</p> <p>2.10 Review staff performance regularly and note their progress</p>

## Unit: Manage Physical Resources Within a Care Setting

Unit Code: D/650/7894

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to manage resources within a care setting	1.1 Identify the importance of engaging with resources users (equipment, materials, premises, services) 1.2 Explain how to identify the range and calculate the number of resources required to carry out planned activities 1.3 Identify how to carry out a cost-benefit analysis 1.4 Explain how to develop activity plans and adjust plans if requires resources cannot be obtained 1.5 Explain how to negotiate the use of shared resources with colleagues to optimise resource use for all 1.6 Evaluate the importance of monitoring the quality and use of resources and how to do so 1.7 Identify the risks associated with different physical resources used and the actions you can take to ensure resources are secure and used safely
2. Be able to manage resources within a care setting	2.1 Engage with resource users to identify and obtain physical resources required 2.2 Identify sustainable resources and ensure their effectiveness and efficiency to meet specific needs 2.3 Agree adjustments to your planned activities, where the required resources cannot be obtained 2.4 Plan to use resources in a way that is effective, efficient and minimises adverse impacts on the environment 2.5 Ensure resources no longer required are disposed of with minimal adverse environmental impact 2.6 Identify and deal with any significant variances between actual and planned resource use

## Unit: Agree on Care Management Plans for Individuals Diagnosed with Long-Term Conditions

Unit Code: F/650/7895

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand how to develop care management plans for individuals with long-term conditions</p>	<p>1.1 Explain how to establish an understanding of an individual's values, beliefs and interests</p> <p>1.2 Identify the importance of establishing rapport</p> <p>1.3 Outline the importance of involving individuals in discussions around their care management plans</p> <p>1.4 Evaluate the principles of informed consent and how to obtain informed consent from individuals</p> <p>1.5 Explain how to identify relevant interventions for individuals</p> <p>1.6 Evaluate how to develop clear care plans for individuals with long-term conditions</p> <p>1.7 Identify steps to involving families and carers in care management plans</p>
<p>2. Understand the impact of long-term conditions on the individual</p>	<p>2.1 Evaluate the causes and factors that determine long-term conditions and their different stages</p> <p>2.2 Analyse the short, medium and long terms effects of long-term conditions on the individual's physical, psychological, mental and biological states and functions</p> <p>2.3 Identify the steps to take if a need is identified by cannot be met by your service</p>
<p>3. Be able to develop and agree on care management plans for individuals with long-term conditions</p>	<p>3.1 Discuss and agree with the individual:</p> <ul style="list-style-type: none"> <li>• the needs to be addressed</li> <li>• appropriate aims (short/medium and long term)</li> <li>• who could contribute to meeting different needs</li> <li>• when possible interventions may take place</li> <li>• how the plan as a whole will be managed and reported</li> <li>• Risks in delivering the lifestyle plan and how these will be managed</li> </ul> <p>3.2 Establish and agree on monitoring methods, including a self-monitoring regime with the individual</p> <p>3.3 Support individuals effectively throughout, promoting their wishes and beliefs, addressing concerns</p> <p>3.4 Discuss any issues or concerns the individual may have</p> <p>3.5 Make clear, full and concise notes of the care management plan, agreements, monitoring methods and review date</p>

## Unit: Setting and Achieving Organisation Goals

Unit Code: H/650/7896

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the organisation you work for	1.1 Identify the nature and purpose of your organisation 1.2 Define the values that underpin your organisation 1.3 Identify the direction of your business and its place in the market 1.4 Explain how to align your vision with organisational development planning 1.5 Evaluate how to identify new organisation opportunities
2. Understand how to set organisation goals	2.1 Explain how to identify any potential organisation developments and how they may impact your organisation 2.2 Define additional benefits of potential organisational opportunities 2.3 Identify actions for achieving organisational goals 2.4 Evaluate the risk assessment methods and how to minimise adverse effects on the organisation 2.5 Explain how to ensure goals are communicated effectively to everyone involved
3. Understand how to achieve organisation goals	3.1 Evaluate the contingency planning methods which contribute to achieving organisational goals 3.2 Explain how to monitor the achievement of organisational goals 3.3 Explain methods for reviewing the achievement of organisational goals 3.4 Evaluate the importance of reviewing your organisational goals regularly



## Unit: Plan and Manage Interventions for Individuals who Have Long-Term Conditions

Unit Code: J/65087897

RQF Level: 5

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand different interventions for individuals who have long-term conditions</p>	<p>1.1 Analyse the different interventions and technologies available in your area of practice</p> <p>1.2 Explain the purpose, use, benefits and risks of different interventions when supporting individuals with long-term conditions</p> <p>1.3 Evaluate the evidence for the effectiveness and limitations of different interventions and identify how to determine which is most appropriate for specific individuals</p> <p>1.4 Explain how to monitor the effect of different interventions on the individual and evaluate its effectiveness</p> <p>1.5 Identify methods of recording the review process and outcomes, and the information which is necessary to include</p>
<p>2. Understand the use of therapeutic interventions for individuals who have long-term conditions</p>	<p>2.1 Outline the environments in which therapeutic interventions take place</p> <p>2.2 Explain how to prepare equipment, materials and work area for the therapeutic interventions</p> <p>2.3 Identify methods of using different therapeutic interventions within your area of practice</p> <p>2.4 Discuss how a variety of therapeutic interventions may be modified to achieve a successful outcome</p> <p>2.5 Identify methods of establishing when therapeutic interventions should be halted</p>
<p>3. Be able to plan and manage interventions for individuals who have long-term conditions</p>	<p>3.1 Comply with relevant legal, professional and organisational guidelines and requirements</p> <p>3.2 Review the referral of the individual to determine whether it is applicable and comprehensive</p> <p>3.3 Discuss the needs and expectations with the individual</p> <p>3.4 Check that information on interventions is understood</p> <p>3.5 Make necessary arrangements for interventions to take place</p> <p>3.6 Obtain the necessary consent for the intervention</p> <p>3.7 Produce records and reports that are clear, comprehensive and accurate, and that they maintain the security and confidentiality of information</p> <p>3.8 Monitor the effects of interventions on the individual</p>

	3.9 Communicate effectively with individuals, Families and carers throughout interventions
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## Unit: Manage Infection Prevention and Control

Unit Code: K/650/7898

RQF Level: 5

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand infection prevention and control</p>	<p>1.1 Evaluate the relevant standard infection prevention and control precautions, national legislation/guidance and local policies and procedures</p> <p>1.2 Identify the scope and limitations of your own competence, responsibilities and accountability when managing infection prevention and control</p> <p>1.3 Explain your duty to report any acts or omissions that could be unsafe/detrimental to you or others</p> <p>1.4 Evaluate the correct use of any equipment and PPE to protect the health and safety of you and others</p> <p>1.5 Explain the chain of infection</p> <p>1.6 Identify the effective techniques for maintaining hand hygiene</p> <p>1.7 Evaluate how approaches in clinical and social environments may differ</p>
<p>2. Understand effective cleaning techniques</p>	<p>2.1 Explain the different categories of disinfectants</p> <p>2.2 Outline the use and limitations of wipes (detergent and/or disinfectant) for both decontamination of surfaces and equipment</p> <p>2.3 Identify the appropriate personal protective equipment to use when cleaning, with or without disinfecting, different spillages</p> <p>2.4 Evaluate how incidents/outbreaks of infection impact on the need for enhanced or additional cleaning/disinfection</p> <p>2.5 Identify the importance of up-to-date cleaning schedules</p> <p>2.6 Explain items in the environment that can become contaminated and must be cleaned between use on different individuals</p>
<p>3. Understand waste management techniques</p>	<p>3.1 Identify how to segregate different categories of waste</p> <p>3.2 Explain how to dispose of waste in accordance with organisation procedures</p> <p>3.3 Summarise the different colour-coded bags, waste receptacles and equipment available and the correct use of each</p> <p>3.4 Identify how to remove and dispose of personal protective equipment</p>

<p>4. Be able to effectively manage infection prevention and control</p>	<p>4.1 Deal promptly and effectively with any problems within your control and report those which cannot be solved</p> <p>4.2 Identify and minimise hazards and risks in the workplace</p> <p>4.3 Carry out cleaning, with or without disinfection</p> <p>4.4 Ensure to use cleaning and disinfection agents recommended by local and national policies and follow the manufacturer's instructions for use</p> <p>4.5 Use appropriate personal protective equipment for the activity, and carry out effective hand hygiene before and after the activity</p> <p>4.6 Remove and dispose of waste in accordance with organisational procedures</p> <p>4.7 Complete and store all relevant documentation in accordance with organisational requirements</p> <p>4.8 Promote preventative actions against infection in the workplace</p>
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## Unit: Digital Skills Within Care Settings

Unit Code: R/650/7836

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to use digital devices and systems	1.1 Outline the organisation's policies and procedures for using digital devices and systems 1.2 Explain how to check digital devices and systems are working correctly 1.3 Explain where to gain support with digital devices and systems 1.4 Identify the digital devices and systems used in care settings 1.5 Explain how digital devices can enhance the care setting 1.6 Describe how to use digital devices and systems to communicate within the care setting
2. Understand how to promote confidentiality and data protection when using digital devices	2.1 Explain the data protection and confidentiality processes to follow when using digital devices in care settings 2.2 Explain the procedures for sharing information with individuals who use the service, their families, friends and carers
3. Understand how to promote online safety when using organisation digital devices	3.1 Identify how to keep digital devices and systems safe and secure 3.2 Explain the implications of accessing an insecure website 3.3 Explain how to protect personal information online 3.4 Explain the impacts on digital devices and systems associated with cyber-attacks and hackers 3.5 Explain ways to promote online safety within own role



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