CACHE

Optional units

NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland)
QN: 603/6041/0

Contents

Section 1

Introduction

Introduction

This document is an extension of the Qualification Specification for the Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland) and contains details of all of the optional units available for both the Adult Management and Adult Residential Management pathways within this qualification.

To ensure that you are using the most up-to-date version of this Optional Units document, please check the version number and date in the page footer against that of the Optional Units document on the NCFE website

If you advertise these qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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

Support Handbook

This document must be used alongside the Qualification Specification and the mandatory Support Handbook on the Qualifications page on the NCFE website which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Optional Units document contains all of the qualification specific information for the optional units you will need that is not covered in the Support Handbook.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the optional unit content of these qualifications. All units must be taught in context of legislation and statutory guidance followed in Northern Ireland.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Customer Support team.

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

For further information or guidance about these qualifications, please contact our Customer Support team.

Adult Management Pathway Optional Units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 16	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	
Unit 17	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	42	
Unit 18	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	
Unit 19	T/602/2574	Manage induction in health and social care or children and young people's settings	4	3	21	
Unit 20	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	6	42	
Unit 21	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	48	
Unit 22	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4	31	
Unit 23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	
Unit 24	F/602/2853	Lead the management of transitions	5	4	29	
Unit 25	K/602/2572	Lead positive behavioural support	7	10	75	
Unit 26	J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80	
Unit 27	H/601/7354	Lead active support	5	5	35	
Unit 28	K/601/7355	Active support: lead interactive training	5	4	30	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 29	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44	
Unit 30	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	
Unit 31	M/601/5249	Promote awareness of sensory loss	5	3	19	
Unit 32	H/601/5250	Support the use of assistive technology	5	4	31	
Unit 33	K/601/5251	Explore models of disability	5	5	32	
Unit 34	M/601/5252	Support individuals with sensory loss with communication	5	5	37	
Unit 35	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	
Unit 36	R/502/3298	Providing Independent Advocacy to Adults	4	5	35	
Unit 37	T/504/2197	Professional practice in health and social care for adults or children	5	6	43	
Unit 38	J/504/2205	Provide support to adults who have experienced harm or abuse	4	5	39	
Unit 39	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	6	38	
Unit 40	D/504/2212	Lead and manage practice in dementia care	5	6	41	
Unit 41	H/504/2213	Lead practice which supports individuals to take positive risks	5	4	30	
Unit 42	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	6	40	
Unit 43	T/503/8134	Lead and manage end of life care services	5	7	45	
Unit 44	L/602/2337	Manage domiciliary services	5	6	39	

Adult Residential Management Pathway Optional Units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 16	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	
Unit 17	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	42	
Unit 18	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	
Unit 19	T/602/2574	Manage induction in health and social care or children and young people's settings	4	3	21	
Unit 20	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	6	42	
Unit 21	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	48	
Unit 22	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4	31	
Unit 23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	
Unit 24	F/602/2853	Lead the management of transitions	5	4	29	
Unit 25	K/602/2572	Lead positive behavioural support	7	10	75	
Unit 26	J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80	
Unit 27	H/601/7354	Lead active support	5	5	35	
Unit 28	K/601/7355	Active support: lead interactive training	5	4	30	

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Unit 29	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44	
Unit 30	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	
Unit 31	M/601/5249	Promote awareness of sensory loss	5	3	19	
Unit 32	H/601/5250	Support the use of assistive technology	5	4	31	
Unit 33	K/601/5251	Explore models of disability	5	5	32	
Unit 34	M/601/5252	Support individuals with sensory loss with communication	5	5	37	
Unit 35	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	
Unit 36	R/502/3298	Providing Independent Advocacy to Adults	4	5	35	
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Unit 40	D/504/2212	Lead and manage practice in dementia care	5	6	41	
Unit 41	H/504/2213	Lead practice which supports individuals to take positive risks	5	4	30	
Unit 42	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	6	40	
Unit 43	T/503/8134	Lead and manage end of life care services	5	7	45	

Unit 16 Recruitment and selection within health and social care or children and young people's settings (R/602/2338)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to recruit and select in health and social care or children and young people's settings.
Credit value	3
Guided learning hours	26
Level	4
Mandatory/optional	Optional
NOS mapping	LMCS A3, HSC 444, CCLD 333, MSC D3, D4, D5

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the recruitment and selection processes in health and social care or children and young people's settings	1.1 Explain the impact on selection and **recruitment processes** in own setting of: • legislative requirements • regulatory requirements • professional codes • agreed ways of working		
	1.2 Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection		
	1.3 Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people		
2. Be able to contribute to the recruitment process in health and social care or children's and young people's settings	2.1 Review job descriptions and person specifications to meet work setting objectives		
	2.2 Work with **others** to establish the criteria that will be used in the recruitment and selection process		
	2.3 Work with others to establish the methods that will be used in the recruitment and selection process		
	2.4 Involve **individuals** in the recruitment process		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to participate in the selection process in health and social care or children's and young people's settings	3.1 Use agreed methods to assess learners		
	3.2 Use agreed criteria to select learners		
	3.3 Communicate the outcome of the selection process according to the policies and procedures of own setting		
4. Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings	4.1 Evaluate the recruitment and selection methods and criteria used in own setting		
	4.2 Recommend changes for improvement to recruitment and selection processes in own setting		

Unit 16 Recruitment and selection within health and social care or children and young people's settings (R/602/2338) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Recruitment processes** can include consultation or practical involvement in the process. **Others**: • human resource personnel • workers/practitioners • carers • significant others. **Individual/s** is someone accessing care or support.

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

Assessor sign off of completed unit: Unit 16 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: Signature: Date:

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

Unit 17: Facilitate the development of effective group practice in health and social care or children and young people's settings (Y/602/2339)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.
Credit value	6
Guided learning hours	42
Level	5
Mandatory/optional	Optional
NOS mapping	AG27, HSC 429, LDSS 418

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand how groups develop and function in health and social care or children and young people's work settings	1.1 Analyse the impact of theories and models on group work practice		
	1.2 Explain how to form and maintain a cohesive and effective group		
	1.3 Explain how different facilitation styles may influence: • group dynamics • lifecycle of the group • group outcomes • development of roles within the group		
	1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group		
	1.5 Analyse the importance of participant engagement in achieving group outcomes		
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings	2.1 Evaluate methods that may be utilised in facilitating groups		
	2.2 Prepare an environment that is conducive to the functioning of the group		
	2.3 Work with a group to agree acceptable group and individual behaviour		
	2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to facilitate a group in health and social care or children and young people's work settings	3.1 Use a range of methods to accommodate different learning styles within the group		
	3.2 Provide a group experience where participants are engaged and stimulated		
	3.3 Intervene effectively in a group session to improve the learning process		
4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings	4.1 Demonstrate inclusive practice when facilitating groups		
	4.2 Support consensus and manage **conflict** within a group		
	4.3 Explain how to challenge excluding or discriminatory behaviour		
	4.4 Demonstrate how to manage diverse group behaviours		
	4.5 Explain when to refer issues and areas of concern		
5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings	5.1 Work with a group to agree monitoring and review processes		
	5.2 Implement systems and processes to monitor and review the progress of a group		
	5.3 Assess the effectiveness of a group in relation to identified outcomes		
	5.4 Reflect on strengths and areas for development in own practice of facilitating groups		

Unit 17: Facilitate the development of effective group practice in health and social care or children and young people's settings (Y/602/2339) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include:

Conflict:
- negative comments
- disagreements
- discrimination
- power imbalance
- threats
- body language
- non-compliance.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 17
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 18: Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings (L/602/2547)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care or children and young people's settings. It includes the ability to understand the benefits of coaching and mentoring and to plan, implement and evaluate the impact of coaching and mentoring in the work setting.
Credit value	6
Guided learning hours	43
Level	5
Mandatory/optional	Optional
NOS mapping	ENTO CM20, CCLD 429

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings	1.1 Analyse the differences between coaching and mentoring		
	1.2 Explain circumstances when coaching would be an appropriate method of supporting learning at work		
	1.3 Explain circumstances when mentoring would be an appropriate method of supporting learning at work		
	1.4 Explain how coaching and mentoring complement other methods of supporting learning		
	1.5 Analyse how coaching and mentoring at work can promote the business objectives of the work setting		
	1.6 Evaluate the management implications of supporting coaching and mentoring in the work setting		
	1.7 Explain how coaching and mentoring in the work setting can contribute to a learning culture		
	1.8 Explain the importance of meeting the learning needs of coaches and mentors		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings	2.1 Promote the benefits of coaching and mentoring in the work setting		
	2.2 Support practitioners to identify learning needs where it would be appropriate to use coaching		
	2.3 Support practitioners to identify learning needs where it would be appropriate to use mentoring		
	2.4 Explain the different types of information, advice and guidance that can support learning in the work setting		
	2.5 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting		
3. Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings	3.1 Use **different information sources** to determine the coaching and mentoring needs of practitioners in the work setting		
	3.2 Plan coaching and mentoring activities		
4. Be able to implement coaching and mentoring activities in health and social care or children and young people's settings	4.1 Support the implementation of coaching and mentoring activities		
	4.2 Select the most appropriate person to act as coach or mentor		
	4.3 Explain the support needs of those who are working with peers as coaches or mentors		
	4.4 Provide coaching in a work setting according to the agreed plan		
	4.5 Provide mentoring in a work setting according to the agreed plan		
5. Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings	5.1 Review how the use of coaching and mentoring in the work setting has supported business objectives		
	5.2 Evaluate the impact of coaching and mentoring on practice		
	5.3 Develop plans to support the future development of coaching and mentoring in the work setting		

Unit 18: Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings (L/602/2547) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include:

Different information sources:
- strategic/business plans
- new legislation/regulation
- supervision agreements/professional development plans
- availability and expertise of coaches and mentors in the work setting
- service users who have different needs. |

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

Learner signature: Date: |

Assessor sign off of completed unit: Unit 18
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date: |

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

Unit 19: Manage induction in health and social care or children and young people's settings (T/602/2574)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills for managing induction in health and social care or children and young people's settings.
Credit value	3
Guided learning hours	21
Level	4
Mandatory/optional	Optional
NOS mapping	HSC 444, LMC A1, LMC A3

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the purpose of induction for health and social care or children and young people's settings	1.1 Explain why induction is important for **practitioners**, **individuals** and organisations		
	1.2 Identify information and support materials that are available to promote effective induction		
	1.3 Explain the link between induction processes, qualifications and progression routes in the sector		
	1.4 Analyse the role of the induction process in supporting others to understand the values, principles and **agreed ways of working** within a work setting		
	1.5 Analyse the role of induction in safeguarding individuals and others within a work setting		
2. Be able to manage the induction process in health, social care and children and young people's work settings	2.1 Explain the **factors** that influence induction processes for practitioners		
	2.2 Develop an induction programme in agreement with others		
	2.3 Manage the induction process for practitioners		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to support the implementation of induction processes in health, social care and children and young people's work settings	3.1 Identify different methods that can be used to support the induction process for practitioners		
	3.2 Support **others** involved in the induction of practitioners		
	3.3 Obtain feedback from others on practitioner's achievement of identified induction requirements		
	3.4 Support practitioners to reflect on their learning and achievement of induction requirements		
	3.5 Provide feedback to practitioners on achievement of induction requirements		
	3.6 Support personal development planning for a practitioner on completion of induction		
4. Be able to evaluate the induction process in health and social care or children and young people's settings	4.1 Explain the importance of continuous organisational improvement in the provision of induction		
	4.2 Obtain feedback on the induction process from practitioners		
	4.3 Obtain feedback on the induction process from others in the work setting		
	4.4 Use feedback to identify areas for improvement within the induction process		
5. Be able to implement improvements to the induction process in health and social care or children and young people's settings	5.1 Work with others to identify improvements within the induction process		
	5.2 Work with others to implement changes required to address areas for improvement within the induction process		

Unit 19: Manage induction in health and social care or children and young people's settings (T/602/2574) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Types of evidence
Evidence could include:

Practitioners:
• new recruits
• existing employees who have taken on additional responsibilities
• existing employees who have taken on a new role
• temporary or agency workers
• workers transferring from another setting
• students on placement
• volunteers.

Individuals are those accessing care or services.

Agreed ways of working includes policies and procedures where these exist.

Factors:
• job descriptions
• levels of responsibility
• previous experience
• qualification status
• availability of others
• organisational culture
• organisational requirements
• individual needs.

Others:
• workers/practitioners
• carers
• significant others
• individuals who access services
• line managers
• other professionals.

Unit 19: Manage induction in health and social care or children and young people's settings (T/602/2574) (cont'd)

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 19
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 20: Facilitate change in health and social care or children and young people's settings (F/602/2612)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in health and social care or children and young people's settings.
Credit value	6
Guided learning hours	42
Level	5
Mandatory/optional	Optional
NOS mapping	LMC A2, MSC C5

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the principles of change management in health and social care or children and young people's settings	1.1 Analyse factors that drive change		
	1.2 Describe underpinning theories of change management		
	1.3 Describe approaches, tools and techniques that support the change process		
	1.4 Explain the importance of effective change management for service provision		
2. Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings	2.1 Promote the benefits of change		
	2.2 Analyse challenges that may arise during the process of change		
	2.3 Enable others to express views about proposed change		
	2.4 Agree with others the changes that need to be made		
3. Be able to develop an approved change management plan in health and social care or children and young people's settings	3.1 Analyse the impact of a proposed change to the service provision		
	3.2 Produce a change management plan that takes account of the identified impact		
	3.3 Establish criteria against which the plan can be evaluated		
	3.4 Secure any approvals required for the change management plan		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to gain support for a proposed change in health and social care or children and young people's settings	4.1 Ensure own actions serve as a positive role model when introducing change		
	4.2 Identify others who can promote the vision for change		
	4.3 Use strategies that address resistance to change		
	4.4 Implement a communication strategy to support others to understand a proposed change		
5. Be able to implement approved change management plans in health and social care or children and young people's settings	5.1 Agree roles and responsibilities for implementing change management plan		
	5.2 Support others to carry out their agreed roles in a change management plan		
	5.3 Adapt a change management plan to address issues as they arise		
	5.4 Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change		
6. Be able to evaluate the change management process in health and social care or children and young people's settings	6.1 Agree systems to monitor the effectiveness of the change management plan		
	6.2 Work with others to review the change management plan against identified criteria		
	6.3 Evaluate outcomes of the change for individuals		

Unit 20: Facilitate change in health and social care or children and young people's settings (F/602/2612) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.   This unit must be assessed in line with Skills for Care and Development Assessment Principles.   This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 20
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 21: Manage an inter-professional team in a health and social care or children and young people's setting (L/602/2743)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills to manage an inter-professional team in health and social care or children and young people's settings.
Credit value	7
Guided learning hours	48
Level	6
Mandatory/optional	Optional
NOS mapping	LMC D3, CCLD 423

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the principles of inter-professional working within health and social care or children and young people's settings	1.1 Analyse how inter-professional working promotes positive outcomes for individuals		
	1.2 Analyse the complexities of working in inter-professional teams		
	1.3 Explain how inter-professional teamwork is influenced by: • legislative frameworks • regulation • government initiatives • professional codes of practice or professional standards • service objectives		
2. Be able to manage service objectives through the inter-professional team in health and social care or children and young people's setting	2.1 Work with others to identify how team objectives contribute to service objectives		
	2.2 Establish plans to meet service objectives		
	2.3 Allocate roles and responsibilities to meet service objectives		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to promote inter-professional team working in health and social care or children and young people's settings	3.1 Establish governance arrangements within inter-professional working arrangements to include: • accountability • lines of communication • professional supervision • continuing professional development		
	3.2 Establish protocols within inter-professional working arrangements to include: • confidentiality and information sharing • record keeping • resources • concerns and complaints		
	3.3 Identify supports available to enhance inter-professional working		
	3.4 Support others to understand distinctive roles within the team		
	3.5 Facilitate communication within the inter-professional team		
	3.6 Work with the team to resolve dilemmas that may arise		
4. Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting	4.1 Ensure that plans for individuals are based on a formal assessment		
	4.2 Work with the team to identify the lead practitioners for the implementation of individuals' plans		
	4.3 Agree roles and responsibilities of all those involved in implementing plans		
	4.4 Ensure that information pertinent to the implementation of plans is exchanged between those involved		
	4.5 Develop processes for the review of individuals' plans		
5. Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting	5.1 Work with others to monitor the effectiveness of the inter-professional team against service objectives		
	5.2 Work with others to identify: • areas of best practice • areas for improvement		
	5.3 Work with others to develop an action plan to improve inter-professional team work		

Unit 21: Manage an inter-professional team in a health and social care or children and young people's setting (L/602/2743) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 21
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 22: Manage finance within own area of responsibility in health and social care or children and young people's setting (T/602/2753)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in a health and social care or children and young people's setting.
Credit value	4
Guided learning hours	31
Level	4
Mandatory/optional	Optional
NOS mapping	LMC E8, CCLD 4424 MSC E1 MSC E2d

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand financial management in own work setting	1.1 Explain the importance of effective financial management systems within own work setting		
	1.2 Outline sources of funding that are used to construct the budget for own work setting		
	1.3 Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting		
2. Be able to plan budget requirement for own area of responsibility	2.1 Work with others to calculate the financial resources required to meet objectives within own area of responsibility		
	2.2 Communicate budget requirements within remit of role and responsibility to inform overall budget build		
	2.3 Analyse the impact of an insufficient budget on service delivery		
	2.4 Work with others to prioritise budget allocation in own area of responsibility		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to manage a budget	3.1 Explain the financial management systems that are available to monitor budget for own area of responsibility		
	3.2 Agree roles and responsibilities of others in recording financial expenditure		
	3.3 Calculate planned expenditure over the financial period		
	3.4 Monitor actual spend against planned expenditure		
	3.5 Analyse variances between planned and actual expenditure		
	3.6 Implement corrective action to address any variances		
	3.7 Make revisions to the budget to take account of variances and new developments		
4. Be able to evaluate financial expenditure within own area of responsibility	4.1 Review actual expenditure against planned expenditure within financial period		
	4.2 Report findings from budget reviews		
	4.3 Make recommendations for adjustments for budget planning and management		

Unit 22: Manage finance within own area of responsibility in health and social care or children and young people's setting (T/602/2753) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 22
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 23: Develop and evaluate operational plans for own area of responsibility (Y/600/9588)

Unit summary	This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.
Credit value	6
Guided learning hours	25
Level	5
Mandatory/optional	Optional
NOS mapping	MSC B1

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to align objectives of own area of responsibility with those of own organisation	1.1 Identify operational objectives within own area of responsibility		
	1.2 Analyse objectives of own area of responsibility in relation to those of own organisation		
2. Be able to implement operational plans in own area of responsibility	2.1 Assess risks associated with operational plans and include contingency arrangements		
	2.2 Identify support from relevant stakeholders		
	2.3 Implement operational plan within own area of responsibility		
3. Be able to monitor and evaluate operational plans in own area of responsibility	3.1 Monitor procedures within the operational plan		
	3.2 Evaluate operational plans and implement any necessary actions		

Unit 23: Develop and evaluate operational plans for own area of responsibility (Y/600/9588) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 1, 2 and 3 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 23
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 24: Lead the management of transitions (F/602/2853)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support workers engaging with individuals who are experiencing transitions and changes.
Credit value	4
Guided learning hours	29
Level	5
Mandatory/optional	Optional
NOS mapping	LMCS B3

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the impact of change and transitions on the wellbeing of individuals	1.1 Explain ways in which transitions and significant life events affect individuals' wellbeing		
	1.2 Analyse how theories on change inform approaches to the management of transitions		
	1.3 Explain the concept of resilience in relation to transitions and significant life events		
	1.4 Analyse the **factors** that affect individuals' ability to manage transitions and changes		
2. Be able to lead and manage provision that supports workers to manage transitions and significant life events	2.1 Explain how solution-focused practice is used to support the management of transitions		
	2.2 Promote a culture that supports and encourages individuals to explore challenges		
	2.3 Support workers to encourage individuals to identify their own strengths and abilities		
	2.4 Support workers to engage with individuals and **others** to identify outcomes and targets that build on their strengths and abilities		
	2.5 Ensure workers support individuals to implement plans to meet identified outcomes and targets		
	2.6 Enable workers to identify any **additional support** they may require to		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	support individuals through transition and change		

Unit 24: Lead the management of transitions (F/602/2853) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcome 2 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Types of evidence

Evidence could include:

Factors:
- positive/negative identity and self-esteem
- stable/unstable relationships and networks
- secure/insecure attachments
- experience of discrimination/social exclusion
- experience of abuse or harm.

Others:
- individuals accessing provision
- workers/practitioners
- carers
- significant others
- other professionals
- people who use services.

Additional support:
- training
- emotional support
- support to manage tensions and dilemmas.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 24
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 25: Lead Positive Behavioural Support (K/602/2572)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead the promotion of positive behaviour and safe responses to instances of challenging behaviour. It is aimed at those who lead services for individuals who have complex needs and behaviour which severely challenge services.
Credit value	10
Guided learning hours	75
Level	7
Mandatory/optional	Optional
NOS mapping	O32

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the theoretical background and current policy context of Positive Behavioural Support	1.1 Analyse theories underpinning **Positive Behavioural Support**		
	1.2 Evaluate how current policy informs Positive Behavioural Support practice		
2. Be able to conduct a functional analysis of an individual requiring Positive Behavioural Support	2.1 Explain the importance of ensuring functional analysis is based on **formal assessment**		
	2.2 Work with **others** to produce **behavioural assessment reports**		
	2.3 Apply **indirect assessment schedules** and collect **direct observation data**		
	2.4 **Triangulate** and analyse data collected		
	2.5 Formulate and test hypotheses on the function of identified **challenging behaviours**		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to design and lead person-centred primary prevention strategies	3.1 Determine a set of **primary prevention** interventions with others to address all fast and slow behavioural triggers identified via a functional analysis of **challenging** behaviour		
	3.2 Develop a **schedule of structured activities** and required support with others to maximise an individual's participation throughout each day		
	3.3 Design a detailed **skill-teaching** procedure with others to address an identified challenging behaviour		
	3.4 Lead the implementation of agreed person-centred primary prevention interventions		
	3.5 Apply tests of **social validity** to all primary interventions designed for an individual		
4. Be able to design and lead secondary prevention strategies	4.1 Identify and define with others the early warning signs of agitation for an individual		
	4.2 Construct with others a set of **secondary prevention** strategies derived from the functional analysis of an individual's behaviour		
	4.3 Lead the implementation of agreed person-centred secondary prevention interventions		
	4.4 Apply tests of social validity to all secondary interventions designed for an individual		
5. Be able to assess the appropriateness of reactive strategy use	5.1 Critically compare the use of **non-aversive** and **aversive** reactive strategies		
	5.2 Justify the use or absence of **reactive strategies** for an individual		
	5.3 Identify the post-incident support needs of an individual and others to include: • immediate • intermediate • longer term		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
6. Be able to lead the implementation of a Positive Behavioural Support Plan	6.1 Collaborate with others to produce a Positive Behavioural Support Plan for an individual to promote a helpful culture and environment which contains: • primary strategies • secondary strategies • reactive strategies		
	6.2 Support others to understand the detail of the Positive Behavioural Support Plan		
	6.3 Support others to develop knowledge, understanding and skills to implement the Positive Behavioural Support Plan		
	6.4 Provide others with constructive feedback on their implementation of the Positive Behavioural Support Plan		
7. Be able to manage and review the implementation of Positive Behavioural Support Plans	7.1 Explain how the attitudes and skills of others may impact on a Positive Behavioural Support Plan		
	7.2 Work with others to review the plan using the Positive Behaviour Support Plan Checklist		
	7.3 Make required amendments to the Positive Behavioural Support Plan		
	7.4 Construct and implement a **Positive Monitoring** Process		
	7.5 Develop an individualised **Periodic Service Review**		

Unit 25: Lead Positive Behavioural Support (K/602/2572) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Types of evidence
Evidence could include: **Positive Behavioural Support:** An approach to intervention from social, behavioural, educational and biomedical science that emphasises proactive, preventative strategies to achieve reductions in challenging behaviour and improved quality of life. Positive Behavioural Support (2003). **Formal assessments** must be undertaken by those who are professionally qualified to do so. **Others**: • the individual accessing provision • family members • paid carers • advocates • other professionals. **Behavioural assessment reports** refers to a detailed report on an individual based on a functional analysis of their behaviour. The report should include such information as personal history and service use, health status, strengths and needs, motivational analysis, operational description of behaviours, risk factors, early indicators, slow and fast triggers, maintaining consequences and summary statements or hypotheses. **Indirect assessment schedules** refers to assessments of skills, behaviours, mental health, participation in activities and so on, usually administered by interview with carers. **Direct observation data** refers to information on an individual's behaviour collected through directly observing them using structured methods, such as ABC charts, Scatterplots, Momentary Time Sampling, Continuous Time Sampling, Partial Interval Recording and so on. **Triangulate** refers to the drawing together of results from a variety of different sources, to assess consistency in findings.

Types of evidence (cont'd)

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

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

Challenging:
- competence and capacity of settings
- social norms
- frequency, intensity
- duration and ability to communicate.

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

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

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

Secondary prevention refers to strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

Non-aversive strategies are designed not to be unpleasant for the individual: they avoid pain and punishment and can include physical interventions that comply with the British Institute of Learning Disabilities (BILD) Code of Practice for the use of physical interventions.

Aversive strategies are punishment based. They work by causing an unpleasant experience for the individual, such as pain, discomfort, seclusion, infringement of rights, removal of possessions and so on.

Reactive strategies are ways of responding to challenging behaviours that have not been prevented.

Positive Monitoring is a process that avoids managers being distanced or having a mainly administrative role, by helping them maintain close contact with service users and staff in a structured and constructive way. It specifies exactly what staff need to do, with managers giving frequent feedback on what they are doing well, identifying areas for improvement and helping them to find solutions (see Porterfield, 1987).

> **Periodic Service Review** provides a way of improving and maintaining the quality of services committed to implementing PBS. It is based on positive behavioural approaches to staff management and focuses on motivating and supporting staff to improve service quality (see LaVigna, et al, 1994).

Unit 25: Lead Positive Behavioural Support (K/602/2572) (cont'd)

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

> **Assessor sign off of completed unit**: Unit 25
> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
>
> Assessor name:
>
> Signature: Date:

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

Unit 26: Undertake a research project within services for health and social care or children and young people (J/602/3499)

Unit summary	The purpose of this unit is to assess the learners' knowledge, understanding and skills required to undertake a research project within services for health and social care or children or young people.
Credit value	10
Guided learning hours	80
Level	5
Mandatory/optional	Optional
NOS mapping	CCLD 420

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project		
	1.2 Develop the **aims and objectives** of the research project		
	1.3 Explain **ethical considerations** that apply to the area of the research project		
	1.4 Complete a literature review of chosen area of research		
2. Understand how the components of research are used	2.1 Critically compare different types of research		
	2.2 Evaluate a range of methods that can be used to collect data		
	2.3 Identify a range of tools that can be used to analyse data		
	2.4 Explain the importance of validity and reliability of data used within research		
3. Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project		
	3.2 Formulate a detailed plan for a research project		
	3.3 Select research methods for the project		
	3.4 Develop research questions to be used within project		
	3.5 Conduct the research using identified research methods		
	3.6 Record and collate data		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to analyse research findings	4.1 Use data analysis methods to analyse the data		
	4.2 Draw conclusions from findings		
	4.3 Reflect how own research findings substantiate initial literature review		
	4.4 Make recommendations related to area of research		
	4.5 Identify potential uses for the research findings within practice		

Unit 26: Undertake a research project within services for health and social care or children and young people (J/602/3499) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 1, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Aims and objectives** refers to the reasons, understanding and methods for conducting the research project. **Ethical considerations**: • confidentiality • sensitivity of data • seeking agreements with participants.

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

Assessor sign off of completed unit: Unit 26 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: Signature: Date:

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

Unit 27: Lead active support (H/601/7354)

Unit summary	The purpose of this unit is to provide the learner with the knowledge, understanding and skills to lead active support. It is aimed at those whose role includes managing others to deliver direct support and assistance to individuals.
Credit value	5
Guided learning hours	35
Level	5
Mandatory/optional	Optional
NOS mapping	HSC 45, HSC 411, HSC 416

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand how the active support model translates values into person-centred practical action with individuals	1.1 Evaluate the extent to which the outcomes for a range of individuals conform to contemporary person-centred values and aims using the principles of the active support model		
	1.2 Analyse the practical changes which need to be made within a work setting to improve individuals' independence, informed choice and quality of life		
	1.3 Explain how to lead the implementation of practical changes within a work setting to improve individuals' independence, informed choice and quality of life		
2. Be able to use practice leadership to promote positive interaction	2.1 Explain the principles behind practice leadership		
	2.2 Demonstrate how others are supported to understand positive interaction		
	2.3 Demonstrate how others are supported to develop skills to interact positively with individuals		
	2.4 Demonstrate how others are supervised and given constructive feedback to others on their positive interaction with individuals		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation	3.1 Demonstrate how others are supported to develop daily plans to promote participation		
	3.2 Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences		
	3.3 Support others to identify and take remedial action to ensure a valued range of activities for individuals are available throughout the day, avoiding lengthy periods of disengagement		
4. Be able to use practice leadership in supporting others to maintain individuals' quality of life	4.1 Demonstrate how others are supported to review and revise the quality of support provided to individuals		
	4.2 Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle		
	4.3 Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and social image		

Unit 27: Lead active support (H/601/7354) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

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

Assessor sign off of completed unit: Unit 27 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: Signature: Date:

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

Unit 28: Active support: lead interactive training (K/601/7355)

Unit summary	The purpose of this unit is to provide the learner with the knowledge, understanding and skills to deliver interactive training. It is aimed at those whose role includes managing or training others to deliver direct support and targeted assistance to individuals.
Credit value	4
Guided learning hours	30
Level	5
Mandatory/optional	Optional
NOS mapping	HSC 45, HSC 411, HSC 416

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the theoretical background to person-centred interactive training	1.1 Explain what is meant by person-centred interactive training		
	1.2 Clarify the key factors that make training effective in improving others' performance and the service outcomes		
	1.3 Explain how the three-stage training model can be used in interactive training		
	1.4 Summarise the theory of positive interaction		
	1.5 Explain the process of person-centred interactive training		
2. Be able to plan person-centred interactive training sessions to enhance whole team performance	2.1 Involve key others in developing the training plan, to ensure the needs of individuals are met		
	2.2 Develop a timetable of scheduled in situ training sessions for others working directly with individuals		
	2.3 Explain to others the preparation required prior to person-centred interactive training		
3. Be able to lead person-centred interactive training sessions in situ	3.1 Clarify aims and process of person-centred interactive training sessions with others to be trained		
	3.2 Assess the performance of others through direct observation using a structured format		
	3.3 Demonstrate required skills and process during direct observation of others		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to provide support to improve the performance of others	4.1 Give constructive feedback to others on their performance, using a structured format		
	4.2 Demonstrate required skills and values when giving feedback to others		
	4.3 Act as a role-model to demonstrate desired performance to others		
	4.4 Assess when others have achieved a satisfactory level of performance		

Unit 28: Active support: lead interactive training (K/601/7355) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

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

Assessor sign off of completed unit: Unit 28
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name:
Signature: Date:

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

Unit 29: Promote access to healthcare for individuals with learning disabilities (J/601/5645)

Unit summary	The unit is aimed at those who are leading, supervising or influencing others to support individuals with learning disabilities to access healthcare and meet their healthcare needs.
Credit value	6
Guided learning hours	44
Level	5
Mandatory/optional	Optional
NOS mapping	HSC 415, HSC 416, HSC 417, HSC 418, HSC 419

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand issues related to access to healthcare services for individuals with learning disabilities	1.1 Explain the rights-based approach to accessing healthcare services		
	1.2 Identify inequalities in access to healthcare services in different sections of the population		
	1.3 Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities		
	1.4 Describe the impact of **legislation, policy or guidance** underpinning the need for healthcare services to enable access to individuals with a learning disability		
	1.5 Analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment		
2. Understand the healthcare needs that may affect individuals with learning disabilities	2.1 Analyse trends of healthcare needs among individuals with learning disabilities		
	2.2 Explain systematic approaches that may support better health and healthcare for individuals with a learning disability		
	2.3 Research the difficulties in diagnosing some health conditions in individuals with a learning disability		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand good practice in supporting people with a learning disability to access healthcare services	3.1 Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs		
	3.2 Evaluate different ways of working in partnership to support individuals to meet their healthcare needs		
	3.3 Explain how to promote access to healthcare through the use of reasonable adjustments		
	3.4 Analyse the rights of **others significant to the individual** to be involved in planning healthcare services		
4. Understand how to support others to develop, implement, monitor and review plans for healthcare	4.1 Explain how to champion a person-centred focus to the healthcare planning process		
	4.2 Explain factors to consider when supporting others to develop and implement **plans for healthcare**		
	4.3 Explain how to support others to monitor and review plans for healthcare		
	4.4 Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals		
5. Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability	5.1 Develop a person-centred strategy to underpin work with an individual to identify and meet their **healthcare needs**		
	5.2 Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability		
	5.3 Ensure systems are used by others in meeting the healthcare needs of individual's		
	5.4 Evaluate the impact of systems in meeting individual's healthcare needs		

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

Unit 29: Promote access to healthcare for individuals with learning disabilities (J/601/5645) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 5 and 6 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Types of evidence
Evidence could include: **Legislation, policy or guidance** is relevant to the appropriate UK country. This may include Codes of Practice. **Others significant to the individual**: • the individual accessing provision • colleagues • families or carers • friends • other professionals • advocates. **Plans for healthcare** as appropriate for Northern Ireland. **Healthcare needs** includes medication, regular check-ups, etc.

Unit 29: Promote access to healthcare for individuals with learning disabilities (J/601/5645) (cont'd)

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 29
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 30: Promote good practice in the support of individuals with autistic spectrum conditions (A/601/5318)

Unit summary	This unit is aimed at learners who manage and support others to provide quality outcomes for individuals with autistic spectrum conditions. It considers issues such as communication and support strategies, partnership working and ways of supporting staff. It also addresses the complexity of theory and practice in the area of autistic spectrum conditions.
Credit value	7
Guided learning hours	53
Level	5
Mandatory/optional	Optional
NOS mapping	LD 510

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions	1.1 Analyse the defining features of **autistic spectrum conditions** and the impact on practice		
	1.2 Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum		
	1.3 Identify the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions		
	1.4 Review historical and current perspectives on the causes of autism		
	1.5 Explain the importance of a person-centred approach, focusing on the **individual** not the diagnosis		
	1.6 Analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an autistic spectrum condition		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions	2.1 Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions		
	2.2 Explain the applicability of legislation, policies and guidance to people, services or situations		
	2.3 Explain the impact of legislation, policies and guidance on the provision of services		
	2.4 Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change		
3. Be able to promote good practice in the support of individuals with an autistic spectrum condition	3.1 Enable workers to apply **different approaches**, interventions and strategies according to the individual's needs and wishes identified in their person-centred support plan		
	3.2 Develop practice guidance to maximise consistency and stability in the environment		
	3.3 Ensure use of structured activities to optimise individuals' learning		
	3.4 Demonstrate ways of supporting others to minimise the **vulnerability** of individuals with autistic spectrum conditions		
	3.5 Implement strategies which support others to apply, monitor and review positive **behaviour** support with individuals		
	3.6 Support others to work in partnership with parents and/or other informal carers or support networks		
	3.7 Evaluate working practices and strategies in order to maintain good practice and recommend changes		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition	4.1 Analyse the implications for practice of the link between behaviour and communication		
	4.2 Develop strategies to support others to understand the link between behaviour and communication		
	4.3 Liaise with family/carers and **relevant professionals** involved with individuals to maximise the effectiveness of communication		
	4.4 Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them		
5. Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world	5.1 Explain the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience		
	5.2 Develop, with appropriate professional support, a sensory management strategy		
	5.3 Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing		
	5.4 Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual		

Unit 30: Promote good practice in the support of individuals with autistic spectrum conditions (A/601/5318) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Types of evidence
Evidence could include:

The terminology chosen to describe the autistic spectrum in this unit is **autistic spectrum condition** (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is autism spectrum disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.

Individual is someone requiring care or support.

Different approaches includes multi-agency approaches.

Vulnerability:
- being exploited or abused
- violating the law without realising s/he is doing something harmful
- being the victim of cyber-bullying.

Behaviour:
- non-verbal communication
- behaviour that can present challenges.

Relevant professionals:
- speech and language professionals
- psychologists
- specialist nurses.

Unit 30: Promote good practice in the support of individuals with autistic spectrum conditions (A/601/5318) (cont'd)

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 30
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 31: Promote awareness of sensory loss (M/601/5249)

Unit summary	This unit aims to provide learners with the knowledge and skills to devise, implement and review strategies to promote awareness of sensory loss in the context of an individual's life.
Credit value	3
Guided learning hours	19
Level	5
Mandatory/optional	Optional
NOS mapping	SS 1, SS 2, SS 3

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand how to raise awareness of sensory loss	1.1 Identify methods for raising awareness of **sensory loss**		
	1.2 Explain how different agencies can provide opportunities to raise awareness		
2. Be able to raise awareness of sensory loss	2.1 Select and agree actions with the individual and/or **others** to promote awareness of sensory loss		
	2.2 Support others to carry out the agreed actions		
3. Be able to review action to promote awareness of sensory loss	3.1 Review the outcomes of awareness raising in relation to: • individuals with sensory loss • own work • partnership work		
	3.2 Review the effectiveness of agreed ways of working in relation to awareness raising		
	3.3 Provide feedback on the effectiveness of an awareness raising activity		

Unit 31: Promote awareness of sensory loss (M/601/5249) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2 and 3 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Sensory loss**: • sight loss • hearing loss • deafblindness.   **Others**: • other professionals • carers/family members • advocates • colleagues.

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

Assessor sign off of completed unit: Unit 31
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.   Assessor name: Signature: Date:

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

Unit 32: Support the use of assistive technology (H/601/5250)

Unit summary	This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.
Credit value	4
Guided learning hours	31
Level	5
Mandatory/optional	Optional
NOS mapping	SS 4, SS 6, SS 7, SS 9, SS 11

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the contribution that assistive technology can make to the lives of individuals	1.1 Investigate and report on the range and availability of **assistive technology**		
	1.2 Research how the use of assistive technology can result in positive outcomes for individuals		
2. Be able to facilitate the use of assistive technology	2.1 Research assistive technology solutions that meet identified needs		
	2.2 Explain how a range of assistive technology solutions can be adapted according to need and context		
	2.3 Assess the risks associated with the range of assistive technology solutions		
	2.4 Describe a range of assessment and referral processes which are used to secure assistive technology		
	2.5 Support the individual to secure the provision of appropriate assistive technology		
	2.6 Support the individual to use assistive technology		
3. Be able to develop others to facilitate the use of assistive technology	3.1 Provide information to **others** about assistive technology		
	3.2 Provide guidance to others to facilitate the use of assistive technology		
4. Be able to review the provision of assistive technology	4.1 Review the assessment and referral processes used to secure assistive technology		
	4.2 Review the outcomes of assistive technology support to individuals against identified needs		

Unit 32: Support the use of assistive technology (H/601/5250) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Assistive technology** (AT) is defined as 'any product or service designed to enable independence for disabled and older people'. (Source: Kings Fund consultation, 2001) This could include a range of human/animal/low- or high-tech devices to support the individual's daily living: • human aids • assistance dogs • electrical/electronic devices • low-vision aids • environmental aids. **Others**: • other professionals • carers/family members • advocates • colleagues.

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

Assessor sign off of completed unit: Unit 32 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: Signature: Date:

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

Unit 33: Explore models of disability (K/601/5251)

Unit summary	This unit provides the knowledge and skills needed to understand models of disability, develop others' understanding and review how they impact on individuals and organisations.
Credit value	5
Guided learning hours	32
Level	5
Mandatory/optional	Optional
NOS mapping	SS 1, SS 2, SS 3, SS 10, SS 11

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the complexities of models of disability	1.1 Explain different theoretical models of disability		
	1.2 Analyse how individuals experience different theoretical models of disability		
	1.3 Analyse how different theoretical models of disability shape organisational structures and outcomes		
2. Be able to review how models of disability underpin organisational practice	2.1 Analyse how agreed ways of working can promote particular models of disability		
	2.2 Make recommendations for agreed ways of working that actively promote empowerment and participation		
	2.3 Implement agreed actions in the context of own role		
3. Be able to develop others' awareness of models of disability	3.1 Develop activities that increase **others'** understanding of: • models of disability • how they are experienced by individuals • how they shape organisational structure and agreed ways of working		
	3.2 Implement planned activities		
	3.3 Review the outcomes of planned activities		

Unit 33: Explore models of disability (K/601/5251) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2 and 3 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Others**: • other professionals • carers/family members • advocates • colleagues.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 33
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 34: Support individuals with sensory loss with communication (M/601/5252)

Unit summary	This unit provides the knowledge and skills needed to discriminate between language and communication and to support the use of a range of communication methods.
Credit value	5
Guided learning hours	37
Level	5
NOS mapping	SS 4, SS 5, SS 6, SS 7, SS 8, SS 9, SS 11

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand language development	1.1 Explain the difference between language and communication		
	1.2 Analyse the relationship between culture and language		
	1.3 Explain how an understanding of language and communication informs practice		
2. Understand factors that affect the language and communication of an individual with sensory loss	2.1 Compare and contrast the impact of congenital and acquired **sensory loss** on: • communication • language		
	2.2 Explain the potential impacts of a deteriorating condition on an individual's communication		
3. Understand the complexities of specialist communication systems	3.1 Identify when specialist communication systems may be used		
	3.2 Evaluate the strengths and weakness of specialist communication systems		
4. Be able to support the individual with communication	4.1 Evaluate the suitability of a range of communication methods to meet the needs of the individual		
	4.2 Demonstrate a range of suitable communication methods to the individual and/or **others**		
	4.3 Adapt communication methods according to need and context		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
5. Be able to support others to make use of specialist communication	5.1 Advise others about specialist communication		
	5.2 Support others to make use of specialist communication with the individual		
6. Be able to review communication work	6.1 Review how communication support to individuals meets identified needs in relation to: • own work • agreed ways of working • work with others		

Unit 34: Support individuals with sensory loss with communication (M/601/5252) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Types of evidence
Evidence could include: **Sensory loss**: • sight loss • hearing loss • deafblindness. **Others**: • other professionals • carers/family members • advocates • colleagues.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 34
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 35: Support individuals with multiple conditions and/or disabilities (T/601/5253)

Unit summary	The purpose of this unit is to provide the knowledge and skills needed to review and improve service provision for individuals with multiple conditions and/or disabilities.
Credit value	5
Guided learning hours	34
Level	5
Mandatory/optional	Optional
NOS mapping	SS 4

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the implications of multiple conditions and/or disabilities for the individual	1.1 Explain the correlation between conditions and: • disability • gender • age • ethnicity • socio-economic status		
	1.2 Explain how **multiple conditions and/or disabilities** can impact on the individual		
	1.3 Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities		
2. Be able to support an individual with multiple conditions and/or disabilities	2.1 Work collaboratively with the individual and/or **others** to support the individual		
	2.2 Provide advice and expertise to support the assessment and/or referral of an individual with multiple conditions and/or disabilities		
	2.3 Use referral processes to secure services for the individual		
3. Be able to develop others to support the individual with multiple conditions and/or disabilities	3.1 Advise and inform others about the implications of multiple conditions		
	3.2 Devise strategies to improve the practice of others: • at an individual level • at an organisational level		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to review service provision in respect of individuals with multiple conditions and/or disabilities	4.1 Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities		
	4.2 Evaluate, with others, the extent to which provision meets the needs of individuals with multiple conditions and/or disabilities		
	4.3 Implement actions agreed as a result of evaluation within own role		

Unit 35: Support individuals with multiple conditions and/or disabilities (T/601/5253) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Types of evidence

Evidence could include:

Multiple conditions and/or disabilities:
- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health.

Others:
- other professionals
- carers/family members
- advocates
- colleagues.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 35
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 36: Providing Independent Advocacy to Adults (R/502/3298)

Unit summary	The unit aims to provide learners with a detailed understanding and the practical skills needed to provide Independent Advocacy to adults in a range of settings including: care homes, hospital wards, community settings, secure settings, supported housing, prisons, day centres and police stations.
Credit value	5
Guided learning hours	35
Level	4
Mandatory/optional	Optional
NOS mapping	HSC 330, HSC 3111, AHP 17, HSC 31, GEN 12, H16, H136, HSC 328, HSC 335, HSC 366, HSC 367, HSC 368, HSC 3199, HSC 45, HSC 429, HSC 431, HSC 434, HSC 437

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to provide Independent Advocacy support to adults in a range of settings	1.1 Identify a range of settings and their impact on adults who may require the support of an Advocate		
	1.2 Analyse and address the potential negative impact of the environment		
	1.3 Promote the Advocacy service in a range of settings		
	1.4 Identify and address a range of dilemmas advocates can face in practice		
	1.5 Support adults to self-advocate		
	1.6 Apply local or national standards		
2. Be able to treat the individual receiving Advocacy support as an individual	2.1 Identify personal values		
	2.2 Use communication methods appropriate to the individual		
	2.3 Resolve barriers that can prevent people being treated as an individual		
	2.4 Use underpinning Advocacy principles of empowerment and person-centred to treat people as individuals		
	2.5 Describe how cultural backgrounds can impact on the Advocacy relationship		
	2.6 Recognise common myths and assumptions about different people		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.7 End the Advocacy relationship in a positive manner		
3. Be able to assist the individual receiving Advocacy support to explore choices and potential consequences	3.1 Help individuals to access a range of sources of information on options available		
	3.2 Support an individual to explore options available and make choices		
	3.3 Use UK and European legislation to identify human, service and legal rights		
	3.4 Act on the choices and preferred options of an individual		
4. Be able to support adults through a range of meetings	4.1 Explain the purpose and function of a range of meetings		
	4.2 Describe the roles and responsibilities of a range of people who attend meetings		
	4.3 Support an individual to participate in a range of meetings		
	4.4 Review and take further steps as appropriate		
5. Be able to work safely	5.1 Use supervision to identify good practice and areas for improvement		
	5.2 Maintain accurate records		
	5.3 Summarise local adult protection procedures		
	5.4 Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality		
	5.5 Respond to disclosures of abuse		

Unit 36: Providing Independent Advocacy to Adults (R/502/3298) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Type of evidence
The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances, for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an Assessor/observer would prevent the Independent Advocacy relationship developing. Simulation must be discussed and agreed in advance with the External Verifier. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent Advocacy. Direct observation and/or expert witness testimony are the required assessment method to be used to evidence some part of this unit. If the Assessor is unable to observe the learner, s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The Assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit. The Assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established. • Work products • Professional discussion • Learner/reflective accounts • Questions asked by Assessors • Witness testimonies • Projects/assignments/RPL • Case studies

Unit 36: Providing Independent Advocacy to Adults (R/502/3298) (cont'd)

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 36
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 37: Professional practice in health and social care for adults or children and young people (T/504/2197)

Unit summary	The purpose of this unit is to develop the professional practice of leaders and managers within health and social care services.
Credit value	6
Guided learning hours	43
Level	5
Mandatory/optional	Optional
NOS mapping	SCDHSC 0043

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand theories that underpin practice within health and social care	1.1 Analyse theories that underpin practice within health and social care, including: • human development and growth • identity and self-esteem • loss and change • psychological and sociological perspectives of social issues • discrimination in contemporary society		
2. Be able to lead the implementation of values, principles and statutory frameworks that underpin service provision in own area of work	2.1 Analyse how values, principles and statutory frameworks underpin service provision in own area of work		
	2.2 Implement in own setting values and principles that underpin service provision		
	2.3 Implement in own setting statutory frameworks that underpin service provision		
	2.4 Support **others** to implement values and principles that underpin service provision		
3. Be able to use evidence-based practice in the provision of health and social care services	3.1 Analyse how evidence-based practice can be used to inform service provision		
	3.2 Lead the implementation of evidence-based practice in own setting		
	3.3 Evaluate use of evidence-based practice in own setting		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to engage others in reflective practice	4.1 Analyse the use of models of reflective practice in own setting		
	4.2 Model the use of: • reflection on practice • reflection in practice		
	4.3 Encourage a culture that supports reflective practice		
	4.4 Support others to engage in reflective practice		

Unit 37: Professional practice in health and social care for adults or children and young people (T/504/2197) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Others**: • team members and colleagues • other professionals.

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

Assessor sign off of completed unit: Unit 37
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name:
Signature: Date:

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

Unit 38: Provide support to adults who have experienced harm or abuse (J/504/2205)

Unit summary	The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals who have experienced harm or abuse.
Credit value	5
Guided learning hours	39
Level	4
Mandatory/optional	Optional
NOS mapping	SCDHSC0035, SCDHSC0335

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	**Evidence record** eg page number & method	**Assessor** Initial and date
1. Understand the role of self and others when supporting individuals who have experienced harm or abuse	1.1 Explain own role and responsibilities to **individuals** who have experienced **harm or abuse**		
	1.2 Explain the role and responsibilities of **others** to individuals who have experienced harm or abuse		
	1.3 Explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse		
2. Be able to support individuals to disclose harm or abuse	2.1 Support an individual to understand who information about harm or abuse will be shared with and the reasons for this		
	2.2 Support an individual to disclose any harm or abuse they have experienced at their own pace		
	2.3 Explain why it is important to respond calmly to disclosures of harm or abuse		
	2.4 Communicate with an individual according to their level of understanding when they are disclosing harm or abuse		
	2.5 Seek **only sufficient information** to confirm that there is an allegation		
	2.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court		
	2.7 Keep detailed, accurate, timed, dated and signed records about any disclosures of harm or abuse		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.8 Access further support in situations that are outside your expertise, experience, role and responsibility		
3. Be able to support individuals who have experienced harm or abuse	3.1 Access information about how to support an individual who has experienced harm or abuse		
	3.2 Work with an individual, agreed **key people** and others to establish what outcomes they want from safeguarding interventions		
	3.3 Work with an individual, agreed key people and others to understand implications from harm and abuse		
	3.4 Work with agreed key people and others to support an individual to deal with distress, fear and anxieties that may have been caused by harm or abuse		
	3.5 Work with agreed key people and others to support an individual to develop positive coping strategies		
	3.6 Seek support where the individual's behaviour gives cause for concern		
	3.7 Use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experienced		
	3.8 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse		

Unit 38: Provide support to adults who have experienced harm or abuse (J/504/2205) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2 and 3 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Individuals**: people who are accessing a social care service. **Harm or abuse**: • neglect • physical • emotional • sexual • financial • bullying • self-harm. **Others**: • colleagues • families or carers • other professionals • advocates **Only sufficient information** refers to avoiding leading questions or putting pressure on the individual to divulge information. **Key people** refers to those who are important to an individual and who can make a difference to his or her wellbeing: • family • friends • carers • others with whom the individual has an important relationship.

Unit 38: Provide support to adults who have experienced harm or abuse (J/504/2205) (cont'd)

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 38
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 39: Lead and manage infection prevention and control within the work setting (Y/504/2208)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills of learners who are leading and managing infection prevention and control within their own area of responsibility.
Credit value	6
Guided learning hours	38
Level	5
Mandatory/optional	Optional
NOS mapping	IPC 13, SCDHSC 00423

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand current infection prevention and control policies, procedures and practices	1.1 Summarise national and local policies for infection prevention and control		
	1.2 Evaluate how policies, procedures and practices in own work setting meet infection prevention and control regulatory requirements		
	1.3 Explain role and responsibilities in relation to infection prevention and control		
2. Be able to lead the implementation of policies and procedures for infection prevention and control	2.1 Analyse the differences between applying infection prevention policies and procedures in an **individual's** own home to that of a residential care setting		
	2.2 Explain how to ensure a **proportionate approach** to the implementation of policies and procedures in a **range of settings**		
	2.3 Communicate policies and procedures for infection prevention and control to **others** within the work setting		
	2.4 Allocate roles and responsibilities to meet infection prevention and control procedures within own work setting		
	2.5 Manage compliance with procedures for infection prevention and control		
	2.6 Explain actions to take when infection prevention and control procedures and practices are not being complied with		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to manage the exchange of information about infections	3.1 Explain why it is important to share information with others		
	3.2 Provide information on infections to others		
	3.3 Manage processes for the exchange of information about infection between others		
	3.4 Manage systems for keeping records of suspected or diagnosed infections		
4. Be able to lead the practice of infection prevention and control	4.1 Explain why infection prevention and control practice should be included in: • job descriptions • performance management		
	4.2 Support staff to recognise their role in minimising the risk of spreading infection through: • supervision • **appraisal**		
	4.3 Provide access to **resources** for staff to minimise the risks of infection		
	4.4 Monitor infection prevention and control practice		
	4.5 Provide feedback to staff on their practice of infection prevention and control		
	4.6 Manage the learning and development needs for staff about infection prevention and control: • during induction • **continuing professional development**		
5. Be able to manage risk management in infection prevention and control	5.1 Manage the implementation of risk assessment processes to minimise infection		
	5.2 Manage the implementation of controls identified from risk assessment processes in partnership with the individual and others		
	5.3 Manage risk management records		
	5.4 Manage the reporting of risks and hazards that are outside your area of responsibility		

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

Unit 39: Lead and manage infection prevention and control within the work setting (Y/504/2208) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Individual**: the person requiring care or support. **Proportionate approach** encourages the learner to consider how infection prevention and control practices may be applied in proportion to the setting and the staffing within that setting. **Range of settings**: • individual's own home • community environments • residential care homes • nursing home • hospitals. **Others**: • people who use services • care or support staff • colleagues • manager • non-direct care or support staff • carers • families • visitors • contractors • volunteers • other professionals. **Appraisal**: • key performance indicators • NHS Knowledge and Skills Framework (KSF) • performance management. **Resources** may include: • equipment • information • changing rooms. **Continuing professional development**: • refresher training • updates • team meetings

• reading.

Unit 39: Lead and manage infection prevention and control within the work setting (Y/504/2208) (cont'd)

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

Assessor sign off of completed unit: Unit 39   I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.   Assessor name: Signature: Date:

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

Unit 40: Lead and manage practice in dementia care (D/504/2212)

Unit summary	The purpose of this unit is to develop the learner's knowledge, understanding and skills in leading and managing dementia care services.
Credit value	6
Guided learning hours	41
Level	5
Mandatory/optional	Optional
NOS mapping	DEM 501

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand current policy and practice guidance for dementia care	1.1 Analyse how current policy and practice guidance underpin service provision in dementia care		
	1.2 Explain why a person-centred approach is the benchmark for practice in dementia care		
2. Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families	2.1 Support others to develop an understanding of the causes of dementia syndrome		
	2.2 Support others to develop an understanding of the impact of early onset dementia on **individuals** and their families		
	2.3 Support others to develop an understanding of the impact on the individuals with dementia and their families of: • diagnosis • treatment of dementia		
3. Be able to lead practice that promotes the wellbeing of individuals with dementia	3.1 Manage a service that demonstrates a person-centred approach		
	3.2 Lead practice that supports staff to explore the stories and histories of individuals		
	3.3 Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia		

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

Unit 40: Lead and manage practice in dementia care (D/504/2212) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Individuals**: people requiring care or support. **Influence**: • raising awareness in families • suggested changes to care environment • team meetings • partnership working. **Range of methods**: • family • friends • other unpaid carers. **Strategies**: • supervision • counselling • peer mentoring • team meetings • care reviews • learning and development opportunities.

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

Assessor sign off of completed unit: Unit 40 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: Signature: Date:

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

Unit 41: Lead practice which supports individuals to take positive risks (H/504/2213)

Unit summary	The purpose of this unit is to develop learner's knowledge, understanding and skills to lead practice which supports individuals to take positive risks
Credit value	4
Guided learning hours	30
Level	5
Mandatory/optional	Optional
NOS mapping	SCDHSC 0450

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the relationship between person-centred assessment, care planning and positive risk-taking for individuals	1.1 Analyse the tension between positive risk-taking and person-centred planning		
	1.2 Explain why positive risk-taking should be considered within the context of a person-centred assessment		
	1.3 Explain how models of risk management can be used in positive risk-taking		
	1.4 Analyse how taking positive risks can contribute to **personal growth** for the **individual**		
2. Be able to promote understanding of the legal and policy frameworks which underpin an individual's right to make decisions and take risks	2.1 Support **staff** to work to legal and policy frameworks for decision making which underpin an individual's right to make decisions and take risks		
	2.2 Support staff to integrate human rights principles in supporting individuals to make decisions and take risks		
3. Be able to develop practice which includes the individual and others in positive risk assessment and planning	3.1 Manage practice which supports person-centred assessments rather than **service-led assessments**		
	3.2 Develop assessment practice with staff which engages the individual and **others** in identifying activities to support the individual to achieve their **hopes and ambitions**		
	3.3 Support staff to engage in **inclusive assessment practice** to establish hazards and risks associated with hopes and ambitions		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.4 Support practice which enables the individual and others to balance individual hopes and ambitions with **health, safety and wellbeing**		
	3.5 Develop risk-management strategies for engaging the individual and others to build in safeguards to mitigate against risks to the individual		
	3.6 Support others to develop care plans which address positive risk-taking		
4. Be able to support others to understand individuals' ambitions and the support they will need to achieve them	4.1 Support staff to understand how their own values and belief systems may impact on supporting an individual to take risks		
	4.2 Support others to facilitate the individual to articulate what they want to achieve		
	4.3 Support staff to develop practice of gaining consent from the individual to include others in taking positive risks		
	4.4 Support staff to use Advocacy skills with families and others to gain **support** for individuals to take positive risks		
	4.5 Support staff to record how decisions about positive risk-taking are reached		
5. Be able to develop systems for positive risk-taking	5.1 Support staff to understand the principle of duty of care while supporting the individual to take positive risks		
	5.2 Manage systems to ensure staff and others know what action to take if the individual chooses to take unplanned risks		
	5.3 Manage practice to ensure that: • risk-taking is compliant with risk assessment • supports are in place to enable the individual to undertake identified risks • consent is gained from individuals to include others • outcomes for individuals are reviewed		

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

Unit 41: Lead practice which supports individuals to take positive risks (H/504/2213) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Personal growth:** • growth in confidence • ability • self-worth • ability to overcome obstacles and reach new levels, etc**.** **Individual**: the person requiring care or support. **Staff** refers to staff for whom you have supervisory or management responsibility as well as peers and staff from other agencies. **Service-led assessments:** refers to assessments where needs are met on the basis of resources available, rather than enabling the individual to achieve to their fullest potential using support from other sources apart from funded resources. **Others:** • family • friends • legal guardians • staff from other agencies, line manager, etc. **Hopes and ambitions:** • working towards independent living • independent travel • employment • shopping • sports, managing own money, etc. **Inclusive assessment practice:** • the individual, family and friends • those whom the individual wishes to be included • those who are legally appointed as guardian • staff from within and outside the setting. **Health, safety and wellbeing:** • staying safe from physical harm • staying safe from situations that can lead to abuse • avoid hindering the individual from achieving goals by being over-protective.

Types of evidence (cont'd)
Support: • giving consent • words of encouragement • not blaming when things take several attempts • actively engage in making opportunities possible for those with a disability.

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

Assessor sign off of completed unit: Unit 41 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: Signature: Date:

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

Unit 42: Manage disciplinary processes in health and social care or children and young people's settings (M/504/2232)

Unit summary	The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to be able to manage disciplinary processes in health and social care or children and young people's settings.
Credit value	6
Guided learning hours	40
Level	5
Mandatory/optional	Optional
NOS mapping	LMC E10

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings	1.1 Explain how legislation, organisational policies and procedures relate to disciplinary processes		
	1.2 Analyse the relationship between disciplinary and **regulatory processes**		
	1.3 Identify own role and role of **others** in relation to disciplinary processes		
	1.4 Define practice which would be considered as: • performance issues that may lead to disciplinary proceedings • gross misconduct		
	1.5 Explain the different approaches used to manage performance issues and gross misconduct		
	1.6 Outline sanctions which may be considered within a disciplinary process		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Be able to manage staff practice which falls below professional and/or organisational standards	2.1 Consult with others to establish **management options** when practice falls below standards		
	2.2 Use supervision to address with staff member, practice which falls below organisational standards and/or professional codes of conduct, to include: • reflection on their practice and conduct • evidence of their practice and conduct which fall below standards • exploration of **underlying issues** • setting of objectives to improve practice • explanation of actions which will be taken if improvement is not achieved		
	2.3 Review with staff member objectives which have been set, to assess if improvements have been achieved		
	2.4 **Initiate disciplinary process** where objectives have not been met		
	2.5 Provide staff members with information about the disciplinary process, including their rights		
3. Be able to compile and present evidence for a disciplinary proceeding	3.1 Complete reports in line with work setting requirements to include: • **evidence** of the complaint against the member of staff • evidence of the process undertaken with the member of staff • analysis of risks to others as a result of staff member's conduct		
	3.2 Present evidence in a disciplinary proceeding		
4. Be able to manage the outcomes of a disciplinary process	4.1 Implement the decisions from a disciplinary process		
	4.2 Manage the implications of the outcomes for individuals and others		
	4.3 Evaluate own practice in the disciplinary process		

Unit 42: Manage disciplinary processes in health and social care or children and young people's settings (M/504/2232) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Regulatory processes**: when behaviours and conduct are referred to a professional body for investigation. **Others**: • human resource personnel • other managers • legal representatives • trade union representatives • labour relations organisations eg Advisory, Conciliation and Arbitration Service (ACAS) • people who use services • carers or family members. **Management options** refers to a range of management actions which can be taken before engaging in disciplinary processes: • training • setting objectives • coaching/mentoring • disciplinary options depending on seriousness of complaint. **Underlying issues**: • family issues • ill health • bullying in the workplace • financial • alcohol/substance misuse. **Initiate disciplinary process**: • liaison with other managers • consultation with human resources departments • advice from legal representatives or labour relations organisations. **Evidence**: • own observations • observations of others • records • complaints • feedback from people who use services, carers or family members.

Unit 42: Manage disciplinary processes in health and social care or children and young people's settings (M/504/2232) (cont'd)

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 42
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 43: Lead and manage end of life care services (T/503/8134)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading and managing end of life care services.
Credit value	7
Guided learning hours	45
Level	5
Mandatory/optional	Optional
NOS mapping	HSC 412

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to apply current legislation and policy in end of life care in order to develop end of life services	1.1 Summarise current legislation relating to the provision of best practice **end of life care services**		
	1.2 Apply local and national policy guidance for end of life care to the setting in which you work		
	1.3 Analyse legal and ethical issues relating to decision making at end of life		
	1.4 Explain how issues of mental capacity could affect end of life care		
2. Understand current theory and practice underpinning end of life care	2.1 Describe the theoretical models of grief, loss and bereavement		
	2.2 Explain how grief and loss manifest in the emotions of **individuals** who are dying and **others**		
	2.3 Analyse how a range of **tools for end of life care** can support the individual and others		
	2.4 Explain the pathway used by your local health authority		
	2.5 Critically reflect on how the outcomes of national research can affect your workplace practices		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to lead and manage effective end of life care services	3.1 Explain the qualities of an effective leader in end of life care		
	3.2 Manage own feelings and emotions in relation to end of life care, using a **range of resources** as appropriate		
	3.3 Use effective communication to support individuals at end of life and others		
	3.4 Use effective mediation and negotiation skills on behalf of the individual who is dying		
	3.5 Ensure there are sufficient and appropriate resources to support the delivery of end of life care services		
	3.6 Describe the possible role(s) of advocates in end of life care		
	3.7 Manage palliative care emergencies according to the wishes and preferences of the individual		
	3.8 Use a range of tools for end of life care to measure standards through audit and after-death analysis		
4. Be able to establish and maintain key relationships to lead and manage end of life care	4.1 Identify key relationships essential to effective end of life care		
	4.2 Analyse the features of effective partnership working within your work setting		
	4.3 Implement shared decision making strategies in working with individuals at end of life and others		
	4.4 Analyse how partnership working delivers positive outcomes for individuals and others		
	4.5 Initiate and contribute to multi-disciplinary assessments		
	4.6 Explain how to overcome barriers to partnership working		
	4.7 Access specialist multi-disciplinary advice to manage complex situations		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
5. Be able to support staff and others in the delivery of excellence in the end of life care service	5.1 Describe how a shared vision for excellent end of life care services can be supported		
	5.2 Implement strategies to empower staff involved in the delivery of end of life care to ensure positive outcomes for individuals and others		
	5.3 Support others to use a range of resources as appropriate to manage own feelings when working in end of life care		
	5.4 Support staff and others to comply with legislation, policies and procedures		
	5.5 Support staff and others to recognise when mental capacity has reduced to the extent that others will determine care and treatment for the person at the end of life		
	5.6 Access appropriate learning and development opportunities to equip staff and others for whom you are responsible		
	5.7 Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care		
	5.8 Provide feedback to staff on their practices in relation to end of life care		
6. Be able to continuously improve the quality of the end of life care service	6.1 Analyse how reflective practice approaches can improve the quality of end of life care services		
	6.2 Critically reflect on methods for measuring the end of life care service against national indicators of quality		
	6.3 Use outcomes of reflective practice to improve aspects of the end of life care service		

Unit 43: Lead and manage end of life care services (T/503/8134) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 1, 3, 4, 5 and 6 must be assessed in a real work environment.

Learning outcomes 1, 3, 4, 5 and 6 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Types of evidence

Evidence could include:

End of life care services refers to services provided at diagnosis during treatment or palliative care:
- the dying phase
- following death.

Individual: the person receiving support or care in the work setting.

Others:
- care or support staff
- colleagues
- manager
- non-direct care or support staff
- carers
- families
- visitors
- volunteers
- health professionals
- other organisations
- Social Worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Macmillan Nurse
- Independent Mental Capacity Advocate
- clinical nurse specialists.

Tools for end of life care:
Refer to tools in context of legislation and statutory guidance followed in Northern Ireland.

Range of resources:
- de-briefing
- mentoring
- supervision
- counselling services.

Unit 43: Lead and manage end of life care services (T/503/8134) (cont'd)

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 43
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 44: Manage domiciliary services (L/602/2337)

Unit summary	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage domiciliary care services supporting the practice of a dispersed workforce.
Credit value	6
Guided learning hours	39
Level	5
Mandatory/optional	Optional (Adult Residential Management pathway only)
NOS mapping	O3

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand factors that influence the management of domiciliary services	1.1 Evaluate how the current legislative framework, evidence-based research and organisational protocols impact on the management of domiciliary services		
	1.2 Explain how person-centred practice influences the management of domiciliary services		
	1.3 Analyse ethical dilemmas and conflicts experienced by managers' and practitioners' domiciliary services		
2. Be able to manage domiciliary services	2.1 Select and provide suitable practitioners to support individuals' needs		
	2.2 Support practitioners to develop awareness of their duties and responsibilities		
	2.3 Support clear communication and information sharing with individuals and **others**		
	2.4 Manage record keeping to meet legislative and regulatory requirements		
	2.5 Explain systems that calculate and justify charges for domiciliary care		
3. Be able to implement systems for working safely in domiciliary services	3.1 Implement **agreed ways of working** that support individuals' and others' safety and protection		
	3.2 Support practitioners to anticipate, manage and report risks		
	3.3 Manage systems for risk or incident reporting, action and follow-up		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services	4.1 Support practitioners to place the individual's needs and preferences at the centre of their practice		
	4.2 Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences		
	4.3 Explain the importance of supporting practitioners to challenge systems and ways of working		
	4.4 Support practitioners to develop innovative and creative approaches to their work		
	4.5 Support practitioners to balance the needs and preferences of individuals with the potential risks		
5. Be able to respond to day-to-day changes and emergencies in domiciliary services	5.1 Explain the challenges associated with addressing day-to-day changes and emergencies in domiciliary services		
	5.2 Demonstrate how day-to-day changes and emergencies are managed in domiciliary services		
6. Be able to manage human resources required for domiciliary services	6.1 Plan human resource requirements for domiciliary services		
	6.2 Review contingency arrangements for planned or unforeseen circumstances		
	6.3 Implement systems for supervision of a dispersed workforce		
	6.4 Arrange for practitioners to be inducted and trained to support roles and individual needs		
	6.5 Support practitioners to comply with agreed ways of working		
	6.6 Explain the actions that should be taken when practitioners do not comply with agreed ways of working		

Unit 44: Manage domiciliary services (L/602/2337) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.
This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: **Others**: • individuals accessing provision • workers/practitioners • carers • significant others • visitors to the work setting. **Agreed ways of working** refers to policies and procedures where these exist.

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

Learner signature: Date:

Assessor sign off of completed unit: Unit 44
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Analyse	Break the subject or complex situation into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Demonstrate	Show an in-depth understanding by describing, explaining or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account which includes contrasting perspectives.
Draw conclusions (which …)	Make a final decision or judgement based on reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.

Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately (a description may also be necessary to gain higher marks when using compensatory marking).
Justify	Give a detailed explanation of the reasons for actions or decisions.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Section 4
Additional information

Additional information

Resource requirements

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

The following documents are essential reading for any centre involved in the delivery, assessment and administration of these qualifications.

- Skills for Care and Development Assessment Principles.

Support for centres

Key Facts

This document outlines the key information of these qualification for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for these qualifications.

Contact us

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