

# Qualification Specification

NCFE CACHE Level 5 Diploma in Leadership for  
Health and Social Care and Children and Young  
People's Services (England) (90 credits) – Adults'  
Advanced Practice Pathway

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# Section 1: General introduction

## About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website and cachezone. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

### How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

### Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

## Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

**All** our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk) and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Diversity Statement**

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.



## **Section 2: About this qualification**

## Qualification summary

<b>Title</b>	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Settings (England) (90 credits)
<b>Qualification number</b>	601/4312/5
<b>Aim</b>	<p>This qualification provides learners with the skills and knowledge needed to manage practice and lead others in adult health and social care provision or in children and young people's services. It has six pathways - three for those working with adults and three for those working with children and young people - and covers a wide range of topics including:</p> <ul style="list-style-type: none"> <li>• safeguarding and protection</li> <li>• managing care services</li> <li>• supporting development and partnership working</li> <li>• contributing to broader activities such as change programmes and recruitment</li> <li>• complying with quality systems and continuously improving quality</li> <li>• developing and carrying out policy</li> <li>• promoting and developing best practice</li> <li>• care management.</li> </ul> <p>The <b>Management</b> pathways are most suitable for Assistant Managers and Deputy Managers working in day or domiciliary services who are looking to progress their career. It is also appropriate for Managers who have not yet achieved a vocational qualification at this level.</p> <p>The <b>Residential Services</b> pathways are aimed at learners in similar job roles as those taking the Management pathways but the focus is on management and care in residential settings.</p> <p>The <b>Advanced Practice</b> pathways are geared towards senior practitioners who would like to develop their career but wish to remain active practitioners within the management framework.</p>
<b>Purpose</b> Ofqual code and description (where applicable)	<p>D. Confirm occupational competence and/or 'licence to practice'</p> <p>D1: Confirm competence in an occupational role to the standards required</p>

<b>Guided learning hours</b>	Min	515	Max	709
<b>Credit value</b>	90	<b>Minimum credits at / above Level</b>		66
<b>Minimum age of learner</b>	19			
<b>Age ranges covered by the qualification</b>	18+			
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will need to be working in the role of Deputy or Manager in an appropriate setting, or have the opportunity to carry out responsibilities associated with these roles, to be able to study for the NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Settings (England) (90 credits).			
<b>Rules of Combination</b>	<p>Learners must take the 6 Shared Core Mandatory Units, 5 Mandatory Adults' Advanced Practice Pathway Units (51 credits) and the remaining 39 credits from Option Groups H, I and J.</p> <p>A minimum of 1 credit and a maximum of 6 credits must be taken from Option Group I.</p> <p>For Apprenticeships, the latest framework document, available from <a href="http://www.afo.sscalliance.org/frameworkslibrary/">http://www.afo.sscalliance.org/frameworkslibrary/</a>, should always be consulted to ensure that all mandatory qualifications, units, on-the-job hours and apprenticeship conditions are achieved and evidenced.</p>			
<b>Progression</b>	It is anticipated that learners will be able to progress from advanced practitioner to manager status via this qualification. It is also anticipated that it will provide access to higher education opportunities.			
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: Inference of knowledge from direct observation of practice, Expert witness evidence when directed by the sector skills assessment strategy, Portfolio of evidence or a task*.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>			

<b>Additional assessment requirements</b>	All units must be assessed in line with the Skills for Care and Development Assessment Strategy.
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
<b>How long will it take to complete?</b>	The qualification can usually be completed in one year.
<b>Entry requirements / recommendations</b>	There are no formal entry requirements for this qualification but learners will need to be at least 19 years of age. It is also recommended that they will hold a Level 3 qualification or above in a related area.

## Qualification introduction and purpose

This qualification, which replaces the Level 4 NVQ in Health and Social Care Leadership and Management in Care Services, is nationally recognised and is based on the Health and Social Care National Occupational Standards (NOS). The NOS, assessment principles and qualification structure are owned by the Sector Skills Council, Skills for Care and Development.

### **Adults' Advanced Pathway**

The aim of the Adults' Advanced Practice Pathway is to guide and assess the knowledge and skills relating to the Health and Social Care senior workforce. If you work in the Health and Social Care Sector in a senior role, this is the ideal qualification for you. You may be looking to develop your career as a senior practitioner within the broader context of Health and Social Care.

### **Work settings and job roles**

Examples of some of the settings:

- residential services for Adults
- community-based domiciliary services
- day services for Adults.

Learners who would undertake the Level 5 Diploma (Adults' Advanced Practice) would be working in job roles such as:

- manager
- deputy manager
- assistant manager
- care broker
- case manager
- senior support worker.

## Rules of combination

Learners must take the 6 Shared Core Mandatory Units, 5 Mandatory Adults' Advanced Practice Pathway Units (51 credits) and the remaining 39 credits from Option Groups H, I and J.

A minimum of 1 credit and a maximum of 6 credits must be taken from Option Group I.

## Unit achievement log

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

Group A - Shared Core & Mandatory (6 units, 30 credits)

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
SHC 51	F/602/233 5	Use and develop systems that promote communication	Skills	5	3	24	31	
SHC 52	L/602/257 8	Promote professional development	Knowledge / Skills	4	4	33	37	
SHC 53	Y/602/318 3	Champion equality, diversity and inclusion	Knowledge / Skills	5	4	34	43	
M1	K/602/317 2	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	Knowledge / Skills	5	5	33	49	
M2c	A/602/318 9	Work in partnership in health and social care or children and young people's settings	Knowledge / Skills	4	4	26	55	
OP 5.25	J/602/349 9	Undertake a research project within services for health and social care or children and young people	Knowledge / Skills	5	10	80	61	
<b>Total credit and GLH for Shared Core and Mandatory Units</b>					<b>30</b>	<b>230</b>		

## Group G – Adults' Advanced Practice Pathway Mandatory Units (5 units, 21 credits)

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
M3	M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	Knowledge / Skills	5	5	35	67	
P1	R/602/2856	Safeguarding and protection of vulnerable adults	Knowledge / Skills	5	5	37	73	
P5	Y/602/2860	Understand safeguarding of children and young people (for those working in the adult sector)	Knowledge	3	1	10	79	
HSCM1	D/602/2844	Lead person-centred practice	Knowledge / Skills	5	4	29	83	
SS 5.1	J/601/5242	Assess the individual in a health and social care setting	Knowledge / Skills	5	6	41	89	
Credit and GLH from Group G units					21	152		
<b>Total credit and GLH for Mandatory plus Group G Units</b>					<b>51</b>	<b>382</b>		



## Group H Optional – Management units

Details of these units can be found in the separate Optional Units document which can be found on the CACHE website [www.cache.org.uk](http://www.cache.org.uk) and [cachezone](http://cachezone).

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
O1	J/602/233 6	Develop procedures and practice to respond to concerns and complaints	Knowledge / Skills	5	6	40	
O16	R/602/233 8	Recruitment and selection within health and social care or children and young people's settings	Knowledge / Skills	4	3	26	
O20c	Y/602/233 9	Facilitate the development of effective group practice in health and social care or children and young people's settings	Knowledge / Skills	5	6	42	
O30c	L/602/254 7	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Knowledge / Skills	5	6	43	
O35	T/602/257 4	Manage induction in health and social care or children and young people's settings	Knowledge / Skills	4	3	21	
O40	F/602/261 2	Facilitate change in health and social care or children and young people's setting	Knowledge / Skills	5	6	42	
O41	L/602/274 3	Manage an inter-professional team in a health and social care or children and young people's setting	Knowledge / Skills	6	7	48	
O42	T/602/275 3	Manage finance within own area of responsibility in health and social care or children and young people's setting	Knowledge / Skills	4	4	31	

<b>Unit no.</b>	<b>Unit ref.</b>	<b>Unit title</b>	<b>Unit type</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Notes</b>
O43	R/602/275 8	Manage quality in health and social care or children and young people's setting	Knowledge / Skills	5	5	36	
B1	Y/600/958 8	Develop and evaluate operational plans for own area of responsibility	Skills	5	6	25	
E8	K/600/971 1	Manage physical resources	Knowledge / Skills	4	3	25	

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

Details of these units can be found in the separate Optional Units document which can be found on the CACHE website [www.cache.org.uk](http://www.cache.org.uk) and cachezone.

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
	M2a	T/602/3188	Understand partnership working	Knowledge	4	1	7	
	LM1a	D/602/3170	Understand how to manage a team	Knowledge	4	3	20	
	LM2a	H/602/3185	Understanding professional supervision practice	Knowledge	4	3	22	
	DEM 301	J/601/ 3538	Understand the process and experience of dementia	Knowledge	3	3	22	
	PD OP 3.1	J/601/6150	Understand physical disability	Knowledge	3	3	22	
	PD OP 3.3	Y/601/6167	Understand the impact of acquired brain injury on individuals	Knowledge	3	3	28	
	SS MU 3.1	M/601/3467	Understand sensory loss	Knowledge	3	3	21	
	LD OP 307	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3	21	

	<b>Unit no.</b>	<b>Unit ref.</b>	<b>Unit title</b>	<b>Unit type</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Notes</b>
	EOL 307	J/503/8137 Barred combination with EOL 306	Understand how to support individuals during last days of life	Knowledge	3	3	28	
	EOL 303	A/503/8135	Understand Advance Care planning	Knowledge	3	3	25	
	EOL 308	F/5038704	End of life and dementia care	Knowledge	3	2	20	

## Group J – Options

Details of these units can be found in the separate Optional Units document which can be found on the CACHE website [www.cache.org.uk](http://www.cache.org.uk).

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

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
PD OP 3.4	M/601/5817	Support families who are affected by acquired brain injury	Knowledge / Skills	3	3	30	
PD OP 3.5	D/601/5750	Support families who have a child with a disability	Knowledge / Skills	3	3	23	
HSC 3007	M/601/9494	Support the development of community partnerships	Knowledge / Skills	4	5	33	
HSC 3027	K/601/7906	Support individuals to access housing and accommodation services	Knowledge / Skills	3	4	24	
HSC 3048	T/601/9495	Support individuals at the end of life	Knowledge / Skills	3	7	53	
HSC 3057	F/601/9029	Work with families, carers and individuals during times of crisis	Knowledge / Skills	4	5	35	
HSC 3065	T/601/9738 Barred combination with O32	Implement the Positive Behavioural Support model	Knowledge / Skills	4	8	61	
SS OP 3.7	H/601/3546	Support individuals to access education, training or employment	Knowledge / Skills	4	4	31	
SS 5.2	M/601/5249	Promote awareness of sensory loss	Knowledge / Skills	5	3	19	
SS 5.3	H/601/5250	Support the use of assistive technology	Knowledge / Skills	5	4	31	
SS 5.4	K/601/5251	Explore models of disability	Knowledge / Skills	5	5	32	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
SS 5.5	M/601/5252	Support individuals with sensory loss with communication	Knowledge / Skills	5	5	37	
SS 5.6	T/601/5253	Support individuals with multiple conditions and/or disabilities	Knowledge / Skills	5	5	34	
EYMP5	T/600/9789	Support children's speech, language and communication	Knowledge / Skills	3	4	30	
 CYPOP 17	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	Knowledge	4	5	40	
ADV 305	F/502/3295 Barred combination with Advo 306, 307, 308, 309, 310	Independent Mental Capacity Advocacy	Knowledge / Skills	4	12	35	
ADV 306	J/502/3296 Barred combination with ADV 305, 307, 308, 309, 310	Independent Mental Health Advocacy	Knowledge / Skills	4	7	35	
ADV 307	L/502/3297 Barred combination with ADV 305, 306, 308, 309, 310	Providing Independent Advocacy Management	Skills	4	11	35	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
ADV 308	R/502/3298 Barred combination with ADV 305, 306, 307, 309, 310	Providing Independent Advocacy to Adults	Skills	4	5	35	
ADV 309	Y/502/3299 Barred combination with ADV 305, 306, 307, 308, 310	Independent Advocacy with Children and Young People	Skills	4	7	35	
ADV 310	F/502/3300 Barred combination with ADV 305, 306, 307, 308, 309	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	Knowledge / Skills	4	5	35	
ASM1	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Skills	3	4	24	
ASM4	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Skills	3	4	24	
LM 507	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	Knowledge	5	6	50	
LM 501	T/504/2197	Professional practice in health and social care for adults or children and young people	Knowledge / Skills	5	6	43	



Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
LM 502	A/504/2198	Develop, maintain and use records and reports	Knowledge / Skills	4	3	23	
CCLD OP 5.12	K/602/3074	Develop provision for family support	Knowledge / Skills	2	3	19	
HSC 3067	T/504/2202	Support individuals to stay safe from harm or abuse	Knowledge / Skills	3	4	27	
HSC 3068	F/504/2204	Provide support to children or young people who have experienced harm or abuse	Knowledge / Skills	4	6	45	
HSC 3069	J/504/2205	Provide support to adults who have experienced harm or abuse	Knowledge / Skills	4	5	39	
IC 501	Y/504/2208	Lead and manage infection prevention and control within the work setting	Knowledge / Skills	5	6	38	
DEM 501	D/504/2212	Lead and manage practice in dementia care	Knowledge / Skills	5	6	41	
LM 503	H/504/2213	Lead practice which supports individuals to take positive risks	Knowledge / Skills	5	4	30	
HSC 3070	T/504/2216	Assess the needs of carers and families	Knowledge / Skills	3	4	28	
LM 504	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Skills	5	3	22	
LM 508	J/504/2219	Appraise staff performance	Knowledge / Skills	5	5	32	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
LM 509	R/504/2224	Support people who are providing homes to individuals	Skills	4	6	40	
LM 510	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	Knowledge / Skills	5	6	40	
LM 505	J/504/2236	Manage business redesign in health and social care or children or young people's services	Knowledge / Skills	5	5	30	
HSC 3073	Y/504/2239	Provide information about health and social care or children and young people's services	Skills	3	3	20	
HSC 3072	D/504/2243	Understand the factors affecting older people	Knowledge	3	2	17	
EOL 304	M/503/8133	Support the spiritual well-being of individuals	Knowledge / Skills	3	3	26	
EOL 306	F/503/8685 Barred combination with EOL 307	Support individuals during the last days of life	Knowledge / Skills	4	5	33	
EOL 501	T/503/8134	Lead and manage end of life care services	Knowledge / Skills	5	7	45	
EOL 502	L/503/8138	Lead a service that supports individuals through significant life events	Skills	5	4	31	





## **Section 3: Units**

This section includes assessment tasks for tutors' convenience. They are not mandatory.

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

## SHC 51: Use and develop systems that promote communication

**Unit reference** F/602/2335 **Level** 5

**Credit value** 3 **GLH** 24

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1, 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.</b>			
1. Be able to address the range of communication requirements in own role.	1.1. Review the range of groups and individuals whose communication needs must be addressed in own job role.		
	1.2. Explain how to support effective communication within own job role.		
	1.3. Analyse the barriers and challenges to communication within own job role.		
	1.4. Implement a strategy to overcome communication barriers.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Use different <b>means of communication</b> to meet different needs.		
2. Be able to improve communication systems and practices that support positive outcomes for individuals.	2.1. Monitor the effectiveness of communication systems and practices.		
	2.2. Evaluate the effectiveness of existing communication systems and practices.		
	2.3. Propose improvements to communication systems and practices to address any shortcomings.		
	2.4. Lead the implementation of revised communication systems and practices.		
3. Be able to improve communication systems to support <b>partnership working</b> .	3.1. Use communication systems to promote partnership working.		
	3.2. Compare the effectiveness of different communications systems for partnership working.		
	3.3. Propose improvements to communication systems for partnership working.		
4. Be able to use systems for effective information management.	4.1. Explain legal and ethical tensions between maintaining confidentiality and sharing information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Analyse the essential features of information sharing agreements within and between organisations.		
	4.3. Demonstrate use of information management systems that meet legal and ethical requirements.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 51**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	LMCS E1 HSC 41
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Means of communication</b> may include:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> <li>• sign</li> <li>• pictorial</li> <li>• written</li> <li>• electronic</li> <li>• assisted</li> <li>• personal</li> <li>• organisational</li> <li>• formal</li> <li>• informal</li> <li>• public (information/promotional).</li> </ul> <p><b>Partnership Working:</b> Working effectively together with people, professionals, agencies and organisations to enhance the well-being of people and support positive and improved outcomes.</p>

## **Assessment task – SHC 51 Use and develop systems that promote communication**

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



## SHC 52: Promote professional development

**Unit reference** L/602/2578 **Level** 4

**Credit value** 4 **GLH** 33

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.</b>			
1. Understand principles of professional development.	1.1. Explain the importance of continually improving knowledge and practice.		
	1.2. Analyse potential barriers to professional development.		
	1.3. Compare the use of different <b>sources and systems of support</b> for professional development.		
	1.4. Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to prioritise goals and targets for own professional development.	2.1. Evaluate own knowledge and performance against <b>standards and benchmarks.</b>		
	2.2. Prioritise development goals and targets to meet expected standards.		
3. Be able to prepare a professional development plan.	3.1. Select learning opportunities to meet development objectives and reflect personal learning style.		
	3.2. Produce a plan for own professional development, using an appropriate source of support.		
	3.3. Establish a process to evaluate the effectiveness of the plan.		
4. Be able to improve performance through reflective practice.	4.1. Compare models of reflective practice.		
	4.2. Explain the importance of reflective practice to improve performance.		
	4.3. Use reflective practice and feedback from others to improve performance.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Evaluate how practice has been improved through: <ul style="list-style-type: none"><li>• reflection on best practice</li><li>• reflection on failures and mistakes.</li></ul>		

**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: SHC 52**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	This unit links with the following NOS: HSC 43 LMCS A1 D3 CCLD 429 LDSS/GCU6.
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in the work setting.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Sources and systems of support</b> may include:</p> <ul style="list-style-type: none"> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• mentoring</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p><b>Standards and benchmarks</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum / essential standards</li> <li>• national occupational standards.</li> </ul>

## **Assessment task – SHC 52 Promote professional development**

As a manager in Health and Social Care you know that the ability to reflect on your own practice is an essential skill. You have decided to prepare a set of guidance notes on the principles of professional development for your staff team which:

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

- explains the importance of continually improving knowledge and practice
- analyses potential barriers to professional development
- compares the use of different sources and systems of support for professional development
- explains factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.



## SHC 53: Champion equality, diversity and inclusion

**Unit reference** Y/602/3183 **Level** 5

**Credit value** 4 **GLH** 34

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required for a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 4 must be assessed in real work environments by a vocationally competent assessor.</b>			
1. Understand diversity, equality and inclusion in own area of responsibility.	1.1. Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility.		
	1.2. Analyse the potential effects of barriers to equality and inclusion in own area of responsibility.		
	1.3. Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.		
2. Be able to champion diversity, equality and inclusion.	2.1. Promote equality, diversity and inclusion in policy and practice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Challenge discrimination and exclusion in policy and practice.		
	2.3. Provide others with information about: <ul style="list-style-type: none"> <li>• the effects of discrimination</li> <li>• the impact of inclusion</li> <li>• the value of diversity.</li> </ul>		
	2.4. Support others to challenge discrimination and exclusion.		
3. Understand how to develop systems and processes that promote diversity, equality and inclusion.	3.1. Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion.		
	3.2. Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility.		
	3.3. Propose improvements to address gaps or shortfalls in systems and processes.		
4. Be able to manage the risks presented when balancing individual rights and professional duty of care.	4.1. Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.		
	4.2. Explain the principle of informed choice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Explain how issues of individual capacity may affect informed choice.		
	4.4. Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.		

**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: SHC 53**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	LMCS, B1, HSC 45, LDSS/GCU 5, LDSS 408
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.  Learning outcomes 2 and 4 must be assessed in the work setting.

## **Assessment task – SHC 53 Champion equality, diversity and inclusion**

As a manager in Health and Social Care you are part of a peer group involved in providing continual professional development for the group's members. You have been tasked with leading an informed discussion on championing equality, diversity and inclusion. Prepare notes for this discussion which:

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

- explain models of practice that underpin equality, diversity and inclusion in own area of responsibility
- analyse the potential effects of barriers to equality and inclusion in own area of responsibility
- analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility

**Task 2** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion
- evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
- propose improvements to address gaps or shortfalls in systems and processes.



## M1: Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings

**Unit reference** K/602/3172 **Level** 5

**Credit value** 5 **GLH** 33

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health and social care or children and young people's settings.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.</b>			
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings.	1.1. Explain the legislative framework for health, safety and risk management in the work setting.		
	1.2. Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings.	2.1. Demonstrate compliance with health, safety and risk management procedures.		
	2.2. Support <b>others</b> to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work.		
	2.3. Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with.		
	2.4. Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements.		
3. Be able to lead the implementation of policies, procedures and practices to manage risk to <b>individuals</b> and others in health and social care or children and young people's settings.	3.1. Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others.		
	3.2. Work with individuals and others to assess potential risks and hazards.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Work with individuals and others to manage potential risks and hazards.		
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings.	4.1. Work with individuals to balance the management of risk with individual rights and the views of others.		
	4.2. Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking.		
	4.3. Evaluate own practice in promoting a balanced approach to risk management.		
	4.4. Analyse how helping others to understand the balance between risk and rights improves practice.		
5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings.	5.1. Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others.		
	5.2. Evaluate the health, safety and risk management policies, procedures and practices within the work setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.3. Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting.		
	5.4. Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: M1**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.  Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Others** may include:

- self
- workers / practitioners
- carers
- significant others
- visitors to the work setting
- inspectors / regulators.

An **individual** is someone accessing care or support.

## **Assessment task – M1 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

As a manager in Health and Social Care you have been asked to give a presentation to all similar facilities in your organisation on health and safety and risk management. The notes you make to inform your presentation will:

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

- explain the legislative framework for health, safety and risk management in the work setting
- analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.

## M2c: Work in partnership in health and social care or children and young people's settings

**Unit reference** A/602/3189 **Level** 4

**Credit value** 4 **GLH** 26

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.</b>			
1. Understand partnership working.	1.1. Identify the features of effective partnership working.		
	1.2. Explain the importance of partnership working with: <ul style="list-style-type: none"> <li>• colleagues</li> <li>• <b>other professionals</b></li> <li>• <b>others.</b></li> </ul>		
	1.3. Analyse how partnership working delivers better outcomes.		
	1.4. Explain how to overcome barriers to partnership working.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to establish and maintain working relationships with colleagues.	2.1. Explain own role and responsibilities in working with colleagues.		
	2.2. Develop and agree common objectives when working with colleagues.		
	2.3. Evaluate own working relationship with colleagues.		
	2.4. Deal constructively with any conflict that may arise with colleagues.		
3. Be able to establish and maintain working relationships with other professionals.	3.1. Explain own role and responsibilities in working with other professionals.		
	3.2. Develop procedures for effective working relationships with other professionals.		
	3.3. Agree common objectives when working with other professionals within the boundaries of own role and responsibilities.		
	3.4. Evaluate procedures for working with other professionals.		
4. Be able to work in partnership with others.	4.1. Analyse the importance of working in partnership with others.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Develop procedures for effective working relationships with others.		
	4.3. Agree common objectives when working with others within the boundaries of own role and responsibilities.		
	4.4. Evaluate procedures for working with others.		
	4.5. Deal constructively with any conflict that may arise with others.		

**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: M2c**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	LMCS B1, HSC 41, CCLD 405, 406
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in the work setting.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Other professionals</b> may include:</p> <ul style="list-style-type: none"> <li>• workers from other agencies or organisations</li> <li>• advocates</li> <li>• independent visitors.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• children and young people</li> <li>• families</li> <li>• carers</li> <li>• friends of the individual</li> <li>• advocates.</li> </ul>

## **Assessment task – M2c Work in partnership in health and social care or children and young people's settings**

As a new manager working within Health and Social Care in a multi-disciplinary team you have been tasked with preparing a discussion paper for your first supervision with your line manager, about implementing and promoting effective partnership working, which:

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

- identifies the features of effective partnership working
- explains the importance of partnership working with:
  - colleagues
  - other professionals
  - others
- analyses how partnership working delivers better outcomes
- explains how to overcome barriers to partnership working.



## OP 5.25: Undertake a research project within services for health and social care or children and young people

**Unit reference** J/602/3499 **Level** 5

**Credit value** 10 **GLH** 80

**Unit aim** The purpose of this unit is to assess the learners' knowledge and understanding in skills required to undertake a research project within services for health and social care or children or young people.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1, 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.</b>			
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 <b>aims and objectives</b> of the research project.		
	1.3. Explain <b>ethical considerations</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
4. Be able to analyse research findings.	4.1. Use data analysis methods to analyse the data.		
	4.2. Draw conclusions from findings.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		

**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: OP 5.25**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	CCLD 420 Undertake a research project
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.  Learning outcomes 1, 3 and 4 must be assessed in the work setting.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Aims and objectives** – the reasons, understanding and methods for conducting the research project.

**Ethical considerations** – confidentiality, sensitivity of data, seeking agreements with participants.

## **Assessment task - OP 5.25: Undertake a research project within services for health and social care or children and young people**

**Task** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

As a manager you will be aware of the importance of developing knowledge and understanding in order to improve organisational practice. You have been tasked with undertaking a research project within your service. You are meeting with your line manager to discuss your proposal. In preparation for the meeting prepare a research brief to justify your chosen methodology. The research brief must contribute to the justification of the selected methodology by:

- critically comparing different types of research
- evaluating a range of methods that can be used to collect data
- identifying a range of tools that can be used to analyse data
- explaining the importance of validity and reliability of data used within research.



## M3: Manage health and social care practice to ensure positive outcomes for individuals

**Unit reference** M/602/2850 **Level** 5

**Credit value** 5 **GLH** 35

**Unit aim** The purpose of this unit is to assess the learner’s knowledge, understanding and skills required in the process of planning and achieving positive outcomes that underpin the personalisation agenda. This unit covers a range of the key areas of practice that support the implementation of personalisation. The unit also explores the role of the manager/senior worker in providing a supportive environment for individuals to achieve positive outcomes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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**Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.**

1. Understand the theory and principles that underpin outcome based practice.	1.1. Explain ‘outcome based practice’.		
	1.2. Critically review <b>approaches to outcome based practice.</b>		
	1.3. Analyse the effect of legislation and policy on outcome based practice.		
	1.4. Explain how outcome based practice can result in positive changes in individuals’ lives.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well-being.	2.1. Explain the psychological basis for well-being.		
	2.2. Promote a culture among the workforce of considering all aspects of individuals' well-being in day to day practice.		
	2.3. Review the extent to which systems and processes promote individual well-being.		
3. Be able to lead practice that promotes individuals' health.	3.1. Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision.		
	3.2. Use <b>appropriate methods</b> to meet the health needs of individuals.		
	3.3. Implement practice and protocols for involving appropriate professional health care expertise for individuals.		
	3.4. Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs.		
4. Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve.	4.1. Explain the necessary steps in order for individuals to have choice and control over decisions.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Manage resources so that individuals can achieve positive outcomes.		
	4.3. Monitor and evaluate progress towards the achievement of outcomes.		
	4.4. Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes.		
	4.5. Implement systems and processes for recording the identification, progress and achievement of outcomes.		
5. Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes.	5.1. Analyse the importance of effective working relationships with carers, families and significant others for the achievement of positive outcomes.		
	5.2. Implement systems, procedures and practices that engage carers, families and significant others.		
	5.3. Use <b>appropriate approaches to address conflicts and dilemmas</b> that may arise between individuals, staff and carers, families and significant others.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4. Explain how legislation and regulation influence working relationships with carers, families and significant others.		
	5.5. Implement safe and confidential recording systems and processes to provide effective information sharing and recording.		

**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: M3**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	LMCS B2, B3, B4
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Approaches to outcome based practice</b> may include:</p> <ul style="list-style-type: none"> <li>• results based accountability</li> <li>• outcomes management</li> <li>• outcomes into practice</li> <li>• logic model.</li> </ul> <p><b>Appropriate methods</b> may include:</p> <ul style="list-style-type: none"> <li>• agreed therapeutic/development activities</li> <li>• regular health checks</li> <li>• administering prescribed medication/treatment</li> <li>• promoting/supporting healthy lifestyle choices.</li> </ul> <p><b>Appropriate approaches to address conflicts and dilemmas</b> may include:</p> <ul style="list-style-type: none"> <li>• one to one discussion</li> <li>• group discussion</li> <li>• using contracts</li> <li>• providing information to inform choices</li> <li>• mentoring for conflict resolution.</li> </ul>

## **Assessment task – M3 Manage health and social care practice to ensure positive outcomes for individuals**

As a manager of a Health and Social Care facility that is going to implement personalisation for individuals who use the service, you have decided to produce a resource pack for the individuals who use your service and your staff team which:

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

- explains 'outcome based practice'
- critically reviews approaches to outcome based practice
- analyses the effect of legislation and policy on outcome based practice
- explains how outcome based practice can result in positive changes in individuals' lives.

## P1: Safeguarding and protection of vulnerable adults

**Unit reference** R/602/2856 **Level** 5

**Credit value** 5 **GLH** 37

**Unit aim** The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.</b>			
1. Understand the legislation, regulations and policies that underpin the protection of vulnerable adults.	1.1. Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults.		
	1.2. Evaluate the impact of <b>policy developments</b> on approaches to safeguarding vulnerable adults in own service setting.		
	1.3. Explain the legislative framework for safeguarding vulnerable adults.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4. Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults.		
	1.5. Explain the protocols and referral procedures when harm or abuse is alleged or suspected.		
2. Be able to lead service provision that protects vulnerable adults.	2.1. Promote service provision that supports vulnerable adults to assess risks and make informed choices		
	2.2. Provide information to others on: <ul style="list-style-type: none"> <li>• indicators of abuse</li> <li>• measures that can be taken to avoid abuse taking place</li> <li>• steps that need to be taken in the case of suspected or alleged abuse.</li> </ul>		
	2.3. Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse.		
	2.4. Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5. Provide feedback to others on practice that supports the protection of vulnerable adults.		
3. Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults.	3.1. Follow <b>agreed protocols</b> for working in partnership with other organisations.		
	3.2. Review the effectiveness of systems and procedures for working in partnership with other organisations.		
4. Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults.	4.1. Support the participation of vulnerable adults in a review of systems and procedures.		
	4.2. Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting.		
	4.3. Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults.		
	4.4. Recommend proposals for improvements in systems and procedures in own service setting.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: P1**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 45, 430
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles  Learning outcomes 2, 3 and 4 must be assessed in the work setting.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Policy developments** may include:

- Our Health, Our Care, Our Say
- Putting People First
- No Secrets
- In Safe Hands
- Vetting and Barring Scheme / Independent Safeguarding Authority
- Local Safeguarding Adults Boards.

**Agreed protocols** may include:

- boundaries
- areas of responsibility
- information sharing
- limits of authority
- decision making
- recording information.

## **Assessment task – P1 Safeguarding and protection of vulnerable adults**

As a manager in a Health and Social Care organisation that is working in partnership with vulnerable adults, you have decided to produce an information pack for your staff's continual professional development which:

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

- analyses the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults
- evaluates the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting
- explains the legislative framework for safeguarding vulnerable adults
- evaluates how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults
- explains the protocols and referral procedures when harm or abuse is alleged or suspected.

## P5: Understand safeguarding of children and young people (for those working in the adult sector)



**Unit reference** Y/602/2860

**Level** 3

**Credit value** 1

**GLH** 10

**Unit aim** The purpose of this unit is to assess the learner's knowledge required to understand the safeguarding of children and young people. These workers do not work directly with children, but need to know how to recognise and respond to abuse and/or neglect should they come across it in the course of their work with adults.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the policies, procedures and practices for safe working with children and young people.	1.1. Explain the policies, procedures and practices for safe working with children and young people.		
2. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	2.1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.		
	2.2. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged.		

**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: P5**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	CCLD 305, LDSS 1, HSC 34
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

## **Assessment task – P5 Understand safeguarding of children and young people (for those working in the adult sector)**

As a manager in a Health and Social Care organisation providing services for adults, you have decided to create an information pack for understanding safeguarding of children and young people for new and existing staff, including bank and agency staff, which:

**Task 1** links to learning outcome 1, assessment criteria 1.1.

- explains the policies, procedures and practices for safe working with children and young people

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3

- describes the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- describes the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- explains the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged.



## HSCM1: Lead person-centred practice

**Unit reference** D/602/2844 **Level** 5

**Credit value** 4 **GLH** 29

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required to work as a manager or senior practitioner in a wide range of settings. It covers the promotion and implementation of person-centred practice.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.</b>			
1. Understand the theory and principles that underpin person-centred practice.	1.1. Explain person-centred practice.		
	1.2. Critically review approaches to person-centred practice.		
	1.3. Analyse the effect of legislation and policy on person-centred practice.		
	1.4. Explain how person-centred practice informs the way in which <b>consent</b> is established with <b>individuals</b> .		
	1.5. Explain how person-centred practice can result in positive changes in individuals' lives.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to lead a person-centred practice.	2.1. Support <b>others</b> to work with individuals to establish their history, preferences, wishes and needs.		
	2.2. Support others to implement person-centred practice.		
	2.3. Support others to work with individuals to review approaches to meet individuals' needs and preferences.		
	2.4. Support others to work with individuals to adapt approaches in response to individuals' emerging needs or preferences.		
3. Be able to lead the implementation of <b>active participation</b> of individuals.	3.1. Evaluate how active participation enhances the wellbeing and quality of life of individuals.		
	3.2. Implement systems and processes that promote active participation.		
	3.3. Support the use of risk assessments to promote active participation in all aspects of the lives of individuals.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSCM1**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 414, HSC 416 and LMCS B5.
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in the work setting.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Consent</b> means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family members</li> <li>• friends</li> <li>• advocates</li> <li>• paid workers</li> <li>• other professionals</li> <li>• carers.</li> </ul> <p>An <b>individual</b> is someone accessing care or support.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

## **Assessment task – HSCM1 Lead person-centred practice**

As a manager in Health and Social Care you have been tasked with writing a short paper on person-centred practice for the new Director of Social Services which:

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

- explains person-centred practice
- critically reviews approaches to person-centred practice
- analyses the effect of legislation and policy on person-centred practice
- explains how person-centred practice informs the way in which consent is established with individuals
- explains how person-centred practice can result in positive changes in individuals' lives.



## SS 5.1: Assess the individual in a health and social care setting

**Unit reference** J/601/5242 **Level** 5

**Credit value** 6 **GLH** 41

**Unit aim** The purpose of this unit is to provide the knowledge and skills needed to understand and implement different forms of assessment in the context of partnership working

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3, 4 and 5 must be assessed in real work settings by a vocationally competent assessor.</b>			
1. Understand assessment processes.	1.1. Compare and contrast the range and purpose of different forms of assessment.		
	1.2. Explain how partnership work can positively support assessment processes.		
2. Be able to lead and contribute to assessments.	2.1. Initiate early assessment of the individual.		
	2.2. Support the active participation of the individual in shaping the assessment process.		
	2.3. Undertake assessments within the boundaries of own role.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Make recommendations to support referral processes.		
3. Be able to manage the outcomes of assessments.	3.1. Develop a care or support plan in collaboration with the individual that meets their needs.		
	3.2. Implement interventions that contribute to positive outcomes for the individual.		
4. Be able to promote <b>others'</b> understanding of the role of assessment.	4.1. Develop others' understanding of the functions of a range of assessment tools.		
	4.2. Develop others' understanding that assessment may have a positive and/or negative impact on an individual and their families.		
	4.3. Develop others' understanding of their contribution to the assessment process.		
5. Review and evaluate the effectiveness of assessment.	5.1. Review the assessment process based on feedback from the individual and/or others.		
	5.2. Evaluate the outcomes of assessment based on feedback from the individual and/or others.		
	5.3. Develop an action plan to address the findings.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS 5.1**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 1, 2, 3, 4, 6, 11.
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.  Learning outcomes 2, 3, 4 and 5 must be assessed in the real work environment.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<b>Others</b> could include: <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers / family members</li> <li>• advocates</li> <li>• colleagues.</li> </ul>

## **Assessment task – SS 5.1 Assess the individual in a health and social care setting**

As a manager in Health and Social Care which is involved in the development of a new community facility you have been tasked with presenting a short paper on the assessment process to the stakeholders which:

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

- compares and contrasts the range and purpose of different forms of assessment
- explains how partnership work can positively support assessment processes.

## **Section 4: Assessment and quality assurance information**

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor - by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* - when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence - may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

- \* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:
- when assessment may cause distress to an individual, such as supporting a child with a specific need
  - a rarely occurring situation, such as dealing with an accident or illness
  - confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.
- \*\* **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in “*Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance*”.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles / NCFE CACHE Assessment Strategy

### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

# Section 5: Documents

## Useful documents

This section refers to useful documents that can be found on the secure cachezone system, some of which may assist with the delivery of this qualification.

- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

## Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**.



## **Section 6: Publication history**

A comprehensive CACHE Support Materials Publication History, including details of changes made to all of our support materials since 2010, is available on [cachezone](#).