Level 5 Diploma in Leadership and Management for Adult Care (England) (3080-50)

Qualification Handbook

Qualification at a glance

Subject area	Adult Care
City & Guilds number	3080-50
Age group approved	19+
Entry requirements	None
Assessment	TBC
Approvals	Automatic approval is available for centres offering: • 4978-54 Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Residential Management) • 4978-55 Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Management)
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 5 Diploma in Leadership and Management for Adult Care (3080-50)	3080-50	603/3462/9

Version and date	Change detail	Section
1.0 July 2017	Document created and initial amends	All
1.1 July 2018	Finalised GLH., Assessment strategy and Study Skills unit	ROC , section 4 table, assessment strategy LO3 unit 527
1.2 August 2018	Updated Assessor requirements	Section 2

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Contents

1   Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who is are the qualifications for?	For learners who work in Adult Care in England, in the following roles: • Registered Managers • Managers • Assistant managers • Deputy managers Adult Care services include: • Residential services for older people and people with disabilities • Domiciliary care services • Day services • Respite services • Community based services
What do the qualifications cover?	This qualification cover a range of skills and knowledge relating to Leadership and Management of Adult Care services in England, such as : Decision making, Safeguarding, Leading and Managing Services, Service Improvement, Managing End of Life Care, Governance and Regulatory requirements.
What opportunities for progression are there?	This qualification allow candidates to learn, develop and practise the skills and knowledge required for employment and/or career progression in Adult Care in England : This also includes, Apprenticeships in Social Work, Foundation Degree Programmes and, Teaching and Learning and Assessment qualifications
Who did we develop the qualification with?	Developed to meet Skills for Care qualification specification for Level 5 Diploma in Leadership and Management for Adult Care
Is it part of an apprenticeship standard or initiative?	Yes, Leader in Adult Care

Qualification Structure

To achieve the **3080-50 Level 5 Diploma in Leadership and Management for Adult Care** learners must achieve 11 mandatory units and 7 optional units. 18 units total.

Unit number	Unit Title	Optional/ Mandatory	GLH
501	Leadership and management in adult care	M	40
502	Governance and regulatory processes	M	30
503	Communication and information management in adult care	M	20
504	Relationships and partnership working	M	20
505	Person centred practice for positive outcomes	M	30
506	Professional development, supervision and performance management	M	30
507	Resource management in adult care	M	25
508	Safeguarding, protection and risk	M	35
509	Managing self	M	20
510	Decision making in adult care	M	20
511	Service improvement, entrepreneurship and innovation	M	40
512	Managing end of life care and support	O	10
513	Independent advocacy and adult care	O	10
514	Managing support for sexuality and sexual health	O	15
515	Clinical skills	O	20
516	Effectively managing and developing a business in adult care	O	15
517	Managing recruitment and selection	O	15
518	Leading and managing dementia care services	O	30
519	Supporting individuals with physical disabilities or impairments	O	30
520	Leading and managing services for people with learning disabilities	O	30
521	Mental health and wellbeing	O	30
522	Managing service for people with profound and complex needs	O	30
523	Managing remote services/managing satellite services	O	10
524	Managing transitions	O	15
525	Managing groups in Health and Care	O	20
526	Managing services to promote independence	O	10
527	Study Skills	O	15

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 5 Diploma in Leadership and Management for Adult Care	395	800

2 Centre requirements

Approval

If your Centre is approved to offer the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's services, pathways 4978-54-55 only, you will be automatically approved to offer the new 3080-50 Level 5 Diploma in Leadership and Management for Adult Care. If your Centre in not eligible for automatic approval you will require a full qualification approval.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the City & Guilds Centre Manual for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Assessor requirements

The Assessors of Skills-based learning outcomes must

- be occupationally competent this means that each assessor must be capable of carrying out the full requirements of the area they are assessing, Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through clearly demonstrable continuing learning and professional development
- hold or be working towards the current Assessor qualifications such as the City & Guilds:
  - 6317-33 the Level 3 Certificate in Assessing Vocational Achievement **or**
  - 6317-31 the Level 3 Award in Assessing Competence in the Work Environment **or**
  - hold the D32/33 units or A1 Assessors Award **or**
  - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's External Quality Assurer.

Assessors of skills- based learning outcomes may also make assessment decisions on knowledge based learning outcomes.

Assessors of knowledge based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess knowledge and understanding relevant to the units they are assessing.
- maintain their occupational knowledge through clearly demonstrable continuing learning and professional development
- hold or be working towards the current Assessor qualifications such as the City & Guilds:
  - 6317-31 Level 3 Award in Assessing Vocational Competence **or**
  - 6317-32 Level 3 Award in Assessing Vocationally Related Achievement **or**
  - 6317-33 Level 3 Certificate in Assessing Vocational Achievement **or**
  - hold the D32/D33 units or A1 Assessors Award **or**
  - another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Quality Assurer.

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and qualification assurance, and that it takes account of any national policy, or legislative developments.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal assurer, but cannot internally quality assure their own assessments.

See also the assessment section for details from the assessment strategy on the role expert witness.

Internal quality assurers

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold an internal quality assurance or verification qualification.
The qualification requirements for an IQA are as follows, the IQA must:
- hold or be working towards the current Quality Assurance qualifications such as the City & Guilds:
  - 6317-41 Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
  - 6317-42 Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice **or**
  - hold the D34 unit or V1 Verifiers Award.

If the internal quality assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to the 6317-41/42 qualifications, V1 standards or other equivalents for Internal Quality Assurance.

Other legal considerations
Learners working within care services may be legally required to undergo Disclosure and Barring Service (DBS) checks prior to taking up continuing employment. Centres and employers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres or employers are uncertain of these requirements. These are usually the responsibility

of the employer. A robust initial assessment is recommended to highlight any possible issues with the DBS check that could impact on the learner's ability to complete a full qualification

Age restrictions

The City & Guilds Level 5 Diploma in Leadership and Management in Adult Care is **not** approved for learners under 19 years of age. City & Guilds **cannot** accept any registrations for learners below this age group.

3   Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Qualification handbook	**www.cityandguilds.com**
Assignment pack for unit 502	**www.cityandguilds.com**

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4   Assessment

Summary of Assessment methods

The table on the following page lists the assessment methods for each unit as well as identifying where assessment materials can be obtained

Assessment Types			
Unit	Title	Assessment method	Where to obtain assessment materials
501	Leadership and management in adult care	Portfolio	Section 4, Qualification Handbook
502	Governance and regulatory processes	Portfolio (optional Assignment provided)	Assignment Pack City & Guilds Website
503	Communication and information management in adult care	Portfolio	Section 4, Qualification Handbook
504	Relationships and partnership working	Portfolio	Section 4, Qualification Handbook
505	Person centred practice for positive outcomes	Portfolio	Section 4, Qualification Handbook
506	Professional development, supervision and performance management	Portfolio	Section 4, Qualification Handbook
507	Resource management in adult care	Portfolio	Section 4, Qualification Handbook
508	Safeguarding, protection and risk	Portfolio	Section 4, Qualification Handbook
509	Managing self	Portfolio	Section 4, Qualification Handbook
510	Decision making in adult care	Portfolio	Section 4, Qualification Handbook
511	Service improvement, entrepreneurship and innovation	Portfolio	Section 4, Qualification Handbook
512	Managing end of life care and support	Portfolio	Section 4, Qualification Handbook
513	Independent advocacy and adult care	Portfolio	Section 4, Qualification Handbook

514	Managing support for sexuality and sexual health	Portfolio	Section 4, Qualification Handbook
515	Clinical skills	Portfolio	Section 4, Qualification Handbook
516	Effectively managing and developing a business in adult care	Portfolio	Section 4, Qualification Handbook
517	Managing recruitment and selection	Portfolio	Section 4, Qualification Handbook
518	Leading and managing dementia care services	Portfolio	Section 4, Qualification Handbook
519	Supporting individuals with physical disabilities or impairments	Portfolio	Section 4, Qualification Handbook
520	Leading and managing services for people with learning disabilities	Portfolio	Section 4, Qualification Handbook
521	Mental health and wellbeing	Portfolio	Section 4, Qualification Handbook
522	Managing service for people with profound and complex needs	Portfolio	Section 4, Qualification Handbook
523	Managing remote services/managing satellite services	Portfolio	Section 4, Qualification Handbook
524	Managing transitions	Portfolio	Section 4, Qualification Handbook
525	Managing group in Health and Care	Portfolio	Section 4, Qualification Handbook
526	Managing services to promote independence	Portfolio	Section 4, Qualification Handbook
527	Study Skills	Portfolio	Section 4, Qualification Handbook

Time constraints

The following must be applied to the assessment of this qualification:

- Candidates must be registered with the Awarding Organisation before formal assessment commences
- Candidates must finish their assessment within their period of registration

Assessment strategy

For the qualification, learners will be required to complete:

- a portfolio of evidence for each unit

An optional assignment for the knowledge-based mandatory unit 502 Governance and regulatory processes has been provided

This competence-based qualification is designed to be assessed in the learner's workplace as they undertake their normal work role. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector. It is advisable that the majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor. Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation, the assessor remains responsible for the final assessment decision.

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

Centres must carry out a robust initial assessment to ensure that the learner has the opportunity to provide evidence against all the requirements of the qualification. If a learner is working in a situation where their service supports one service user, the centre must discuss this with their EQA prior registering the learner on the qualification.

All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged. . If a learner is working in a situation where their service supports one service user, the centre must discuss this with their EQA prior registering the learner on the qualification. The qualification/units **must** be assessed in line with the Skills for Care and Development Assessment Principles: which are published on the Skills for Care website. **http://www.skillsforcare.org.uk/Learning-development/Qualifications/Qualifications.aspx**

Simulation may not be used as an assessment method for skills based learning outcomes. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

Assessment decisions for skills based learning outcomes (e.g. those beginning with' to be able to') must be made in a real work environment by an occupationally competent assessor. Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment, but the final assessment decision must show application of knowledge within the real work environment.

The tasks should only be provided to the learners once it is evident that they are ready to undertake the summative assessment. A realistic timeframe should be set for completion of each task. The handing out of tasks and the deadlines for their return are matters for agreement between the assessor and the learners locally. Learners should be able to negotiate deadlines where they have a good reason for the request, but reliability and punctuality are watchwords of employment and centres will refer to their own centre policy when dealing with late submissions where no good reason is provided.

In addition to the above, assessors should identify an appropriate mix of other assessment methods **below**, to ensure that all the assessment criteria are sufficiently evidenced to allow them to make the consistency of the learner's practice for each unit:

Work products	Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
Professional discussion	Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that learners can evaluate their knowledge and practice across the qualification.
Learner/reflective accounts	Learner/reflective accounts describe learners' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge and practice across the activities embedded in this qualification.
Questions	Questions asked by assessors and answered by learners can be used to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

Witness testimonies	Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony can have particular value in confirming reliability and authenticity, in avoiding tokenistic assessment and in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of competence.
Internally set Projects/ Assignments	Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence can also be obtained from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used (see section on Recognition of Prior Learning).
Case studies	Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of performance competence. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

N.B. Confidential records must not to be included in learners' portfolios but must be referred to in the assessment records.

External quality assurance

This qualification is internally assessed, internally and externally quality assured. Assessment is achieved via robust external and internal quality assurance processes, supported by City & Guilds reporting systems, which identifies areas of best practice and areas for development or risk for each centre.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process which makes use of evidence of a learner's **previous non-certificated achievements** to demonstrate competence or achievement within a unit or qualification. RPL allows an individual to avoid unnecessary learning, meaning that they can present for summative assessment without repeating learning in areas where they will be able to show that they can meet the learning outcome(s).

It remains the role of assessors and quality assurance staff to ensure that evidence for RPL meets the relevant outcomes of the qualification.

5   Units

All units for this qualification are contained within this pack and can be found from the following page onwards.

Each unit is divided into **learning outcomes** which describes in further detail the skills and knowledge that a candidate should possess. These are summarised, usually, on the first page of the unit.

Each **learning outcome** has a set of **topics.** Within the highlighted boxes the required performance, and knowledge and understanding sets out the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard.

The units in these qualifications are written in a standard format and comprise the following:

- Title
- Level
- GLH: Guided Learning Hours
- What the unit is about: rationale and general overview
- Learning outcomes
- Topics within each learning outcome
- Guidance on delivery
- Suggested learning resources

Supporting Information

A short glossary of key terms is included in Appendix 1, terms included in the glossary are highlighted in **bold** within the units.

Unit 501   Leadership and management in adult care

Level:	5
GLH:	30

What is this unit about?

The purpose of this unit is to support managers in developing their skills in leadership and management, their vision for the service they manage, and how to involve others in driving forward a strategy that aims to be successful for all those in receipt of care and support.

The learner will develop an understanding of the importance of leadership and management in ensuring the implementation of required policies and procedures, the development of existing and new strategies in service design and delivery, the management of quality outcomes and ways to support and develop their teams in creating a shared vision for all.

As part of this unit, learners will critically evaluate their own effectiveness as leaders and managers, be aware of their own strengths and areas for further development and learn how to adapt and apply their skill sets to varying needs, situations and circumstances within their role.

Underpinned by theories and models of leadership and management practice, the leaner will explore how these apply in their practise to include some of the barriers and challenges faced in a leadership and management role in adult care settings.

Learners should consider the following questions as a starting point to this unit:
- What is the difference between a leader and a manager and how do these apply to their practice?
- What qualities contribute to making a good leader and how could this be evaluated with others?
- What and who might be the potential barriers to effective leadership and management?
- Does a good manager mean you have to be an effective administrator?

Learning outcomes

In this unit, learners will be able to:
1. Understand the application of theories of leadership and management
2. Understand the importance of leadership and management in adult care settings
3. Lead commitment to a vision for the service
4. Provide leadership for a team in an adult care setting
5. Manage team working

Learning outcome:

1. Understand the application of theories of leadership and management

Topics

1.1 Theories and models of leadership and management

1.2 How theoretical models are applied to practice

1.3 Barriers between leadership and management theory and their application, including strategies to address barriers

1.4 How different leadership styles can impact on working culture and delivery of service

Topic 1.1

Learners critically analyse theories and models of management and leadership including:

- L. Urwick – ten principles of management
- Trait Theory
- K. Lewin's leadership styles
- D. Goleman's leadership styles and emotional intelligence
- A. Maslow's hierarchy of needs
- P. Hersey & K. Blanchard – situational leadership
- J. Kouzes & B. Posner – the leadership challenge
- M. Belbin – team roles
- Management by Wandering Around (MBWA)
- Power and Empowerment : dimensions of power, reflecting on power, sources of power, defining empowerment, care and control

Topic 1.2

Learners critically evaluate how 3 theories and/or models of management and leadership apply to adult care practice, including:

- Defining what makes a great leader and manager
- Your role as a leader and manager
- How you identify and understand your own management style(s)
- Adapting management styles to meet requirements of role and with individuals and teams
- Senior colleagues/team managers roles as managers e.g. deputy, team leaders/supervisors
- Others e.g. home owners, company directors, trustees

Topic 1.3

Learners analyse barriers to applying leadership and management theory in respect of:

- Strategic management
- Managing individuals/performance management
- Managing teams
- Managing change
- Managing quality
- Strategies to overcome barriers e.g. individual professional development, individual SWOT analysis of service delivery and teams, individual self-reflection, individual and team action planning, individual management coaching and mentoring

Topic 1.4

Learners evaluate different leadership styles and their impact on working culture and service delivery including:

- Inclusive vs exclusive
- Open vs closed

- Positive vs negative
- Democratic, paternalistic, affiliative , laissez faire, commanding, visionary

Learning outcome:
2. Understanding the importance of leadership and management in adult care settings

Topics
2.1 Impacts of policy drivers on leadership and management in adult care services
2.2 Reasons managers in adult care settings need both leadership and management skills
2.3 Interactions between leadership and the values/culture of an organisation
2.4 Systems that establish a culture of continual learning and development in the care setting
2.5 Methods of creating an atmosphere which inspires a culture that is open, positive and inclusive
2.6 Methods of promoting a service which encourages innovation and creativity in a positive and realistic manner

Topic 2.1
Learners evaluate current national and local policy drivers and evaluate how these impact on their leadership and management role e.g.
- Health and Social Care Act Regulations
- The Equality Act
- The Care Act
- CQC KLOE's
- Fit and proper person
- The Care Certificate

Topic 2.2
Learners explain why it is important for managers in adult care to have both leadership and management skills

Topic 2.3
Learners analyse both internal and external factors that impacts their leadership and management role and related interactions with consideration of:
- Organisational culture and values
- Personal values of themselves and others
- Openness and transparency with others
- Inclusion of staff and others
- Managing conflicting values and addressing difficulties
- Positive engagement of colleagues and those receiving care and support
- Giving and receiving positive and negative feedback
- Level of experience in management role and related responsibilities

Topic 2.4
Learners evaluate the importance of learning and development in their care setting to include:

- Manager induction standards
- Reflection and reflective practise
- Continuing training and development for themselves and others

Topic 2.5

Learners evaluate communication strategies for creating an open atmosphere including:

- Duty of Candour – openness and honesty
- Whistle blowing
- Concerns and complaints procedures
- Constructive criticism
- Commitment to equal opportunities

Topic 2.6

Learners explain methods of promoting a service including:

- Feedback and suggestions procedures
- 'Community' involvement – both internal and external
- Community impact and related communications to others

Learning outcome:
3. Lead commitment to a vision for the service

Topics
3.1 Communicate forward thinking vision and strategy with confidence to inspire and engage others

3.2 Engage with internal and external stakeholders to create awareness of the vision for service.

3.3 Create service development plans to support the vision ensuring it is both shared and owned by those implementing and communicating the vision

3.4 Implement strategies for involving stakeholders and others in decisions about service delivery

Topic 3.1

Learners communicate forward thinking vision and strategy with consideration of:

- Own strengths in motivational thinking/speaking
- In management and staff meetings
- Meetings with those in receipt of care, their carers and relevant others
- Internal and external activities /events

Topic 3.2

Learners evidence that all stakeholders are aware of service expectations, using appropriate communication strategies:

- Individual meetings
- Group meetings
- Marketing/digital

Topic 3.3

Learners create service development plans including:

- Management meetings
- Staff supervision
- Strategic planning
- Research and development activities

Topic 3.4

Learners implement strategies for involving stakeholders and others in decisions about service delivery

- Communication strategy – internal /external
- Community meetings - internal /external
- Team/individual meetings
- Feedback processes and procedures in respect of service provision

Decisions for example include positive change management and future vision for the service.

Learning outcome:

4. Provide leadership for a team in an adult care setting

Topics

4.1 Adapt leadership and management styles to reflect different situations and stages in a care team's development

4.2 Develop trust and accountability within the team

4.3 Build team commitment to the service and its values

4.4 Develop, implement and review strategies that support positive value-based cultures in teams

4.5 Manage workloads effectively

Topic 4.1

Learners adopt relevant leadership and management styles

Topic 4.2

Learners build positive relationships within their team(s) with consideration of:

- Active listening skills
- Team cultures
- Team values and **values-based culture**, e.g. challenging discrimination and exclusion
- Team diversity, e.g. respecting difference in experience, knowledge and skills
- Team roles and responsibilities
- Team activities – internal and external
- Individual and team accountability
- Provide regular feedback on team performance and achievement

Topic 4.3

Learners build team commitment by consistently demonstrating own commitment and expressing own vision.

Topic 4.4

Learners develop, implement and review strategies that include:
- Action planning and reviewing of team(s) against service vision and related achievements
- Commitment by all to a values based team culture in support of the service vision

Topic 4.5
Learners manage workloads using standard working procedures including:
- Time management
- Delegation
- Setting priorities
- Demonstrating and promoting a work/life balance for self and others

Learning outcome:
5. Manage team working

Topics
5.1 Facilitate inclusion of team members when agreeing team objectives

5.2 Develop and support innovation and creativity whilst planning team objectives and ensuring collective agreement

5.3 Assign roles, detailing responsibilities and personal work objectives with team members

5.4 Implement systems to support team members to work towards personal and team objectives and monitor progress

5.5 Provide feedback on performance for individuals and the whole team

5.6 Identify performance issues within the team addressing issues positively for ongoing development

5.7 Recognise progress achieved towards team and personal work objectives

Topic 5.1
Learners facilitate inclusion when agreeing team objectives to support strategy and vision.

Topic 5.2
Learners develop and support innovation and creativity whilst planning team objectives and ensuring collective agreement.

Topic 5.3
Learners acknowledge individual skill sets, interest, knowledge, expertise and development needs whilst motivating all individuals, for example:
- Those who are not assigned their first choice of role
- Those who might disengage with the process
- Those who might show less motivation and/or enthusiasm than others
- Those who might demonstrate complacency and/or disengagement

Topic 5.4
Learners implement systems that enable team members to match their personal goals to the overall objectives of the service

Topic 5.5

Learners provide feedback, methods could include:

- Team based feedback
- 360 degree feedback
- Constructive criticism
- Supervision(s)
- Appraisal
- Mentoring
- Coaching
- Compliments and complaints - both internal and external

Topic 5.6

Learners use constructive evaluation and feedback to inform individual action plans for continued professional development and ongoing learning for their team(s)

Topic 5.7

Learners recognise progress achieved towards team and personal work objectives though:

- Individual and team feedback
- Individuals supervision – self and others
- Individual appraisal – self and others
- Individual/team observations – formal and informal
- Auditing processes and procedures
- Informal and formal inspection processes
- Feedback from those in receipt of care and support

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Publications

• Guidance for Providers on Meeting the Regulations, Care Quality Commission (February 2015), available on the CQC website

• How CQC Regulates: Residential Adult Social Care Services — Provider Handbook (2015) Care Quality Commission, available on the CQC website

• How CQC Regulates: Residential Adult Social Care Services —Appendices to the Provider Handbook (2015) Care Quality Commission, available on the CQC website

• Code of Conduct for Health Care Support Workers and Adult Social Care Workers in England, Department of Health, Skills for Care and Skills for Health, 2013, available on the Skills for Health website

• Leadership starts with me (2013), National Skills Academy for Social Care, available on the NSA website

• Manager Induction Standards, Skills for Care - Skills for Care website

• Managing a "Home from Home". A Companion to "Creating a Home from Home", A Guide to Standards, The Residential Forum

• Meeting the Workforce Regulations: Skills for Care Advice on CQC's Workforce-specific Outcomes (Version 1.7: October 2011), Skills for Care, available on the Skills for Care website

• Outstanding Leadership in Social Care (2012), National Skills Academy for Social Care, available on the NSA website

• A Vision for Adult Social Care: Capable Communities and Active Citizens, Department of Health (2010), available on the DH website

Books

The Mindset of Success: From Good Management to Great Leadership
Publisher: Kogan Page; 1 edition (3 Mar. 2015)
ISBN-10: 0749473118
ISBN-13: 978-0749473112

The Management Book: How to Manage Your Team to Deliver Outstanding Results
Publisher: Financial Times/ Prentice Hall; 01 edition (15 Sept. 2011)
ISBN-10: 027375033X
ISBN-13: 978-0273750338

The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness
Publisher: Vermilion (5 Jan. 2012)
ISBN-10: 009193558X
ISBN-13: 978-0091935580

The Little Book of Big Management Theories and How to use Them
Publisher: Pearson (2013)
ISBN: 978-0273785262

Power and Empowerment
Publisher: City & Guilds (2012)
ISBN 9780851932309

Journals and magazines
- CMM Care Management Matters
- Caring Times
- Care Talk
- Skills for Care, Care Magazine
- Care Home Management
- Expert care Manager Magazine
- The British Journal of Healthcare management
- Community Care
- Caring UK

Websites
- Age UK   www.ageuk.org.uk
- Equality and Human Rights Commission (EHRC) www.equalityhumanrights.com
- Health & Care Professions Council (HCPC) www.hcpc-uk.co.uk
- Social Care Institute for Excellence **www.scie.org.uk**
- Skills for Care - www.skillsforcare.org.uk

Unit 502   Governance and regulatory processes

Level:	5
GLH:	20

What is this unit about?

The purpose of this unit is for learners to understand how adult care is regulated through governance and inspection processes. Learners will understand their role and responsibilities when managing a service that is regulated and how the process of inspection provides a focus for improvement in adult care.

Learners will understand how to involve others in driving forward strategies to ensure compliance with regulatory requirements and governance protocols. The learner will develop an understanding of the importance of Governance and regulatory processes in ensuring positive outcomes based procedures and practice.

As part of this unit learners will critically evaluate the governance mechanisms of their own organisation to be able to identify how these relate to the identity of the organisation. The learner will explore how internal governance and regulation of their own organisation is underpinned by legislation to support the wider regulatory requirements.

Learners should consider the following questions as a starting point to this unit:
- What the terms "Governance and regulation" mean?
- Do I understand why these are so important for my organisation and for all adult care?
- What are the internal arrangements for governance within my organisation?
- Do I know my role and responsibilities in the inspection process?

Learning outcomes

In this unit, learners will be able to:
1. Understand legislation and statutory requirements that underpin adult care provision
2. Understand internal governance arrangements within own organisation
3. Understand systems and requirements for regulation of adult care services
4. Understand roles, remits and responsibilities in registered services
5. Understand inspection processes
6. Understand wider ranges of regulatory requirements that apply to services

Learning outcome:

1. Understand legislation and statutory requirements that underpin adult care provision

Topics

1.1 Legislation and statutory frameworks

1.2 Effects of legislation and policy on practice

1.3 Drawing attention to potential conflicts

Topic 1.1

Learners investigate the current UK legislation and statutory frameworks that apply to:

- Social Care providers
- NHS providers
- Voluntary sector providers

These should include:

- Health and Social Care Act Regulations
- The Equality Act
- The Care Act
- CQC
  - Regulations
  - Fundamental standards
  - KLOE's
- Mental Capacity Act
- Mental Health Act
- Deprivation of Liberty Safeguards
- The Safeguarding Vulnerable Groups Act
- Health and Safety at Word Act 1974 and associated Regulations
- Fit and proper person

Topic 1.2

Learners analyse the association between legislation and policy on person centred care and positive outcomes based procedures and practice. This should include effects on a range of policies relevant to own area of provision.

Topic 1.3

Learners evaluate the benefits of using local and/or national forums to draw attention to potential conflicts between statutory frameworks and values/principles for good practice.

Learning outcome:

2. Understand internal governance arrangements within own organisation

Topics

2.1 Governance mechanisms

2.2 Personal accountability

2.3 Protocols, policies and procedures

Topic 2.1

Learners describe own organisations governance procedures and mechanisms. Learners will critically evaluate their own organisations governance mechanisms to be able to identify how these relate to the identity of the organisation. This will include:

- Governance concepts
- Governance processes
- Roles and responsibilities within the governance process
- Understanding of the governance process within the organisation

Topic 2.2

Learners evaluate their accountability and role within their organisations governance structure.

Topic 2.3

Learners critically review how their own organisations **agreed ways of working**, protocols, policies and procedures relate to governance and accountability and the link to quality of care provision. This will include feedback from those using services, those acting on their behalf and other stakeholders so that they can continually drive improvement.

Learning outcome:

3. Understand systems and requirements for regulation of adult care services

Topics

3.1 The inspection system in England

3.2 Services subject to registration and to inspection

3.3 Key areas of enquiry for inspection

3.4 Grading system and implications

3.5 Sources of information and support

Topic 3.1

Learners explain the key drivers and impact of legislation for the inspection system, including:

- The Health and social Care Act
- The Care Act
- Recent local/national queries and findings from serious case review
- Other appropriate topical reviews and reports

Topic 3.2

Learners identify services subject to registration and inspection, covering a range of provision for all adult services. To include service provision in:

- Social care

- Acute care

Topic 3.3

Learners identify the key areas for enquiry and how the evidence for these build towards ratings. To include:
- Safe
- Effective
- Caring
- Responsive
- Well led

Topic 3.4

Learners describe and differentiate between the different grades available at inspection and evaluate the implications of each grade on a service.

Topic 3.5

Learners critically evaluate sources of support and information available. These will include:
- Local
- Regional
- National
- Professional networks

Learning outcome:
4. Understand roles and responsibilities in registered services

Topics
4.1 Roles and responsibilities of key people

Topic 4.1

Learners review and evaluate the different functions for the specified roles within their own organisation and the wider responsibilities of key people in the inspection of registered services

With specific reference to governance learners will consider the roles and responsibilities of:
- The registered manager
- The nominated Individual (and who may be appointed to this role)
- The 'fit and proper person'
- Inspectors
- Auditors
- Board members
- Non-executive directors
- Trustees of adult social care businesses and charities

Learning outcome:
Understand inspection processes

Topics

5.1 Persons involved in inspection processes
5.2 How to prepare for an inspection
5.3 Inspection process and information required
5.4 Ways to address the outcome and impact of an inspection

Topic 5.1
Leaners identify the different people and organisations who need to be informed of any pending inspection and the importance of ensuring a culture of inspection readiness.

Topic 5.2
Learners review organisational readiness for an inspection using the five key questions:
- Is the service SAFE?
- Is the service EFFECTIVE?
- Is the service CARING?
- Is the service RESPONSIVE?
- Is the service WELL–LED?

Topic 5.3
Learners explain how the regulators prepare for an inspection, the role of the inspection team and the sources of information used for inspection of adult care services, to include:
- Local Information
- Information collected before the inspection
- Information from people who use services, their families and carers, staff and other professionals
- The inspection
- Reports which are quality assured graded and published

Topic 5.4
Learners explain the ways to address the outcome and impact of an inspection
- Responding to areas of concern
- Acknowledging areas of good practice
- Developing an action plan
- Follow up focused inspections

Learning outcome:

6. Understand wider ranges of regulatory requirements that apply to services

Topics

6.1 Regulation processes that apply to the service or aspects of it
6.2 Types of information required for regulation processes
6.3 Regulatory frameworks presenting conflicting requirements

Topic 6.1
Learners explain the range of different regulatory requirements applying to the service including current legislation:
- Health and Safety

- Employment Law
- Equal opportunities
- Any other appropriate to the setting

Topic 6.2
Learners review the different types of information that the organisation is required to keep to meet requirements and reflect on the quality of the information stored.

Topic 6.3
Learners analyse where conflicting requirements between regulatory requirements may occur. Leaners will need to include how to overcome these conflicts. Conflicts can include:
- The potential for duplication of regulatory activities by local councils and national regulators
- Lack of co-ordination of information by the regulator and local care commissioners
- Health and safety responsibilities versus person centred planning
- Safeguarding

Guidance for delivery

This unit is assessed via a mandatory assignment which is based on inspection process. Learners who work in services that are not inspected will have the opportunity to base their assignment on a regulated service type of their choice and delivery should be tailored accordingly.

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Publications

- Regulations for Service Providers and Managers CQC
  http://www.cqc.org.uk/content/regulations-service-providers-and-managers

- Guidance for Providers on Meeting the Regulations, Care Quality Commission (February 2015), available on the CQC website

- How CQC Regulates: Residential Adult Social Care Services — Provider Handbook (2015) Care Quality Commission, available on the CQC website

- How CQC Regulates: Residential Adult Social Care Services —Appendices to the Provider Handbook(2015) Care Quality Commission, available on the CQC website

- **http://www.cqc.org.uk/content/regulation-17-good-governance#full-regulation**

- **http://www.cqc.org.uk/content/five-key-questions-we-ask**

- 'Care Act Fact Sheets': Department of Health; March 2016

- Skills for Care Government e-learning **http://www.skillsforcare.org.uk/Leadership-management/Governance-for-adult-social-care/Governance-for-adult-social-care.aspx**

- **https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/250078/bis-13-1245-focus-on-enforcement-review-of-adult-care-homes-sector.pdf**

- Francis Report (2013), (Report of The Mid Staffordshire NHS Foundation Trust Public Inquiry) Available on www.midstaffspublicinquiry.com

- Deprivation of Liberty Safeguards: Age UK 2015
  http://www.ageuk.org.uk/Documents/EN-GB/Factsheets/FS62_Deprivation_of_Liberty_Safeguards_fcs.pdf?dtrk=true

- Mental Capacity Act Code of Practice HMG 2007

- Health and Safety in Care Homes (Factsheet) HSE
  http://www.hse.gov.uk/pUbns/priced/hsg220.pdf

- Health and Safety in Health and Social Care Services
  http://www.hse.gov.uk/healthservices/

- Mental Capacity Act 2005 Code of Practice:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497253/Mental-capacity-act-code-of-practice.pdf

- MCA Guide for people who work in health and social care:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348440/OPG603-Health-care-workers-MCA-decisions.pdf

- Care Act Statutory Guidance 2016:
- https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance

- Care Act Factsheets:
- https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets#factsheet-6-reforming-how-people-pay-for-their-care-and-support

Websites

- Legislation.Gov. Website for all statutes. **http://www.legislation.gov.uk/**
- Direct Gov. Central website for national guidance and regulations.
  https://www.gov.uk/
- Care Quality Commission. Information on Fundamental Standards, inspection requirements
- **https://www.cqc.org.uk/**
- Social Care Institute for Excellence www.scie.org.uk
- Skills for Care **www.skillsforcare.org.uk**
- Skills for care http://www.skillsforcare.org.uk/
- Health and safety executive. **www.hse.gov.uk**

Journals and magazines
- CMM Care Management Matters
- Caring Times
- Care Talk
- Skills for Care, Care Magazine
- Care Home Management
- Expert care Manager Magazine
- The British Journal of Healthcare management
- Community Care
- Caring UK

Unit 503   Communication and information management in adult care

Level:	5
GLH:	10

What is this unit about?

The purpose of this unit is for learners to develop their skills and knowledge in effectively managing communication and information systems within an adult care setting. Effective communication plays a key role in all aspects of leadership and management and in life in general. As leaders and managers having good communication skills is key to developing positive relationships with those in receipt of care and support, individuals and staff teams and in any partnership working which forms part of a managers role.

Learners will reflect on and evaluate models of communication, the communication methods they use with others and make recommendations for any changes required to support positive outcomes for all. The unit also enables learners to review their existing communication systems and related practises to enable others to fully understand current policies and procedures that apply to care and support practice, both internally and externally.

Learners should consider the following questions as a starting point to this unit:

- What different models of communication are there and how might they apply to management practice?
- What systems do you have in place to ensure all staff fully understand the policies and procedures that apply to their practise and how is this monitored?
- What are the barriers to effective communication within service delivery teams?
- Why it is important to lead others in maintaining accuracy in record keeping?

Learning outcomes

In this unit, learners will be able to:

1. Understand models of communication
2. Develop communication systems and practises which support positive outcomes
3. Implement systems for effective information management
4. Support others with effective communication strategies

Learning outcome:
1. Understand models of communication

Topics
1.1 Theoretical models of communication and their relevance to practise.
1.2 Work placed models and methods of communication and their importance
1.3 Reasons for applying different systems of communication
1.4 Ways in which communication underpins effective service operation
1.5 The written word verses the spoken word

Topic 1.1

Learners explain theoretical models of communication and assess their application in their service provision for example:

- Linear models
- Transactional models
- Interactive models
- SURETY/SOLER models
- The role of Phatic communication
- Formal communication vs informal communication
- Self-awareness and perception awareness in communication

Topic 1.2

Learners analyse the effectiveness of communication models and methods within their practice and their impact on service delivery to include:

- Written
- Electronic/digital
- Pictorial
- Signage
- Social media

Topic 1.3

Learners critically evaluate the use and application of different types of communications within their working environments for example with individuals who have:

- Depression
- Dysarthria
- Language difficulties
- Dementia
- Complex needs
- Sensory loss
- Autistic spectrum needs
- Learning difficulties/differences

Topic 1.4

Learners explain how communication impacts on effective service operation in relation to:

- Sustainable relationships – internal and external
- Positive outcomes for individuals, families and carers
- Leadership and management of teams
- Conflict management/resolution

- Partnership working
- Information sharing
- Working environments

Topic 1.5
Learners analyse why the accurate interpretation of written and spoken words is key to effective communication when managing and delivering a care service with reference to:
- Interpretation vs misinterpretation
- Languages, pitch, tone, inflection and its potential impact on others
- Record keeping/ reports
- Digital ; Emails, texts, social medias
- Future recommendations to inform best practice

Learning outcome:
2. Develop communication systems and practises which support positive outcomes

Topics
2.1 Monitor and evaluate efficiency of internal and external communication systems and practises
2.2 Recommend and implement improvements to communication systems and practises
2.3 Create supportive environments to promote effective communication
2.4 Evaluate benchmarking techniques used for effective communication and reviewing purposes

Topic 2.1
Learners monitor communication systems and practices currently in use within their workplace, identifying potential issues and barriers, with relation to specific needs of people providing and using adult care services.

Topic 2.2
Learners make recommendations and implement change in timely manner.

Topic 2.3
Learners explain how different environments impact on the promotion of effective communication, including:
- Physical (noise, light , space, furniture, comfort, colour)
- Staff attitudes and stigma
- Approaches which support effective communication
- Assistive technology

Topic 2.4
Learners evaluate benchmarking techniques used in their own service area, which could include auditing records, action plans and CPD records to evaluate the effectiveness of their commutation systems and processes to include:
- Recommendations to and for new and existing staff
- Recommendations to and for those in receipt of care and support

- How their leadership and management practice impacts on effective communication(s)

Learning outcome:

3. Implement systems for effective information management

Topics

3.1 Implement effective information management systems meeting all legal and ethical requirements

3.2 Lead practice to address legal and ethical conflicts that arise between maintaining confidentiality and information sharing

3.3 Implement systems to monitor and review accuracy and reliability of information

Topic 3.1

Learners support others to understand and adhere to the legal and ethical requirements of information management systems in relation to own service.

Topic 3.2

Learners lead practice that considers both legal and ethical conflicts relating to their area of service:

- Relatives expecting information without consent
- Capacity issues
- Consent issues
- Next of kin vs nearest relative
- Power of attorney – lasting vs enduring

Topic 3.3

Learners will evaluate a range of systems to ensure that information is captured, monitored and reviewed to meet legal and organisational requirements.

Learning outcome:

4. Support others with effective communication strategies

Topics

4.1 Establish effective monitoring systems for communication within services
4.2 Evaluate monitoring systems for communication

Topic 4.1

Learners establish effective communication/information delivery systems with staff and others using adult care services with consideration of:

- Staff induction processes and procedures
- Staff Supervision across all staff teams irrespective of employment hours, formal and informal
- Mentoring/coaching opportunities for themselves and colleagues
- Training events - internal and external
- Individual and team goal setting in supporting positive outcomes
- Action planning e.g. care planning, recovery planning, support planning
- Risk assessment
- Review current policies in line with legislative and regulatory requirements

Topic 4.2

Learners critically evaluate their existing communication/information delivery systems and make relevant recommendations for change.

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Publications
• Guidance for Providers on Meeting the Regulations, Care Quality Commission (February 2015), available on the CQC website

• How CQC Regulates: Residential Adult Social Care Services — Provider Handbook (2015) Care Quality Commission, available on the CQC website

• How CQC Regulates: Residential Adult Social Care Services —Appendices to the Provider Handbook (2015) Care Quality Commission, available on the CQC website

• Code of Conduct for Health Care Support Workers and Adult Social Care Workers in England, Department of Health, Skills for Care and Skills for Health, 2013, available on the Skills for Health website

• Creating a Home from Home: A Guide to Standards, Residential Forum

• Delivering Dignity: Securing Dignity in Care for Older People in Hospitals and Care Homes (2012), Commission on Improving Dignity in Care, available on the NHS Confederation website

• Dignity in Care, Social Care Institute for Excellence Practice Guide 9

• Francis Report (2013), (Report of The Mid Staffordshire NHS Foundation Trust Public Inquiry) Available on www.midstaffspublicinquiry.com

Books
Communication Skills in Health and Social Care
Publisher: Sage Publications Ltd; 3 edition (28 Mar. 2015)
ISBN-10: 1473912768
ISBN-13: 978-1473912762

The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness
Publisher: Vermilion (5 Jan. 2012)
ISBN-10: 009193558X
ISBN-13: 978-0091935580

Communication Skills for Dummies

Journals and magazines
- The Journal of Dementia Care
- Living with Dementia Magazine
- CMM Care Management Matters
- Caring Times
- Care Talk
- Skills for Care, Care Magazine
- Care Home Management
- Expert Care Manager Magazine
- The British Journal of Healthcare management
- Community Care
- Caring UK

Websites
- Social Care Institute for Excellence www.scie.org.uk
- Age UK www.ageuk.org.uk
- Dignity in Care Campaign www.nhsconfed.org/priorities/Quality/Partnership-on-dignity/Pages/Commission-on-dignity.aspx
- Skills for Care www.skillsforcare.org.uk

Unit 504 Relationships and partnership working

Level:	5
GLH:	20

What is this unit about?

Developing and maintaining positive relationships with others is crucial to delivering care to the highest quality. This is because providing care for someone requires the assistance and collaboration of many different services as well as different individuals. Therefore it is important that each individual understands the objectives and specific roles and responsibilities of everyone involved, in order to avoid confrontation or miscommunication.

This unit aims to develop the learners understanding of partnership working as well as helping them develop improvements within the service. This improvements aim to aid partnership working in order to provide a higher quality level of care and support for those accessing the service, as well as providing a more considerate working environment for colleagues.

Learners should consider the following questions as a starting point to this unit:
- How many different agencies/ individuals do teams work with on a daily basis?
- What percentage of interactions are positive?
- What are the roles and responsibilities of managers in developing good working relationships?
- How can innovative procedures be developed that engage colleagues and promote effective partnership working?

Learning outcomes

In this unit, learners will be able to:
1. Understand the context of relationships and partnership working
2. Lead effective relationships with those using adult care services and their families
3. Manage working relationships with colleagues in the organisation
4. Work in partnership with professionals in other agencies

Learning outcome:
1. Understand the context of relationships and partnership working

Topics
1.1 Ways legislation and regulation influences relationships with others

1.2 How relationships with stakeholders underpin person centred practice and affect the achievement of positive outcomes

1.3 Benefits of networking with other agencies and community groups

1.4 How integrated working with other agencies delivers better outcomes for those using adult care services

1.5 Features of effective partnership working across agencies and ways to overcome barriers

1.6 Own role and responsibilities in establishing positive relationships within and beyond the organisation

Topic 1.1
Learners critically analyse national, local and own organisations guidelines, legislations and policies that relate to partnership working.

Topic 1.2
Learners analyse the association between person centred care and positive outcomes with the ability to engage in partnership working. This should include effects on a range of stakeholders relevant to own area of provision.

Topic 1.3
Learners critically evaluate the impact of working with other agencies and community groups within in local area and relevant to their service. This will include analysis of a range of potential benefits to both those accessing adult care services and the organisation.

Topic 1.4
Learners explain the benefits of **integrated working**

Topic 1.5
Learners describe features of effective partnership working that minimise barriers.

Topic 1.6
Learners evaluate their own role as a leader in adult care services to ensure that the service creates and maintains positive relationships with all those that come into contact with the service.

Learning outcome:
2. Lead effective relationships with those using adult care services and their families

Topics
2.1 Model open, respectful and supportive relationships

2.2 Support others to recognise the values of co-production and the contribution and expertise of those using adult care services and relevant others

2.3 Ensure those using adult care services and relevant others are aware of their statutory rights

2.4 Implement systems that encourages engagement

Topic 2.1

Learners communicate to establish effective partnership working

Topic 2.2

Learners engage the team in a way that enables them to understand the values and importance of **co-production**.

Topic 2.3

Learners implement procedures to ensure that everyone is aware of their statutory rights. These could include procedures based on aspects of the following:

- The Mental Capacity Act
- The Mental Health Act
- Deprivation of Liberty Safeguards
- The Equality Act
- Power of Attorney
- Care Act

Topic 2.4

Learners implement systems that encourage and enable engagement in decision making and reviews.

Learning outcome:

3. Manage working relationships with colleagues in the organisation

Topics

3.1 Develop procedures to facilitate effective working relationships with colleagues

3.2 Develop and agree common objectives

3.3 Allow colleagues to make appropriate contributions

3.4 Deal constructively with conflicts or dilemmas

3.5 Evaluate working relationships with colleagues

Topic 3.1

Learners develop procedures to facilitate effective working relationships with colleagues

- Learners develop processes to accommodate different types of working relationships and a range of colleagues (ie other health and care professionals within the organisation; ancillary staff; team members; volunteers)
- Learners develop and lead the implementation of communication strategies when working with all internal stakeholders.
- Learners demonstrate trustworthiness when colleagues divulge personal confidences
- Learners demonstrate a range of communication skills for effective working relationships
    1. Verbal skills
    2. Listening
    3. Questioning
    4. Written/ electronic
- Learners manage meetings to explore different aspects of working relationships

1. Face to face
2. Team meetings
3. Skype/ webinar

Topic 3.2
Learners develop and agree common objectives when working with colleagues
- Learners agree objectives that are SMART (specific, measurable, achievable, relevant and time bound) when working with colleagues
- Learners use negotiation skills to ensure colleagues agree with any work based targets to achieve objectives
- Learners maintain focus on the overall aim of the working relationship

Topic 3.3
Learners implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise
- Learners demonstrate they value the time taken to discuss issues relating the objectives (ie setting aside specific uninterrupted time for meetings)
- Learners demonstrate flexibility when working with colleagues to allow creativity and individual expression whilst not compromising effective work practice and objectives.
- Learners show respect for contributions made by colleagues even if they do not meet the objectives agreed
- Learners show how they accommodate the specific expertise of others in the decision making process
- Learners demonstrate leadership when managing colleagues offering contributions

Topic 3.4
Learners manage conflicts or dilemmas that occur amongst colleagues.
- Learners demonstrate calmness and acknowledge the feelings of colleagues
- Learners respond promptly when requested to provide support
- Learners take time to establish the causes of the conflict
- Learners will demonstrate a non-judgemental approach to enable an equalisation of power
- Learners will support colleagues to come to an amicable resolution
- Learners will show leadership when managing human resources/ staff performance procedures when conflicts or dilemmas cannot be resolved amicably.(use of 3rd parties in negotiation; formulation of points of agreement)
- Learners will support colleagues ensuring their own duty of care is not compromised

Topic 3.5
Learners evaluate own working relationships with colleagues
- Learners will demonstrate self –reflection on performance in work role
- Learners will engage in self-appraisal against agreed organisational objectives for own responsibilities
- Learners will pro-actively engage colleagues in providing feedback on their performance as a leader and manager
- Learners will actively value any feedback provided on own performance and build it into their own development plan

Learning outcome:
4. Work in partnership with professionals and other agencies

Topics

4.1 Negotiate with other agencies for a specific task or area of work

4.2 Use agreed ways of working

4.3 Deal with challenges

4.4 Implement communication and recording systems

4.5 Challenge poor practice or failure to work in agreed ways

4.6 Evaluate the effectiveness of partnership work

Topic 4.1

Learners negotiate with professionals in other agencies to agree a specific task or area of work including

- Learners understand the range of professionals and other agencies that they may work with when carrying out their own role and responsibilities
- Learners work collaboratively with professionals and other agencies to agree objectives of any partnership.
- Learners work with professionals and other agencies to agree how tasks and responsibilities will be allocated
- Learners ensure that objectives agreed with professionals and other agencies are SMART (specific, measurable, achievable, relevant and time bound)
- Learners work with professionals and other agencies to agree procedures and ways of working to ensure that objectives can be met
- Learners work with professionals and other agencies to agree timelines for monitoring progress and evaluating achievements

Topic 4.2

Leaners use agreed ways of working to carry out own role and support others to carry out their responsibilities

- Learners establish agreed ways of working with professionals and other agencies which meet agreed objectives
- Learners establish boundaries of their own role and responsibilities and those of other with professionals and other agencies
- Learners agree with professionals and other agencies:
    o timelines for activities
    o set agendas to review activities
    o way to monitor and evaluate progress

Topic4.3

Learners deal constructively with any challenges that arise

- Learners agree ways of working with professionals and other agencies to establish a common ground
- When conflicts or dilemmas arise learners take time to identify the causes and issues in a non-judgmental manner which equalizes any power or position.

- Learners work with professionals and other agencies to provide support and information
- Learners demonstrate calmness and acknowledge the feelings of professionals and other agencies
- Learners will support professionals and other agencies to come to an amicable resolution
- Learners will follow partnership agreements and established ways of working when conflicts or dilemmas with professionals and other agencies cannot be resolved amicably.(use of 3rd parties in negotiation/ arbitration;)
- Learners will support professionals and other agencies ensuring their own duty of care is not compromised

Topic 4.4

Learners implement communication and recording systems that comply with current legislation for information sharing between agencies

- Learners will establish shared ways of working with professionals and other agencies to support an effective communication strategy.
- Learners will establish shared ways of working with professionals and other agencies to support a problem solving approach to communication issues.
- Learners will ensure that any communication strategies agreed with professionals and other agencies meet current legislative requirements for the recording and storage of information.
- Learners will establish regular meetings with professionals and other agencies to ensure the objectives remain focused on benefits to the individual in receipt of services

Topic 4.5

Learners challenge, in ways to promote change, any poor practice or failure to work in agreed ways.

- Learners agree with professionals and other agencies ways of working that support the duty of care in line with legislative requirements (Law of Torte)
- Learners agree with professionals and other agencies ways of recording and reporting poor practice to relevant responsible organizations in line with requirements.
- Learners challenge, and act responsibly to promote change, when actions that could cause harm or fail to support the best interest of the individual in receipt of care, are identified or reported when working with professionals and other agencies.
- Learners ensure that whistle-blowing processes are agreed as part of ways of working with professionals and other agencies

Topic 4.6

Learners evaluate the effectiveness of partnership work and processes that underpin it and see agreement for improvements

- Learners agree with professionals and other agencies timelines for evaluating work objectives.
- Learners agree with professionals and other agencies processes for evaluating work objectives and the impact on individuals in receipt of health or care services.
- Learners agree with professionals and other agencies how reflection from all parties will contribute to any evaluative process.
- Learners agree with professionals and other agencies how the outcomes of evaluations and reflection will be recorded and reported to all parties.

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Publications

- Griffith, R., 2015. Understanding the Code: Working in Partnership. British Journal of Community Nursing, 20(5), 250-252.

- Hunter, D. and Perkins, N., 2014. Partnership Working in Public Health, Bristol: Policy Press

- Johns, C., 2000. Becoming a reflective practitioner. Oxford Blackwell

- Nursing and Midwifery Council, 2015. The Code: Professional standards of practice and behaviour for nurses and midwives [online]. Available from: **www.nmc-uk.org/code** [Accessed 02/11/15].

- Reed, J., MacFarlane, A. and Clarke, C., 2011. Nursing Older Adults: Partnership Working, Maidenhead: McGraw-Hill

- Rolfe, G; Jasper, M and Freshwater, D. 2011 Critical Reflection in Practice. Generating Knowledge for Care. 2nd Edition. Palgrave Macmillan, London

- Social Care Institute for Excellence, **http://www.scie.org.uk**

Unit 505   Person centred practice for positive outcomes

Level:	5
GLH:	30

What is this unit about?

Outcome-based approaches are key to maintaining a high level of person centred care. Ensuring positive outcomes are vital for the wellbeing of those who use adult care services.

The purpose of this unit is for learners to understand principles and values supporting person centred practice and how they relate to an individual's choice and control over decisions affecting them. Learners will foster and manage an organisational culture which considers all aspects of individuals' well-being.

Learners will understand the importance of integrated services and will work in partnership with a range of others including staff, other health/care professionals and people using care services. Learners will understand the regulatory requirements surrounding the need to promote and achieve positive outcomes, whilst working within current legislation.

Learners should consider the following questions as a starting point to this unit:
- How can services be managed to meet best practice guidelines and benchmarks for person centred practice?
- What training and support do staff need to ensure services achieve positive outcomes for individuals who use services?
- What kinds of integrated services are currently provided to facilitate the achievement of positive outcomes for individuals who use services?
- How can services be improved to ensure individuals receive a person centred approach to their care package?

Learning outcomes

In this unit, learners will be able to:
1. Understand the principles and values of person centred outcome-based practice
2. Manage resources to facilitate positive outcomes for individuals
3. Lead practice in health and care methods to achieve health and care outcomes
4. Champion equality, diversity and inclusion to achieve positive outcomes
5. Lead continuous improvement in carrying out health and care procedures where required
6. Develop community relationships to provide integrated services
7. Managing concerns and complains in adult care

Learning outcome:
1. Understand the principles and values of person centred outcome-based practice

Topics
1.1 Theories and values of positive practice

Topic 1.1

Learners critically evaluate the principles, theories and values of positive **outcomes** based practice relating to the **wellbeing** of individuals to include:

- Principles, theories and values of **person centred practice** relating to choice and control e.g. Personalisation and the Dimension Approach, Building Blocks Framework, The Seven Ps
- Ways outcome based practice and person centred practice interlink to support positive change
- Ways **active participation** contributes to relationships, wellbeing and the achievement of positive outcomes for individuals
- Ways of working with individuals to their ensure choice and control over decisions affecting them
- Integrated service provision for creating seamless care, crossing traditional boundaries between health and adult care to achieve better outcomes for individuals.

Learning outcome:
2. Manage resources to facilitate positive outcomes for individuals

Topics
2.1 Facilitate an organisational culture which values positive outcomes and person centred practice

2.2 Develop, implement and evaluate plans to ensure team members have appropriate training, development and support to promote person centred practice

2.3 Manage others to work with individuals ensuring that they adapt their approaches to meet an individual's changing needs

2.4 Manage resources to ensure that reviews of individual's preferences, wishes needs and strengths are valued within the achievement of positive outcomes

2.5 Manage resources to ensure that individuals are actively supported to make healthy choices through a person centred approach

2.6 Implement systems and processes for recording healthcare interventions

Topic 2.1

Learners reflect on how they drive an organisational culture which values positive outcomes and person centred practice.

Topic 2.2

Leaners develop, implement and evaluate plans to ensure colleagues have appropriate training, development and support to promote person centred practice.

Topic 2.3

Leaners provide evidence of how they manage others to work with those in receipt of care and support ensuring that they adapt their approaches to meet an individual's changing needs.

Topic 2.4

Leaners manage resources to ensure that reviews of individual's preferences, wishes needs and strengths are valued within the achievement of positive outcomes.

Topic 2.5

Learners manage resources to ensure that individuals are actively informed and supported to make healthy choices through a person centred approach in maintaining their wellbeing.

Topic 2.6

Learners critically review and evaluate operational systems and processes for recording health and care interventions with those in receipt of care and support

Learning outcome:

3. Lead practice in **appropriate health and care** methods to achieve person centred outcomes

Topics

3.1 Manage systems and processes which enable early identification and assessment of an individuals' current and emerging health needs

3.2 Implement and evaluate protocols for safe healthcare practice which actively promote positive outcomes

3.3 Foster active participation of individuals

3.4 Maintain healthcare records in line with legislation and organisational requirements

3.5 Champion accountability when carrying out health and care procedures

Topic 3.1

Learners critically analyse their management systems and processes which enable early identification and assessment of an individuals' current and emerging health and care to include:

- Recognising and recording individuals' current and emerging health and care needs
- Understanding the importance of early identification and assessment
- Maintaining health and care records in line with requirements
- Advanced care planning and end of life wishes

Topic 3.2

Learners implement and evaluate protocols for safe health and care practices which actively promote positive wellbeing/outcomes for:

- Individuals' psychological, social, spiritual needs
- Individuals' physical health
- Individuals' mental health
- Individuals' mobility
- Health and care practices which might include healthcare procedures such as blood sugar level testing, urine testing, catheter care, tissue viability, wound care.
- Active participation of individuals in working towards healthy outcomes

Topic 3.3

Learners implement ways of working that ensure that individuals will be able use, develop, extend or relearn skills for daily activities and achievement of personal outcomes.

Topic 3.4

Learners ensure their service maintains health and care records in line with legislation and organisational requirements and review the need for further improvement(s)

Topic 3.5

Leaners show how they champion accountability when carrying out health and care procedures to include recommendations for developing practice with colleagues and others including:

- Ensuring staff understand their accountability when undertaking health and care procedures to include the reporting any concerns
- The importance of consent and maintaining confidentiality
- Consideration of other professionals and their responsibilities and limits relating to the health and care procedures
- Ways to improve integrated working which fosters accountability , high standards of practice and seamless service provision

Learning outcome:

4. Champion equality, diversity and inclusion to achieve positive outcomes

Topics

4.1 Investigate the legal context underpinning equality, diversity and inclusion relating to adult care services

4.2 Evaluate policies, systems, processes and practices that promote equality, diversity and inclusion

4.3 Support others to challenge discrimination and exclusion in ways that are likely to achieve change and promote positive outcomes

Topic 4.1

Within their own service area, learners must understand the impact and effectiveness of equality, diversity and inclusion legislation in preventing discrimination and exclusion on people using health and care services.

Topic 4.2

Learners lead practice with others in reviewing and evaluating current systems and processes and making improvements where required in respect of the above.

Topic 4.3

Learners   show evidence of how they lead on and foster an environment where any discrimination or exclusion is actively challenged and addressed, for example:

- Through training and development opportunities
- Through staff induction/supervision and/or appraisal
- Management of complaints/service compliments
- Involvement and feedback from those in receipt of care and support

Learning outcome:

5. Lead continuous improvement in carrying out health and care procedures where required

Topics

5.1 Monitor, review and evaluate the implementation of person centred practices and the achievement of positive outcomes for individuals

5.2 Use evidence-based research to identify best practice in outcome based and person centred approaches

5.3 Act on lessons learned from incidents that occur

5.4 Review the extent to which systems, processes and practice facilitate positive outcomes

5.5 plan and lead the implementation of improvements

Topic 5.1

Leaners monitor, review and evaluate the implementation of person centred practices and the achievement of positive outcomes for individuals within their area of service to include robust feedback from the following;

- Evidence of feedback from both those in receipt of care and support
- Colleagues
- Contribution from others involved in supporting those in receipt of care and support

Topic 5.2

Learners research up-to-date, reliable literature and or other publications relevant to their area of study to establish best practice which supports the above.

Topic 5.3

Learners show evidence of how any incidents that can or may have occurred have inform their leadership and management of service practice in respect of person centred care:

- Identified poor practice
- Accidents
- Errors and 'near misses'
- Concerns and complaints – informal and/or formal

Topic 5.4

Learners review and update systems, processes and practices to ensure they facilitate positive outcome approaches to person centred care.

Topic 5.5

Learners actively identify improvements, plan and implement changes to systems and processes including

Learning outcome:

6. Develop community relationships to provide integrated services

Topics

6.1   Understand the importance of community involvement and promote own service within the wider community

6.2   Development of leadership and management practice

Topic 6.1

Leaners critically evaluate how community involvement/activities supports positives outcomes for those in receipt of care and support within their area of service to include:

- How their service is promoted within local communities
- How people using services and staff engage and integrate with the wider community

- How working with other community services sports the development of health and care provision within the community e.g. PAs. GPs, Hairdressers, Chiropodists

Topic 6.2
Leaners critically review current practice in respect of the above and make recommendation which informs their strategic operational practice.

Learning outcome:
7 Lead practice in managing concerns and complaints in adult care

Topics

7.1 Learners monitor and review systems and processes to manage concerns and complaints and how these link to risk management and safeguarding

7.2 Learners ensure that the regulatory requirements, codes or practice and guidance for managing concerns and complaints are embedded within organisational systems and processes

7.3 Learners understand why those who use services may be reluctant to raise concerns or complaints

7.4 Learners promote a culture where attitudes and approaches ensure concerns and complaints directly influence service improvement

7.5 Learners support team members to understand systems and processes relating to concerns and complaints

7.6 Learners ensure information and support is in place to enable those using services and their carers to raise concerns and make complaints when they wish to do so

Topic 7.1
Learners monitor and review systems and processes to manage concerns and complaints and how these link to risk management and safeguarding

- Learners review how systems and processes are visible and clear to all individuals receiving services and visitors to the setting
- Learners embed assessment of risk within all person centred approaches and provide individuals and their families with forums to explore and raise concerns about positive risk taking as part of the decision making process
- Learners provide individuals and their families with information on how to raise a concern or complaint as part of clear safeguarding processes
- Dissemination of information on current requirements to all staff members and other professional and external agencies
- Learners understand their duty of care and duty of candour when managing complaints and concerns

Topic 7.2
Learners ensure that they know and understand current regulatory requirements, codes or practice and guidance for managing concerns and complaints

- Health and Social care Act 2008
- Care Act 2014
- Data protection Act 1998/2018
- Public interest Disclosure Act 1998
- CQC regulation 16
- Fundamental Standards
- **7.3**

Learners understand why those who use services may be reluctant to raise concerns or complaints
- Reasons why individuals using services may be concerned about reprisals if they make a complaint or raise a concern
- Reasons why family members and friends of individuals using services may be concerned about reprisals if they make a complaint or raise a concern

Topic 7.4
Learners promote a culture where attitudes and approaches ensure concerns and complaints directly influence service improvement
- All concerns and complaints are acted upon promptly and recorded in line with organisational processes without compromising consent and confidentiality
- All concerns and complaints are investigated using systems and processes and outcomes are logged and reported to appropriate bodies
- Using information on any concerns or complaints as a regular agenda item at team meetings
- Making explicit use of lessons learnt from concerns or complaints, trends and areas of risk in annual service reviews
- Making explicit use of lessons learnt from concerns or complaints in service improvement plans , setting SMART targets and monitoring their achievement
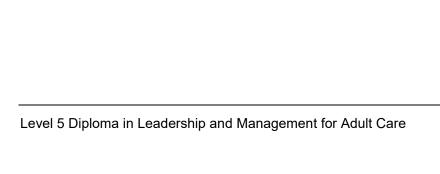

Topic 7.5
Learners support team members to understand systems and processes relating to concerns and complaints
- Dissemination of information on current requirements to all staff members and other professional and external agencies on how complaints and concerns can be raised
- How concerns and complaints are reported, recorded and monitored to resolution
- Monitoring of training on the importance of effective systems and processes
- Acknowledging team member's anxiety about receiving concerns and complaints about their practice
- Acknowledging team member's anxiety about raising a concerns and complaints about poor practice and the importance of whistleblowing
- Showing an open door policy and non –judgemental approach to team members who wish to raise a concern or make a complaint

Topic 7.6
Learners ensure information and support is in place to enable individuals using services and their carers to raise concerns and make complaints when they wish to do so
- Clear and visible information on how to make complaints and raise concerns for all individuals using services and their carers
- Easy access to documentation or augmented systems or a designated person to make an informal or informal concern or complaint
- Detail on how concerns and complaints are reported, recorded and monitored to resolution are available and clear and easy to understand for all individuals using services and their carers
- Acknowledging the anxiety an individual using services or their carer make feel making a concerns or complaints about poor or unsafe practice
- Acknowledging the anxiety an individual using services or their carer making a formal complaint to an external agency.
- Showing an open door policy and non –judgemental approach to an individual using services or their carer who wishes to raise a concern or make a complaint

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Publications

• Guidance for Providers on Meeting the Regulations, Care Quality Commission (February 2015), available on the CQC website

• How CQC Regulates: Residential Adult Social Care Services — Provider Handbook (2015) Care Quality Commission, available on the CQC website

• How CQC Regulates: Residential Adult Social Care Services —Appendices to the Provider Handbook (2015) Care Quality Commission, available on the CQC website

• Code of Conduct for Health Care Support Workers and Adult Social Care Workers in England, Department of Health, Skills for Care and Skills for Health, 2013, available on the Skills for Health website

• Creating a Home from Home: A Guide to Standards, Residential Forum

• Delivering Dignity: Securing Dignity in Care for Older People in Hospitals and Care Homes (2012), Commission on Improving Dignity in Care, available on the NHS Confederation website

• Dignity in Care, Social Care Institute for Excellence Practice Guide 9

• Francis Report (2013), (Report of The Mid Staffordshire NHS Foundation Trust Public Inquiry) Available on www.midstaffspublicinquiry.com

Books
A Practical Guide to Delivering Personalisation: Person-Centred Practice in Health and Social Care
Publisher: Jessica Kingsley Publishers (15 Jan. 2012)
ISBN-10: 1849051941
ISBN-13: 978-1849051941

Appreciative Healthcare Practice: A guide to compassionate, person-centred care
Publisher: M&K Publishing, an imprint of M&K Update Ltd (20 July 2015)
ISBN-10: 1905539932
ISBN-13: 978-1905539932

Hierarchy of Needs Counselling Care & Support: A Person Centred Philosophy
The Chimp Paradox: The Mind Management Programme to Help You Achieve Success,
Confidence and Happiness
Publisher: Vermilion (5 Jan. 2012)
ISBN-10: 009193558X
ISBN-13: 978-0091935580

Journals and magazines

- CMM Care Management Matters
- Caring Times
- Care Talk
- Skills for Care, Care Magazine
- Care Home Management
- Expert care Manager Magazine
- The British Journal of Healthcare management
- Community Care
- Caring UK

Websites

- Age UK   **http://www.ageuk.org.uk**

- Equality and Human Rights Commission (EHRC) http://www.equalityhumanrights.com

- Health & Care Professions Council (HCPC) http://www.hcpc-uk.co.uk

- **Dignity in Care Campaign www.nhsconfed.org/priorities/Quality/Partnership-on-dignity/Pages/Commission-on-dignity.aspx**

- My Home Life http://myhomelifemovement.org

Unit 506   Professional development, supervision and performance management

Level:	5
GLH:	20

What is this unit about?

The purpose of this unit is for learners to develop knowledge, understanding and skills required to promote and manage the professional development of themselves and those of their team and others they line manage. They will review resources and technologies to support the process of learning and consider some of the possible barriers in workforce development planning.

Learners will also understand the principles and purpose of professional supervision as a key component of performance development and performance management. They will be able to reflect upon their own professional supervision practice with those they manage and explore the use of performance management procedures to improve and monitor performance of individuals if required.

Learners should consider the following questions as a starting point to this unit:
- Why is professional development important when working in adult care settings?
- What types of support and resources are available staff teams to support their professional development?
- What are the key principles of formal supervision?
- How effective are current performance management processes and do they work effectively for managers with their staff?

Learning outcomes

In this unit, learners will be able to
1. Understand principles of professional development in adult care
2. Understand supervision in adult care
3. Provide professional supervision
4. Understand the management of performance in adult care settings

Learning outcome:

1. Understand principles of professional development in adult care settings

Topics

1.1 Importance of continuously improving own knowledge and practice and that of the team

1.2 Importance of reflective practice in improving performance and the use of models to support the reflective practitioner

1.3 Mechanisms and resources that support learning and development in adult care settings

1.4 Technology used in supporting learning activities

1.5 Potential barriers and constraints in relation to professional development in adult care

1.6 Factors to consider when selecting and commissioning activities for keeping knowledge and practice up to date

Topic 1.1

Learners explain professional development in adult care in relation to:

*   A manager and those they manage
*   Mandatory training
*   Workforce development planning
*   CQC requirements
*   Processes involved to managed learning and development
*   The relationship between training and positive outcomes

Topic 1.2

Learners critically evaluate the theory of reflective practice in improving individual performance with reference to;

*   Donald Schon (Schön),
*   D A Kolb - Learning Cycle
*   G Gibbs - 6 stages to reflective practice
*   Reflection for action, reflection in action, reflection on action
*   Professionalism and reflection , individual responsibility
*   Relationship between professionalism and accountability
*   Barriers to effective reflective practice for organisations and individuals

Topic 1.3

Learners evaluate a range of **sources and systems of support** for   professional development for the manager and their staff, including:

*   Resources - internal financial support, access to publically funded training opportunities
*   Resources - access to books, journals
*   Digital resources - e learning
*   Peer shadowing , coaching, mentoring, buddying
*   Use of external training providers
*   Training needs analysis
*   Personal development planning
*   Support for staff with learning needs i.e. Dyslexia; non English speakers; the older learner; the young learner).

Topic 1.4

Learners analyse the effectiveness of digital technologies used in supporting learning activities with consideration of:

- Access to technologies
- The impact of e learning packages in improving knowledge and skills
- Access to work based internet
- E portfolios
- Webinars
- Conference calling
- Impact of using technologies to support professional development
- Barriers to the use of digital technologies in learning

Topic 1.5

Learners critically evaluate the potential barriers and constraints in their working environment in accessing professional development with consideration of:
- Workforce development strategy and planning
- Financial budgets to support workforce development planning and delivery
- Financial contributions of staff to support the costs of training
- Return on investment - financially, improved service delivery
- Poor time management and commitment of staff
- Quality of training delivery and support - in house, external
- Insufficient or high turnover of staff
- Access to nationally recognised qualifications and/or apprenticeships
- Levels of informal training, internally
- Personal motivation and the impact on life balance for individuals
- Levels of language, literacy, numeracy amongst workforce
- Level of IT skills
- Recommendations for practice

Topic 1.6

Learners explain the range of factors that impact on the selecting and commissioning activities for personal and professional development within the work setting.

Learning outcome:

2. Understand the purpose of **supervision** in adult care

Topics

2.1 Principles and scope of professional supervision

2.2 Theories and models of professional supervision and developing policies

2.3 Ways in which legislation, codes of practice and agreed ways of working inform supervision

2.4 Impacts of research findings, critical reviews and enquiries and how these can be used within professional supervision

2.5 Uses of professional supervision in performance management

2.6 Factors which can result in a power imbalance in professional supervision and how to address them

Topic 2.1

Learners explain the key principles and scope of supervision including:
- Why supervision is necessary in adult care provision
- Management accountability and monitoring of the quality of care service provision

- The role of the manager within supervision to include care service outcomes, monitoring individual performance objectives, professional support and learning, feedback on skills, knowledge, behaviours
- The importance of confidentiality, boundaries and accountability
- Roles and responsibilities of the supervisor and supervisee , the importance of recording and constructive feedback to improve performance
- Protection of others: carers , individuals, families, supervisors and supervisee
- To enable reflective practice

Topic 2.2

Learners critically evaluate theories and models of professional supervision to help inform practice include:
- Cognitive-Behavioural Supervision
- Integrated Development Model
- Systems Approach to Supervision

Topic 2.3

Learners explain why supervision could be informed by:
- Current Legislation
- Codes of practice and **agreed ways of working** including:
  - The Care Act (2014)
  - The Code of Conduct for Health Care Support Workers and Adult Social Care Workers in England (2015)
  - CQC Regulations,
  - The Care Certificate
  - Safeguarding procedures
- Compliments
- Complaints

Topic 2.4

Learners investigate relevant research and inquiry outcomes that have informed management supervision practice in adult care settings.

Topic 2.5

Learners critically evaluate the principles of performance management with regard to:
- Existing systems and procedures
- The role of Individual supervision
- Setting organisational and individual performance indicators to improve and monitor the performance of individuals
- Helping individuals set and achieve meaningful goals in respect of their practice
- The development and measurement of a quality workforce with shared values and behaviours
- Addressing conduct and performance
- Key performance indicators (internal/external) , CQC regulations
- Aspiring to become an effective leader and manager with individuals and teams

Topic 2.6

Learners explore management supervision practice with regard to:

- Addressing possible power imbalances in formal supervision
- Managing difficult situations and disagreements during formal supervision
- Managing conflict in formal supervision
- Managing challenges arising during and after professional supervision
- Support systems available to them after formal supervision
- Current appraisal processes used alongside supervision to manage and improve performance with those they manage

Learning outcome:

3. Provide professional supervision

Topics

3.1 Establish agreement with the supervisee on key areas
3.2 Support supervisees to reflect on their practice using the range of information available and their own insights
3.3 Provide constructive feedback that can be used to improve practice
3.4 Support supervisee to identify their own development needs
3.5 Review and revise targets to meet objectives of work settings and individual objectives of supervisees
3.6 Support supervisees to explore different methods of addressing challenging situations in their work
3.7 Record agreed supervision decisions
3.8 Adapt personal approaches to professional supervision in light of feedback from supervisees and others

Topic 3.1
Learners plan and undertake professional supervision to include:
- Actions to be taken in preparation for supervision by the supervisor and supervisee
- Adherence to ensuring confidentiality, setting boundaries, roles and accountability
- Frequency, location and environmental considerations of supervision sessions

Topic 3.2
Learners support supervisees to reflect on their practice using the range of information available and their own insights to include :
- Sources of data and evidence available and their own insights used to inform supervision
- Analysis of information from a range of perspectives to build an evidence based understanding of the supervisee's performance to date

Topic 3.3 and 3.4
Learners provide feedback to the supervisee which
- is constructive and developmental and can be used to improve practice
- supports the supervisee to identify their own development needs
- is unambiguous and clearly sets out any issues.

Topic 3.5
Learners review and revise targets with the supervisee which
- meet objectives of work settings
- meet the objectives of the individual.

Topic 3.6

Learners support supervisees to:
- explore different methods of addressing challenging situations in their work practice
- agree suitable methods in any actions to be take forward
- reflect on own strengths and resilience in addressing challenges
- understand own responsibilities and own role when facing work challenges

Topic 3.7
Learners will be able to record supervision meetings and decisions agreed in line with work place policies and procedures.
- Organisational procedures
- Ways to record which can be owned by the supervisee
- Ways to record agreed actions which can be referred to at the next supervision

Topic 3.8
Learners critically evaluate their working practice and use feedback from a range of people to improve their performance as a supervisor.
- Learners actively seek feedback from the supervisee on own performance as a supervisor
- Learners demonstrate that they take feedback seriously and set themselves any actions to improve
- Learners develop any personal skills and approaches to improve supervision by training and reflection
- Learners seek feedback on any improvements made

Learning outcome:
4.   Understand how to manage individual's performance in adult care settings.

Topics
4.1 Procedures which address performance management and related issues
4.2 Meeting current legislative and regulatory requirements
4.3 Possible outcomes in disciplinary cases

Topic 4.1
Learners evaluate their role with regard to their organisations performance management systems and procedures to include:
- How to address conduct and performance issues with individuals
- Discipline and grievance procedures
- The mechanisms for addressing conduct and capability issues and how to implement these
- The impact of their performance management system in addressing performance issues.

Topic 4.2
Learners critically evaluate their organisation's disciplinary and grievance procedures and consider recommended changes to these processes to ensure they meet current legislative and regulatory requirement.

Topic 4.3

Learners consider potential outcomes in disciplinary cases both internally and externally, as well as on the future management of service delivery teams including consideration of:

- Impacts on service provision
- Impact on staffing
- Appeals procedures
- Legal implications – e.g. employment tribunals
- Future management support and training and development required

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Websites
- Skills for Care **www.**skillsforcare**.org.uk**
- Social Care Institute for Excellence - Effective supervision in a variety of settings **www.scie.org.uk/publications/guides/guide50/**

Unit 507   Resource management in adult care

Level:	5
GLH:	20

What is this unit about?

The purpose of this unit is for learners to demonstrate the ability to manage resources within their care setting.

Effective resource management is not always easy to master. Careful and effective management of resources is essential in running a successful organisation. Mismanagement of resources can result in a number of problems such as budget overspend lack of resources for people using health and care services, and even to the closure of the organisation, and the consequences of such an event.

Learners should consider the following questions as a starting point to this unit:
- What resources are available in the workplace?
- How can managers learn to trust staff enough to delegate tasks?
- What is effective resource management?
- What is the manager accountable for?

Learning outcomes

In this unit, learners will be able to:
1. Understand principles of effective resource management
2. Understand principles of human resource management

1. Understand principles of effective resource management.

Topics

1.1 National, local and organisational strategies and priorities on resource planning and management

1.2 Roles, responsibilities and accountabilities for resource management

1.3 Importance of accurate forecasting for resource management

1.4 Value of using assets and resources outside traditional services and in the community

1.5 Role technology plays as a resource in service delivery and service management

1.6 Sustainability in terms of resource management in adult care

1.7 Processes for acquiring resources

Topic 1.1

Learners explain the impact of different strategies on resource planning in relation to:
- Financial resources
- Physical resources
- Human resources

Topic 1.2

Learners explain own role and responsibilities regarding resources management in own service, with reference to how potential improvements are implemented.

Topic 1.3

Learners critically analyse the role of forecasting in resource management. This must include reference to maintaining the following
- Accuracy
- Validity
- Reliability

Topic 1.4

Learners evaluate the use of alternative resources and assets. This could include:
- Volunteers and voluntary services
- Alternative non-traditional therapies
- Community and educational resources

Topic 1.5

Learners evaluate the use of different technologies within own service provision, including:
- Own use
- People in receipt of services
- Team members
- Other stakeholders

Topic 1.6

Learners analyse the use of sustainable resources within adult services with particular reference to own service provision.

Topic 1.7

Learners evaluate the processes for acquirement adequate resources to include:

- Acquiring stock
- Stock management
- Auditing
- Storage of invoices

Learning outcome:

2. Understand principles of human resource management.

Topics

2.1 Factors and approaches known to improve recruitment and retention of adult care staff

2.2 Importance of recruitment, selection and induction processes in the organisation and learners role in this process

2.3 Importance of ensuring employment practices are free from discrimination and harassment

2.4 Processes to identify the numbers and patterns of staffing required to provide a person-centred, outcome based service

2.5 Mange and adjust staffing patterns

Topic 2.1

Learners explain a range of approaches for retention and recruitment of staff this includes:

- Formal training routes
- Local recruitment drives
- Social media

Learners analyse the factors that can impact on recruitment and retention and how to overcome potential challenges.

Topic 2.2

Learners evaluate the recruitment, selection and induction processes within own service provision.

Topic 2.3

Learners explain the importance of ensuring all employment practices are free from discrimination and harassment in line with current legislation, including:

- The Equality Act
- The Care Act
- The Employment Rights Act
- Own policies and procedures

Topic 2.4

Learners evaluate own processes used to ensure effective staffing numbers and patterns and how these ensure the services providing a person centres , outcome focussed care, this includes:

- Impacts of funding

- Continuity of care and support
- Importance of flexibility
- Varying skills sets
- Identification and adaption to changes
- Use and management of agency workers

Topic 2.5
Learners manage staffing patterns and adjust them to meet changing circumstances.
- Range of circumstances where staffing patterns will need to be adjusted :
1. Short term
2. Medium term
3. Long term
- Emergency cover
1. type of staff required
2. number of staff required
• Impact on other resources such as training and equipment
- Managing staffing requests for changes to established working patterns

Guidance for delivery

For topic Learning outcome 1, topic 1.1 Leaners can choose a relevant strategy applicable to their organisational purpose.

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Books

Coaching For Performance: Growing People, Performance and Purpose Published by: Nicholas Brealey (12 Mar. 2002) ISBN-13: 978-1857883039	Sir John Whitmore
Leadership and Management Published by: Heinemann 2012 ISBN-13: 978 -0435075149	Andrew Thomas Joanne Mckibbin
Human Resource Management Published by: Financial Times/ Prentice Hall; 7 edition (29 Nov. 2007)	Derek Torrington

Websites

- Resource Management. https://www.ready.gov/business/implementation/resource

- Human Resource Management
  http://www.scie.org.uk/workforce/peoplemanagement/staffmanagement/resourcemanage/

- Financial pressures in health and social care.
  http://www.kingsfund.org.uk/blog/2012/10/how-can-we-deal-financial-pressures-health-and-social-care

Unit 508   Safeguarding, protection and risk

Level:	5
GLH:	30

What is this unit about?

Safeguarding individuals from danger, harm, abuse or exploitation is the responsibility of everyone. Those who lead or provide adult care services have a particular role to play in ensuring the safety and wellbeing of those working in and in receipt of care and support services, their families and others. This unit sets out to explore the legal requirements that leaders and managers need to follow but also how policies and procedures must be applied in practice.

The learner will develop an understanding of legislation, case law national and local initiatives in relation to safeguarding adults and children and young people. Learners will also review and critically evaluate their own policies and procedures in the light of legal requirements and local protocols. They will also work to ensure that colleagues and others are aware of all safeguarding requirements and follow all requirements which apply to their role.

Learners will consider the wider aspects of danger, harm, abuse and exploitation in relation to both adults and children and young people and will be asked to explore the potential use of restrictive practices and the impact of such practices on individuals receiving care and support, family, team members and the organisation as a whole. Learners will be asked to evaluate how person centred practices can help to minimise the likelihood of restrictive practices being used.

Learners should consider the following questions as a starting point to this unit:
- What do they understand by the term 'safeguarding'?
- How much do they know about wider aspects of danger, harm abuse and/or exploitation?
- How are they supporting all work colleagues to be vigilant?
- Why is it crucial that managers in adult care services have an understanding of their responsibilities in safeguarding children and young people?

Learning outcomes

In this unit, learners will be able to:
1. Understand safeguarding legislation, local and national policies
2. Lead the effective application and review of safeguarding policies, procedures and protocols
3. Understand restrictive practice and potential impact
4. Understand the role and responsibilities of adult care practitioners in ensuring the safety and wellbeing of children and young people
5. Promote health and safety in the workplace

Learning outcome:

1. Understand safeguarding legislation, local and national policies.

Topics

1.1 Legislation relating to safeguarding adults

1.2 National and local guidance and agreed ways of working

1.3 Ways in which legislation, guidance and agreed ways of working impact on day to day leadership and management practice

1.4 Methods of promoting and supporting safeguarding in the work setting

Topic 1.1

Learners provide evidence of key aspects of legislation which applies to safeguarding and whistleblowing in adult care services in their management and leadership role.
Examples of relevant legal requirements and provisions:

- The Care Act
- The Mental Capacity Act
- Role of The Court of Protection
- The Mental Health Act 1983 (amended 2007)
- Deprivation of Liberty Safeguards
- The Sexual Offences Act
- The Safeguarding Vulnerable Groups Act
- Prevent Duty
- The Public Disclosure Act (protection of whistleblowers)
- The Health and Social Care Act
- The Modern Slavery Act

Topic 1.2

Learners explain current national and local guidance and agreed ways of working in respect of safeguarding in adult care services:

- National guidance:
  - Dignity in Care
  - Adult Social Care Outcomes Framework
  - Francis Report
  - CQC Fundamental Standards
  - CQC Regulations
  - Nothing Ventured Nothing Gained
  - Winterbourne View: Transforming Care
  - Domestic Violence and Abuse Guidance HMG
  - The Care Certificate
  - Healthcare professions Council- whistleblowing guidance
- Importance of partnership working; showing an awareness of aspects such as:
  - Vulnerable Adults Risk Management
  - Multi Agency Safeguarding Hubs (where operative)
  - Shared training opportunities
  - Safeguarding Adult Boards

Topic 1.3

Learners analyse how current legislation, guidance and agreed ways of working impact on their day to day leadership and management practice within their work setting to include:

- Management and operational strategy for safeguarding and whistleblowing
- Staff induction - employees, volunteers
- Staff training and development

- Individuals who use adult care and support services
- Any external workers or visitors to the organisation-

Topic 1.4

Learners use method to effectively promote and support safeguarding in the work setting

- Active and visible working practices to support staff with their responsibilities towards safeguarding and whistleblowing
- Training for all staff in their responsibilities towards safeguarding and whistleblowing
- Review of any issues as a regular agenda item at meetings with internal and external stakeholders
- Open door approach for whistleblowing issues and reporting of safeguarding concerns
- Information provided for all individuals in receipt of services; visitors to the setting and other professionals and agencies on how to raise a concern or make a complaint

Learning outcome:

2. Lead on the effective application and review of safeguarding and whistleblowing policies, procedures and protocols

Topics

2.1 Review safeguarding and whistleblowing policies and procedures that reflect current legal, national and local requirements.

2.2 Show how individuals and/or families are included in reviewing policies and procedures.

2.3 Support individuals to understand and be able to apply the policies and procedures in their day to day work.

2.4 Provide effective support for individuals where danger, harm or abuse is suspected or disclosed.

2.5 Provide effective support for team members where danger, harm or abuse is suspected or disclosed

2.6 Analyse how the findings from recent Serious Case Reviews have impacted on the provision of adult care services

2.7 Critically evaluate the effectiveness of safeguarding and whistleblowing policies procedures and protocols.

Topic 2.1

Learners provide evidence how their **policies and procedures to support safeguarding** and **whistleblowing** reflect national and local requirements and how these are reviewed to ensure currency.

Topic 2.2

Learners provide evidence of how others are involved in reviewing and /or updating the adult care service safeguarding policies and procedures, including:

- Those in receipt of care and support
- Employees
- Other

Topic 2.3

Learners provide evidence of how relevant safeguarding information is:

- disseminated to all employees and non-care staff
- disseminated to those in receipt of care and support services e.g. families, carers
- checked in respect of their knowledge, understanding and expected behaviours which apply to their role/practice
- actioned in the event that knowledge in relation to care/practice was not current and/or inaccurate.

Topic 2.4

Learners explain how to investigate and manage individual and/or group allegations where danger, harm or abuse is suspected or disclosed:

- The legal and internal processes for managing complaints
- Support provided for team members/employees/volunteers
- Support provided for those in receipt of care and support services
- Why those in receipt of care and support may not complain
- Recommendations to improve management practice

Topic 2.5

Learners critically evaluate how they have or would support others who have either had:

- A disclosure of alleged/suspected abuse made to them
- What they would do if a colleague had an allegation made against them

Topic 2.6

Learners critically evaluate lessons learnt from a recent national or local enquiry or Serious Case Review (SCR), showing how these have brought changes to local or national safeguarding requirements in adult care services.

Topic 2.7

Learners show how they effectively disseminate and implement safeguarding policies and procedures:

- Internal policies and procedures relating to all aspects of management and non-management practice
- Whistle blowing guidance for staff
- Protocols for interagency/ joint/ integrated working with professional and external agencies which define agreements for reporting any safeguarding issues and protection for whistle-blowers
- Records of any issues raised and action taken in line with agreements and legislative bodies
- Clearly visible processes for raising concerns and making complaints

Learning outcome:
3. Understand restrictive practice and potential impact

Topics
3.1 Terminology relating to **restrictive practice**
3.2 Legal requirements around restrictive practice
3.3 Impacts of restrictive practice
3.4 Demonstrate ways of minimising restrictive practices through person centred practice
3.5 Methods of managing policies and procedures related to positive risk taking
3.6 Demonstrate positive approaches to risk assessments

3.7 Demonstrate ways of assessing effectiveness of risk management practice

Topic 3.1
Learners explain what is meant by the terms:
- Mental capacity
- Restrictive practice
- Restraint
- Hidden restraint
- Risk and risk adverse culture and practice
- Positive risk taking

Topic 3.2
Learners reflect on their understanding and application of the legal requirements and implications relating to restrictive practice in adult care services and be aware of recent case law and codes of practice for example:
- Deprivation of Liberty Safeguards
- Provision for obtaining informed **consent**
- Assessing mental capacity, including the work of Independent Mental Capacity Advocates
- Best Interests Assessments
- P v Cheshire West case

Topic 3.3
Learners critically analyse the potential impact and outcomes of applying restrictive practices:
- For those in receipt of care and support services
- For all staff
- For others - families , carers
- If restrictive practice is used incorrectly

Topic 3.4
Learners demonstrate how person centred practice can help to minimise the use of restrictive practices.
- Learners comply with legislative and organisational requirements at all times
- Learners demonstrate and role model how an individual's behaviour is understood and valued
- Learners demonstrate and role model how to value an individual's unique needs, aspirations, and strength to enhance their quality of life
- Learners demonstrate and role model how to effectively involve and enable active participation of individuals ;their families, carers and advocates
- Learners demonstrate and role model how to treat individuals with compassion, dignity and kindness
- Learners demonstrate and role model how to support and protect positive relationships between the people who deliver services and the individuals they support

Topic 3.5
Learners explain how team members are made aware of the policies and procedures of the setting to include how restrictive practice would be managed by:
- The Registered Manager

- Their Deputy
- Others - team leaders , supervisors , volunteers

Topic 3.6

Learners work with services users, family members and colleagues to adopt a positive approach to risk assessment which :

- Manages policies and processes and their implementation to assess and manage risks effectively
- Balances individual choice with the duty of care to protect.
- Ensures positive outcomes for individuals in receipt of services
- Enables positive risk taking in support of the individual's wellbeing.
- Acknowledges and considers the views of family members and colleagues whilst recognising the right of the individual to have control over their own life
- Acknowledges and manages the link between the management of concerns and complaints, risk management and safeguarding

Topic 3.7

Learners actively follow policies and procedures and show how they evaluate their effectiveness in respect of risk and management practices.

- Uses organisational policies and processes to ensure that risk management practices are monitored and reviewed regularly.
- Supervises the practice of others in respect of risk and management practices.
- Evaluates own practice in leading others in implementing a balanced approach to risk management
- Reviews and updates policies and processes to ensure that risk management practices are in line with legislation , regulation and current safe practice

Learning outcome:

4. Understand the role and responsibilities of adult care practitioners in ensuring the safety and   wellbeing of children and young people

Topics

4.1 Reasons adult care practitioners need to be aware of national and local requirements that seek to ensure the safety and wellbeing of children and young people

4.2 Ways in which team members are supported to understand their role in safeguarding children and young people from danger, harm, abuse or exploitation.

4.3 National and local requirements for reporting suspicions or disclosures of danger, harm, abuse or exploitation of children and young people.

4.4 Tensions between maintaining the safety of team members and others with the duty of care to adults who are known to have abused children and young people

4.5 Responsibility of the Designated Officer

4.6 Ways of critically evaluating practice

Topic 4.1

Learners explain why they need to be aware of and understand local protocols and procedures when working in partnership with other local agencies in relation to safeguarding children and young people:

- Reporting suspicions or disclosures of danger, harm , suspected abuse

- Preventing radicalisation
- Preventing child sexual exploitation
- Preventing female genital mutilation
- Preventing child trafficking
- Preventing domestic violence
- Monitoring adults who are known to have abused children and young people

Topic 4.2

Learners explain how all team members are supported to understand their role in safeguarding children and young people from danger, harm, abuse and/or exploitation to include:

- How all relevant and appropriates information is disseminated to new staff, agency staff and non-care staff

Topic 4.3

Learners explain the requirements for reporting suspicions or disclosures of danger, harm, abuse or exploitation of children and young people to include:

- Their role and responsibilities as leaders and managers
- Their teams and other colleagues roles and responsibilities
- Others responsibilities - e.g. those in receipt of care , carers , families, visitors

- Examples of relevant requirements include but are not limited to:
    o Working Together to Safeguard Children (most recent version)
    o Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers

Topic 4.4

Learners explain the potential tensions between maintaining the safety of team members and others with the duty of care to adults who are known to have abused children and young people.

Topic 4.5

Learners explain the role of the Designated Officer.

Topic 4.6

Learners should critically evaluate their leadership and management practice(s) in respect of protecting children and young people to include any future recommendations.

Learning outcome:

5. Promote health and safety

Topics

5.1 Reviewing health and safety policies and procedures to reflect current legal, national and local requirements

5.2 Supporting all team members to understand and be able to apply the policies and procedures in   their day to day work

5.3 Applying policies and procedures

Topic 5.1

Learners will explain how health and safety policies and procedures are reviewed and updated. Relevant legal and national regulations:

- The Health and Safety at Work Act
- COSHH Regulations
- Health and Safety (First Aid) Regulations
- Manual Handling Operations Regulations
- Management of Health and safety at Work Regulations
- RIDDOR
- Lifting Operations and Lifting Equipment Regulations
- Food Hygiene Regulations
- The Health and Social Care Act

Topic 5.2

Learners explain how health and safety information is disseminated to all colleagues to include any agency staff and non-care staff.

Topic 5.3

Learners critically evaluate the application of health and safety policies and procedures in their workplace in respect of:

- Safeguarding
- Staff training and development
- Person-centred care
- Safety
- Risk management practices
- Leadership and management practice
- Future practice

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Work setting refers to the type of adult care provision offered by the learner's organisation. It may include individuals own home.

Topic 2.6 note that 'Recent' can be any review since 2010. Learners should seek out local SCRs where possible, but relevant reviews from anywhere in the country may be considered.

Topic 4.3 Learners should be aware and be prepared that they may be providing care services to adults who have abused children. They should understand the implications for safety of team members and others, and be aware of the role of the Multi Agency Public Protection Arrangements meetings (MAPPA)

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements. For example in topic 4.5 the Designated Officer is in some localities referred to as the Local Authority Designated Officer (LADO)

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Publications:

Legal and National Policies
- Office of the Public Guardian Safeguarding Policy 2015

- 'Care Act Fact Sheets': Department of Health; March 2016

- 'Response to the Supreme Court Judgment/ Deprivation of Liberty Safeguards' Department of Health 2015
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/485122/DH_Consolidated_Guidance.pdf

- Deprivation of Liberty Safeguards: Age UK 2015
  http://www.ageuk.org.uk/Documents/EN-GB/Factsheets/FS62_Deprivation_of_Liberty_Safeguards_fcs.pdf?dtrk=true

- Prevent Duty Guidance. HMG 2015

- Mental Capacity Act Code of Practice HMG 2007

- 'Making Safeguarding Personal'. Local Government Association and ADASS 2014

- MAPPA Guidance HMG 2012

- Regulations for Service Providers and Managers CQC
  http://www.cqc.org.uk/content/regulations-service-providers-and-managers

Serious Case Reviews
- 'A Decade of Serious Case Reviews '. ADASS 2014
  https://www.adass.org.uk/media/4654/a-decade-of-serious-case-reviews-august-2014.pdf

- 'Serious Case Reviews into Dementia Care: An Analysis of Context and Content':
  Manthorpe and Matinueau BASW 2014
  http://bjsw.oxfordjournals.org/content/early/2014/11/20/bjsw.bcu135.full

General
- The Derwent Initiative. A study of elderly sex offenders in health and social care
  settings. **http://www.tdi.org.uk/files/downloads/eso_final.pdf**

- Safeguarding Older People From Abuse and Neglect Age UK 2016
  http://www.ageuk.org.uk/Documents/EN-GB/Factsheets/FS78_Safeguarding_older_people_from_abuse_fcs.pdf?epslanguage=en-GB?dtrk=true

- Health and Safety in Care Homes (Factsheet) HSE
  http://www.hse.gov.uk/pUbns/priced/hsg220.pdf

- Health and Safety in Health and Social Care Services
  http://www.hse.gov.uk/healthservices/

- How to Complain about Health and Social Care Services
  https://www.cqc.org.uk/sites/default/files/documents/20140210_6642_cqc_how_to_complain_leaflet_final_web.pdf

- Handling Complaints in Health and Social Care: International Lessons for England.
  2008 https://www.nao.org.uk/wp-content/uploads/2008/10/0708853_international_review.pdf

Safeguarding Children and Young People

- Working Together To Safeguard Children HMG 2015

- Information Sharing: Advice for Practitioners Providing Safeguarding Services to
  Children, Young People, Parents and Carers. HMG 2015

- Child Sexual Exploitation
  http://www.barnardos.org.uk/what_we_do/our_work/sexual_exploitation.htm

Websites
- Social Care Institute for Excellence. Information on The Care Act 2014 and
  safeguarding adults **http://www.scie.org.uk/care-act-2014/safeguarding-adults/**

- Care Quality Commission. Information on Fundamental Standards, inspection requirements relating to safeguarding **https://www.cqc.org.uk/**

- Skills for Care. Information on leadership, safeguarding and restrictive practices **http://www.skillsforcare.org.uk/**

- **http://www.skillsforcare.org.uk/Documents/Topics/Restrictive-practices/A-positive-and-proactive-workforce.pdf**

- Association of Directors of Adult Social Care Services. Information on managing safeguarding, deprivation of Liberty, Best Interests Assessments, Making Safeguarding Personal. **https://www.adass.org.uk/home/**

- Direct Gov. Central website for national guidance and regulations. **https://www.gov.uk/**

- Legislation.Gov. Website for all statutes. **http://www.legislation.gov.uk/**

- Dignity in Care. Website promoting ways of ensuring carers respect the dignity of those they care for and support protective practice. **http://www.dignityincare.org.uk/**

- Modern Slavery. Website with information on how to identify modern slavery and how to report it https://modernslavery.co.uk/

Unit 509   Managing self

Level:	5
GLH:	10

What is this unit about?

The purpose of this unit is for learners to understand the key principles and behaviours required to effectively manage themselves and their wellbeing within their work role.
The unit will consider different strategies which can be used by the learner identified through self-reflection and reflective practice. This will include exploring ways in which they manage the stresses and pressures they face when managing a care service.

The unit will enable learners to consider their professional development needs and the impact this has on their effectiveness in their work role.

Learners should consider the following questions as a starting point to this unit:

- How do my belief systems and experiences affect my current work practice as a manager?
- How do my professional actions reflect a high standard of personal integrity?
- What is meant by work life balance and how is this achieved?
- What opportunities for professional development are there to support my role?

Learning outcomes

In this unit, learners will be able to:

1. Understand the importance of self-awareness
2. Manage personal and professional behaviour
3. Manage workloads
4. Undertake professional development

Learning outcome:
1. Understand the importance of self-awareness

Topics
1.1 Emotions affecting own behaviour and behaviour of others
1.2 Values, belief systems and experiences affecting working practice
1.3 Socialisation processes that inform values and beliefs
1.4 Strategies for keeping aware of own stress levels and for maintaining wellbeing
1.5 Methods of using feedback from others and own reflective practice to increase self-awareness

Topic 1.1
Learners critically evaluate how their own emotions affect their behaviour and the behaviour of others in respect of:
- Their leadership and management role and style
- Dealing with difficult situations when working with colleagues, those in receipt of care and support , other professionals, family/carers
- Managing positive and negative emotions within themselves and others

Topic 1.2
Leaner's analyse their own value and belief systems which affect their working practices and how these have been shaped by various life experiences:
- Environmental factors
- Family/family relationships
- Social interactions including peers
- Culture
- Religion(s)
- Media
- Education
- Professional career and working environment(s)/situations
- How their values and beliefs have developed and/or changed through their working practice(s)

Topic 1.3
Learners analyse the impact of different socialisation factors in relation to the development of values and beliefs, such as:
- Gender roles
- Norms and values of family and peers groups
- Cultural beliefs
- Influence of school, work environment and government
- Theories of learned behaviour

Topic 1.4
Learners evaluate the psychological and physiological effects of work related stress:
- The relationship between pressure, anxiety and stress
- The causes of stress for them as leaders and managers, to include the emotional management pressures placed on them by individuals and events

- Stress triggers in themselves
- Signs and symptoms of stress in themselves
- The relationship between stressful thoughts and behaviour
- Effective coping strategies in the management of stress to include an analysis of their emotional resilience
- The meaning of wellbeing and work life balance
- A review of their current stress management strategies and work life balance

Topic 1.5

Learners critically evaluate the benefits of self-reflection to increase their own self-awareness by:
- Obtaining feedback on their performance and behaviours - including 360 degree feedback from colleagues, management performance reviews, self and organisational appraisals
- Reflect on themselves modelling a healthy diet and exercise programme
- Maintaining regular work breaks and time management strategies
- Considering the benefits of coaching and mentoring support
- Considering the benefits of alternative therapies and /or other support mechanisms

Learning outcome:

2. Manage personal and professional behaviour

Topics

2.1 Professional behaviour

2.2 Learning from feedback

2.3 Adapt communication in response to the emotional context and communication style of others

2.4 Ensure own words and actions reinforce the vision and values of the service

2.5 Challenge views, actions, systems and routines that do not match the vision and values of the service.

Topic 2.1

Learners analyse the link between personal and professional behaviour and values and the vision and function of the service. This must include management of situations where team members are not acting in a manner that promotes the vision of the service.

Topic 2.2

Learners reflect on how they respond to feedback from a range of sources. This will include a positive attitude towards change and a willingness to review own behaviours and attitudes.

Topic 2.3

 Learners explain the links between emotional intelligence and professional conduct

Including:

- The range of emotions
- Emotional responses under stress
- Negative emotions
- Passive –aggressive behaviour
- Victimhood

Topic 2.4

Learners adapt and extend their communication and responses to the suit needs of others and situations, including:

- Level of formality of situation
- Differences between personal and professional relationships
- Different factors affecting communication with people such as
  o   Age and developmental age
  o   Gender
  o   Culture
  o   Level and complexity of language used/use of jargon
  o   Background experiences
  o   Pre-existing communication differences/sensory loss
  o   Audience

Topic 2.5

Learners challenge views, actions, systems and routines that do not match the vision and values of the service.

  o   Learners use monitoring systems to check that systems and processes match the vision and values of the service
  o   Learners use monitoring systems to check that personnel using the systems and processes understand how these match the vision and values of the service
  o   Learners visibly and explicitly challenge views expressed by internal or external stakeholders which do not match the vision and values of the service
  o   Learners reflect on any lessons learned and provide training and guidance to ensure that the vision and values of the service are reinstated

Learning outcome:

3. Manage workloads

Topics

3.1 Use strategies and tools to identify priorities for work

3.2. Plan ways to meet responsibilities and organisational priorities while maintaining own wellbeing

3.3 Use digital technology to enhance own efficiency

3.4 Delegating responsibilities to others

3.5 Revise plans to take account of changing circumstances

Topic 3.1

Learners select and use strategies and tools to identify operational management priorities in setting clear priorities and goals for their work team(s) with consideration of:

- Business efficiency
- Organisational and staff structures
- Systems and procedures
- Working practices and responsibilities
- Working culture - are peoples receptive to change
- Costs vs revenues
- Quality management

Topic 3.2

Learners plan to meet their own and their organisational priorities while maintaining own wellbeing with consideration of:
- Operational planning and related priorities
- Time management strategies to prioritise work activities
- Prioritising importance of management and leadership responsibilities
- Managing individual and/or service demands
- Using different resources to identify the key priorities for their own professional development, including mentoring and training .
- Using different resources to address any personal wellbeing issues (work life balance; management of work related and personal stress)

Topic 3.3

Learners critically evaluate the application of different types of technology which can enhance their efficiency at work and work plans. Examples may include:
- Email
- Electronic reporting systems
- Specialist software for care plans/auditing,
- e-learning software
- social media systems
- electronic conferencing

Topic 3.4

Learners explain how delegating is a part of effective team management

Topic 3.5

Learners adjust their work to take account of changes in operational circumstances, examples include
- Staff absence and sickness
- Needs and challenges presented by individuals in receipt of care and support
- Unscheduled and unexpected demands from others - internal and external

4. Learning outcome:
Undertake professional development

Topics
4.1 Evaluate own knowledge and performance
4.2 Establish own learning style
4.3 Prioritise own development goals and targets

4.4 Use personal and professional development planning

Topic 4.1
Learners critically evaluate their own professional skills , knowledge and behaviours against:
- Standards and benchmarks
- Feedback from others
- Organisational appraisal

Topic 4.2
Learners establish own learning style/s using a recognised assessment tool/s

Topic 4.3
Learners select and prioritise own goals and targets:
- Use of tools (for example SWOT Analysis)
- Setting SMART targets with realistic short and long term goals
- Concentrating on the crucial activities
- Setting deadlines and managing interruptions
- Managing multi-tasking.

Topic 4.4
Learners implement , establish and reflect on a Personal and Professional Development Plan
- Clarify aims of plan to ensure the plan is designed to improve the   effectiveness and impact of practice
- Identify areas for improvement / development of skills
- Establish SMART objectives which are time bound
- Identify support and training needed to achieve the objectives (including costs)
- Identify how and with whom the plan will be reviewed.

Guidance for delivery

It is suggested that this unit is started at the beginning of the qualification delivery and revisited during and at the end of the delivery programme to enable learners to analyse the journey in developing skills to manage themselves and their wellbeing.

Learners could use their own work processes to show evidence for the topics or could be guided to use SWOT analyses. Learners could be assessed for this unit by in-depth professional discussion(s) to include presentations and a review of their reflective journal and personal development plan.

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Books

The City & Guilds pocket guide to Reflection and Reflective Practice in Health and Social Care
Siobhan MacClean
City & Guilds 1st Edition 2012
ISBN -13 978-0581 1932316

Becoming a reflective practitioner
Johns C 2000
Oxford Blackwell

Experiential learning as the science of learning and development
Kolb D 1984
Oxford Blackwell Science

The reflective practitioner
Schon D 1983
London Temple Smith

Learning by doing
Gibbs J 1988
Oxford FE Unit

Journals and magazines

Critical Thinking and Writing for Nursing Students Price, B and Harrington, A (2010)
- Exeter, Learning Matters

Websites

- Skills for Care – People Performance Management Toolkit **www.skillsforcare.com**

- Skills for Care - Management Induction Standards - May 2016
  www.skillsforcare.com

- Sage Publications - Critical Thinking and Writing for Nursing Students
  http://www.sagepub.com

- Mind Tools **https://www.mindtools.com/**

- Emotional Resilience
  https://www.imsa.edu/sites/default/files/upload/emotional%20resilience_0.pdf

Unit 510   Decision making in adult care

Level:	5
GLH:	20

What is this unit about?

The purpose of this unit is for learners to understand and apply the knowledge and skills required for effective decision making in adult care services. The learner will understand the purpose of individual and group management decision making, models and methods of decision making and evaluate the application of these to their own management practice.

Learners will also have an opportunity to evaluate how they use and analyse qualitative and /or quantitative data to inform their decision making within in their service area which may also help them where required, to justify decisions to internal and external stakeholders.

The unit also finally explores the leaners own evaluation of their management of the range of situations in which decisions are required within their role and concludes with a self-reflection and critical evaluation of their skills in decision making and any recommendations to enhance their future practice.

Learners should consider the following questions as a starting point to this unit:
- What safeguards are in place for the decisions managers make?
- When is it right to make a decision based on intuition?
- What are the potential challenges to decision making when working with difficult situations and/or disagreements
- How does legislation impact on decision making processes?

Learning outcomes

In this unit, learners will be able to:

1. Understand how to make effective and positive decisions
2. Carry out and reflect on effective decision making

Learning outcome:
1. Understand how to make effective and positive decisions

Topics
1.1 Elements of management decision making
1.2 Purpose of management decision making
1.3 Reasons for decision making management practice
1.4 Models and methods of decision making

Topic 1.1
With examples from their practice, learners critically evaluate:
- The meaning of effective decision making at senior management level
- What constitutes an effective management decision
- The effects of not making timely decisions in management
- The impact that making a management decision has on others e.g. for colleagues , teams, others
- The impact that not making a management decision has on others e.g. colleagues, teams , others
- The relationship between decision making and accountability

Topic 1.2
Learners analyse the purpose of:
- Making management decisions
- Managers having to make independent decisions without consultation – negotiable vs non negotiable
- Managers making collaborative team decisions
- Managers having to make decisions on behalf of others

Topic 1.3
Learners explain the reasons, purpose and benefits of why managers:
- Make decisions about strategy, policies and procedures in adult care practice that might and might not involve others
- Make decisions about strategy, policies and procedures in adult care practice that might involve others
- Make decisions for those in receipt of care and support
- Might struggle with making management decisions in respect of the above

Topic 1.4
Learners investigate models and methods of decision making and analyse their relevance to them as managers in their leadership and management role for example:
- Group decision making
- Descriptive decision making
- Normative or prescriptive decision making
- Rational decision making – based on analysis and facts
- Intuitive decision making
- Mind mapping – aims and purpose
- 'Gut' instincts and related risk and implications without facts
- Professional judgement(s)
- Logical and justifiable decision making
- The difference between informal and formal decision making
- Reviewing the decision making process – purpose and timings

Learning outcome:

2. Carry out and reflect on effective decision making

Topics

2.1 Evaluating range, purpose and situation for effective decision making

2.2 Providing support to engage others in the decision making process

2.3 Using factual **data**, recommendations, suggestions and ideas in a logical and purposeful manner to inform decision making

2.4 Reviewing available information and make valid decisions

2.5 Reflecting on their own decision making practices and areas for further development

Topic 2.1

Learners evaluate their management of the range, purposes and situations for which their individual decisions are required in their service and draw conclusions in respect of their decision making practice. To include at least **five** of:

- Quality management and improvement and the role of evidence based decisions
- Estates management
- Financial planning
- Care planning
- Policy and procedures
- Staffing – recruitment
- Best interest issues
- Risk assessments
- Environmental factors
- Advocacy issues
- Deprivation of liberty issues
- Health and safety issues and safeguarding issues
- Safety and security
- Partnership working

Topic 2.2

Learners critically evaluate situations in which others may need to be engaged in decision making including:

- Team meetings
- Staff supervision, staff appraisals
- Care assessments and reviews
- Partnership working
- Carer/advocate and /or family meetings
- Lessons learnt from the above in providing support and encouragement to others

Topic 2.3

Learners evaluate how they use and analyse qualitative and /or quantitative data to inform their management decision making which is sourced from for example:

- Using digital technology to research data and information relevant to their adult care service
- National reports
- Company/internal formal reports
- Media reporting
- Regulatory findings
- Complaints

- Quality/service provision surveys undertaken which have been completed by others

Topic 2.4

Learners explain and reflect on how the above has enabled them to present a rationale and conclusions to justify their decisions to stakeholders in order to gain support from:
- Internal stakeholders
- External stakeholders

Topic 2.5

Learners critically evaluate their own strengths and weaknesses in the management decision making process.

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

For topic 1.3 Examples included could be; informing others and carrying out organisational policies, the need to comply with legislation/regulation, best interest decisions for people receiving care, day-to-day running of business, staffing issues emergencies, change of needs (wants, wishes and desires) of individuals in receipt of care, managing unwise decisions of others.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Books

Making Decisions
The Open University

The Decision Book - Fifty models for strategic thinking
Amazon : Roman Tschäppeler

Websites
- Mind Tools **www.mindtools.com**
- Skills You Need   **www.skillsyouneed.com**
- Mental Health Care Organisation **www.mentalhealthcare.org.uk**
- Rational decision making **http://study.com/academy/lesson/the-rational-decision-making-model-steps-and-purpose-in-organizations.html**
- The Happy Manager **http://the-happy-manager.com/articles/rational-decision-making-model/**
- Time Management Guide **http://www.time-management-guide.com/intuition-decision-making.html**

Publications

Advice for decision making: Staff guide   **https://www.gov.uk/government/publications/advice-for-decision-making-staff-guide**

Unit 511   Service improvement, entrepreneurship and innovation

Level:	5
GLH:	40

What is this unit about?

The aim of this unit is to increase awareness of the importance of entrepreneurship and innovation within adult care services. Whilst it is acknowledged that some learners may have no responsibility for determining change and growth within their service area, they do however need to understand these concepts and how to manage change, even if it may be imposed from outside.

Having an awareness of the markets in which they operate, the theories of entrepreneurship and change management will lead learners into planning and undertaking a service improvement project within their own area of responsibility.
This is designed in part to develop the learner's research and project management skills as well as increasing confidence in taking a leading role through a change management process. This will include the monitoring and presentation of project outcomes to those who may have been involved within the project completion process.

Learners should consider the following questions as a starting point to this unit:
- What is meant by having a future vision in adult care services?
- What makes a successful entrepreneur?
- Why are evidence-based approaches key to supporting best practice?
- What role can 'innovation' have in the management of service provision?

Learning outcomes

In this unit, learners will be able to:
1. Understand the provision for the adult care services market
2. Understand the principles of effective change management
3. Understand how to develop a vision for the future of the service
4. Work with others to support an entrepreneurial culture

Learning outcome:

1. Understand the provision for the adult care services market

Topics

1.1 Importance of entrepreneurial theory and skills in adult care services
1.2 Factors and drivers likely to have an impact on the service provision
1.3 Wider markets and potential future demands
1.4 Express vision in a way to engage and inspire others

Topic 1.1

Learners critically evaluate the importance of **entrepreneurial skills** within themselves, others and their own service provision in respect of:

- The differences between 'entrepreneurship' and 'innovation'
- What is meant by an 'entrepreneurial culture'
- What is meant by an 'innovative culture'
- How to develop a culture that supports innovation, change, redevelopment and/or growth
- How to positively encourage and exploit entrepreneurship and innovation in others for the benefit of the care service(s)
- How to maintain a culture that supports growth and change

Learners should understand contemporary theories of entrepreneurship and decision making and how they could be applied to adult care management:

- Economic theories - providing incentives to achieve
- Psychological theories - a vision and ability to manage opposition to change
- Sociological theories - how values influence motivations, behaviours and beliefs in decision making
- Entrepreneurship Innovation Theory - foresight, creativity
- Theory of Achievement Motivation - doing things new and in a different way, high achievers
- Needs Theory of Motivation - factors that motivate individuals behaviours

Topic 1.2

Learners analyse factors and drivers which could influence growth and change in service delivery to include current:

- Political drivers
- Regulation
- Local government initiatives
- Internal directorates
- Influence of the media
- Funding - mechanisms and restraints
- Access to resources - human, physical
- Gaps in current market provision within service locality and beyond
- Demographics

Learners evaluate the impact the above might have in respect of supporting an entrepreneurial and innovation culture within their service and related delivery

Topic 1.3

Learners analyse and compare the wider market in respect of similar care service provision with consideration of:

- National care services , their role and market position
- Local - public, private, not-for-profit and charitable sector and market position
- How national and local services are commissioned , procured and funded and how this informs service availability
- How own service relates to the wider market and is able to meet potential future demands of those in need of care and support
- What challenges might be envisaged in future in respect of supply and demand of adult care services
-

Topic 1.4
Learners express the vision of the service succinctly in a way that:

- engages and inspires external and internal stakeholders
- is clear indicated to individuals and their families in receipt of services
- expresses the service's 'statement of purpose'
- is clearly linked to stated aims and objectives
- meets legislative requirements
- does not suggest a service that is not offered

Learning outcome:
2. Understand the principles of effective change management

Topics
2.1 Importance of embracing and inspiring change within adult care services
2.2 Role of leadership in change management
2.3 Theories, models and tools of change management
2.4 Innovation and business development

Topic 2.1
Learners consider both 'imposed 'and 'self-created change' relevant to their area of service, undertaking a critical evaluation of the impact this may have:

- The impact of legislative changes
- The impact of regulatory/inspection changes
- Revenue/funding changes
- Staffing/workforce changes
- Managerial strategy and operational objectives
- Changes in service/business ownership, mergers

Topic 2.2
Learners critically analyse the role their leadership has in the following areas:

- Driving changes in service strategy and operational delivery
- Leading by example – setting best practice
- Incorporating , inspiring and encouraging others to recommend changes in care service provision e.g. teams, those in receipt of care services

- Overcoming resistance and barriers to change
- Business development and related opportunities

Topic 2.3

Learners investigate and critically evaluate change management theories and models focussing on their relevance and application in their current leadership and management practice:

- K Lewin - Change Management Model
- D Kolb - The Learning Cycle
- D McGregor -Theory 'X' (authoritarian) Vs 'Y' (participative)
- F Herzberg - Two factor Theory (Motivation- Hygiene)
- Kubler-Ross - Five Stage Model - The Change Curve

Topic 2.4

Leaner's consider how change management theories and models support their own innovation and business development in respect of:

- Service vision
- Service strategy
- Operational planning and delivery
- Service quality
- Integration and integrated services/ the wider adult care system

Learning outcome:

3. Understand how to develop a vision for the future of the service

Topics

3.1 Define personal role in relation to developing a vision for services
3.2 Recognise areas within own service that require improvement in order to provide person centred care
3.3 Review drivers relating to areas of service that require improvement
3.4 Evaluate research findings to formulate options for the future direction of services

Topic 3.1

Learners explain the aims and objectives of their vision for their service area with consideration of:

- The business planning process - maintenance of and potential growth
- Competition/market competitors - national and local
- Service redesign
- Local and national data which informs their service area
- Needs of individuals requiring care and support services
- Needs of local communities
- New trends in digital technologies and innovations
- Risks - actual and potential
- Their influence or not in respect of engaging in change and/or growth
- Staffing needs in support of the above

Topic 3.2

Learners critically evaluate areas within own service that require improvement in order to provide person centred care, taking into consideration:

- Service planning and delivery
- Staff views
- Views of those in receipt of support and care services
- Other stakeholders
- Formal compliments/complaints

Topic 3.3
Learners investigate and review national and/or local drivers relating to areas of their service that informs service improvement:
- Government reports
- Public enquiries and outcomes
- CQC reports/findings/recommendations
- The Care Certificate
- Media reports
- Internal quality assurance reports/reviews
- Formal service user reviews and evaluations
- Internal business strategies and objectives
- Changes in digital technologies
- Community need

Topic 3.4
Leaners evaluate findings to formulate options for the future direction of their care service which could inform:
- Strategy design
- Operational delivery
- Internal policy and procedures
- Recruitment
- Workforce training and development
- Quality monitoring
- Service user involvement
- Innovations for change by self and/or others

Learners should ensure options formulated are bold, innovative and embody the core values of adult care

Learning outcome:
4. Work with others to support an entrepreneurial culture

Topics
4.1 Recognise aspects the organisation that need to be improved in order to be effective in providing a person centred service
4.2 Identify opportunities for growth and development
4.3 maintain a culture that supports innovation, change and growth

Topic 4.1
Evaluate aspects of the organisation that are no longer effective in providing a person centred service.

Topic 4.2

Learners work with others to identify opportunities for growth and development or redesign in as a service and a business.

Topic 4.3
Learners maintain a culture that supports innovation, change and growth in relation to the service provided and recognises the resource available in the expertise of those using or working in the service.

Guidance for delivery

This unit is assessed via a mandatory assignment.

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

For 3.3 Investigations should be relevant, recent and from accurate and reliable sources.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Add reference to Registered Managers Network Meetings and the I-Care Ambassadors Scheme

Suggested learning resources

Books

Cameron, E. and Green, M, 2015. '*Making sense of change management' 4th edition*. London: Kogan Page
EAN 9780749472580

DK's *Essential Managers* 2015 'Essential Managers Project Management'
ISBN: 9780241186312

Graham N 2015 'Project Management for Dummies' John Wiley & Sons
ISBN: 9781119025733

Journals
Cummings, S., Bridgeman, T. and Brown, K., 2016. Unfreezing change as three steps: Rethinking Kurt Lewin's legacy for change management. *Human Relations,* 69(1), 33-60

Websites

- Local Government Association (Health, Wellbeing and Adult Social Care) **http://www.local.gov.uk/adult-social-care**
- GOV.UK (Policy Area, Social Care) **https://www.gov.uk/government/topics/social-care**
- Public Health England **https://www.gov.uk/government/organisations/public-health-england**
- business balls.com http://www.businessballs.com/mcgregor.htm
- Theories of Entrepreneurship: https://www.scribd.com/doc/13735208/Theories-of-Entrepreneurship
- https://www.scribd.com/doc/13735208/Theories-of-Entrepreneurship

Unit 512   Managing end of life care and support

Level:	5
GLH:	10

What is this unit about?

Managing end of life care support services is an extremely important area of health and care work. The purpose of this unit is for learners to understand and develop best practice in leading and managing end of life care within their setting. The unit will focus on current legislative requirements and how these apply to practice and allow learners to reflect on their leadership, management and support provided for everyone involved in caring for those affected by death and dying.

The unit will allow learners to explore the role and purpose of multi-agency working and reflect on health and care services available in end of life care and evaluate the training and development needs of colleagues who are working with others to provide effective quality care and support in what can be for many people a very difficult and emotionally challenging time.

Underpinned by an exploration of models and theories of grief, loss and bereavement, the unit is designed to better prepare those leading on, and managing end of life care and support services to ensure best practice is developed and applied to and for those reaching the end of their lives albeit it in a community and/or residential environment.

 Learners should consider the following questions as a starting point to this unit:

- What knowledge and skills should managers possess when leading on and managing end of life care?
- What policies and procedure need to be in place in respect of achieving best practice and how is best practice monitored in respect of end of life care?
- What staff training and development is required by those caring for those who are dying?
- How are cultural differences recognised and respected in your area of care provision in respect of death and dying?

Learning outcomes

In this unit, learners will be able to:
1. Understand legislative and legal requirements in respect of end of life care
2. Understand the role of partnership working in health and care services
3. Understand support systems required in managing grief, loss and bereavement

Learning outcome:

1. Understand legislative and legal requirements in respect of end of life care

Topics

1.1 Local and national guidelines relating to end of life care
1.2 The role of advanced decisions in end of life care

Topic 1.1

Learners explain the application of legislation, guidelines, policies and procedures for end of life care. This includes those that apply nationally and locally and within their own area of service provision e.g. the Gold Standards Framework, Deprivation of Liberty Safeguards, NICE Guidelines, 5 Priorities of Care

Topic 1.2

Learners analyse the meaning and role of advanced decision making in end of life care, to include

- Leadership and management responsibility and accountability in area of service
- Individual control
- Advanced care planning to include review and evaluation
- Legal and ethical issues in respect of those in receipt of end of life care and others e.g. family and cultural conflicts.
- Risk management to include positive risk taking
- Ways in which services promotes active participation

Learning outcome:

2. Understand the role of partnership working in health and care services

Topics

2.1 Importance of good working relationships in end of life care
2.2 End of life care and support provided by colleagues

Topic 2.1

Learners explain the role of healthcare professionals, health and care services and others in end of life care, this could include;

- Meaning and purpose of partnership working in health and care services
- Referral systems and processes
- External healthcare services and specialists services to include multi-disciplinary team meetings
- Positive risk and risk assessment
- Partner/ family/ advocacy involvement
- Community support networks e.g. respite, day, voluntary support and funeral services
- Sources of support for spiritual needs
- Sources of support for language needs
- Medical interventions
- Alternative therapies and other non-medical interventions

Topic 2.2

Learners evaluate the care and support provided by colleagues and teams involved in supporting those who are dying and at end of life, to include;

- Those providing care e.g. new staff, existing staff
- Volunteers
- Others

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Learning outcome:

3. Understand how needs may change, and the importance of future planning

Topics

3.1 Support for those delivering end of life care
3.2 Grief Loss and bereavement

Topic 3.1

Learners evaluate the types of support that are provided in area of service provision, to include:

- Training and development needs in respect of palliative and end of life care
- How those providing end of life care, support the choices and wishes of those receiving care and how this can be affectively managed
- Religious, cultural and spiritual needs of those delivering end of life care
- Services available to support team members engaged in end of life care

Topic 3.2

Learners explain models and theories about the emotional and physiological processes that individuals may experience through grief, loss and bereavement, may include:

- TEAR model of grief
- Ambiguous loss
- Disenfranchised grief
- Stages of grief in death

Guidance for delivery

Assessors must be aware this is a knowledge unit. These criteria aim to encourage the learner to think mainly about their approach, and it should be a unit that aims to show the caring and compassionate approaches people take, when dealing with end of life care.

Suggested learning resources

Books

Knocking on Heaven's Door: The Path to a Better Way of Death. Published by Scribner 2013 ISBN-13: 9781451641974	Katy Butler
Leadership and Management	Andrew Thomas

Journals and magazines

End of life journal in partnership with St. Christopher's.
Freely downloadable: http://eolj.bmj.com

End of Life Care, Core Skills, Education and Training Framework.
Skills for Care and Skills for Health

Websites

https://www.nice.org.uk/guidance/ng31?unlid=8299497420161285432

http://endoflifecareambitions.org.uk

https://www.cqc.org.uk/content/priorities-care-part-new-approach-care-dying-people

Skills for Care **www.skillsforcare.org**

SCIE **http://www.scie.org.uk**

Planning End of life care.	http://www.nhs.uk/Planners/end-of-life-care/Pages/controlling-pain-and-other-symptoms.aspx
Working together as professionals.	http://blog.thecompanywarehouse.co.uk/2010/03/01/advantages-and-disadvantages-of-partnership/
At the end of life.	http://www.macmillan.org.uk/information-and-support/coping/at-the-end-of-life/index.html
Religion by Adherents.	http://www.adherents.com/Religions_By_Adherents.html

Unit 513   Independent advocacy and adult care

Level:	5
GLH:	10

What is this unit about?

The purpose of this unit is to develop knowledge and understanding of independent advocacy within the adult care sector. Leaders and managers may interact with a range of independent advocates, such as Independent Mental Capacity Advocates (IMCAs), Care Act Advocates (CAAs) and Independent Mental Health Advocates (IMHAs), as well as other independent advocates working in the community.

Understanding the role of an advocate enables the learner to provide care in a way that empowers those they support.

Learners should consider the following questions as a starting point to this unit:
- Does my service enable people to make informed decisions?
- What processes are in place for determining capacity?
- What are the roles and responsibilities of independent advocates?
- Does my team understand how to request the services of an independent advocate?

Learning outcomes

In this unit, learners will be able to:
1. Understand the role of independent advocacy within the adult care sector
2. Understand legislation and regulatory requirements in relation to mental capacity
3. Understand legislation and regulatory requirements in relation to mental health

Learning outcome:

1. Understand the role of independent advocacy within the adult care sector

Topics

1.1 Statutory Independent Advocacy

1.2 Differences between independent advocacy and other forms of advocacy

1.3 Enhancing the provision of adult care through independent advocacy

Topic 1.1

Learners evaluate the role of an Independent Care Act Advocate. Learners explain what would make a person eligible to receive support from an Independent Advocate under the Care Act.

Topic 1.2

Learners critically evaluate how statutory advocacy differs from other models of independent advocacy provision.

Topic 1.3

Learners describe the role and responsibilities of an Independent Care Act Advocate when supporting a person during a care assessment, care planning and care review. In addition, learners will analyse the implications of independent advocacy for the management of own adult care service.

Learning outcome:

2. Understand legislation and regulatory requirements in relation to mental capacity

Topics

2.1 Principles of the Mental Capacity Act

2.2 Qualifying conditions for support

2.3 Role of Independent Mental Capacity Advocates

2.4 Differences between Independent Mental Capacity Advocacy and other models of independent advocacy

2.5 Deprivation of liberty

2.6 Roles and responsibilities of Deprivation of Liberty Safeguards Independent Mental Capacity Advocates

Topic 2.1

Learners analyse the statutory principles of the Mental Capacity Act.

Topic 2.2

Learners describe the qualifying conditions for a person to be supported by an Independent Mental Capacity Advocate.

Topic 2.3

Learners explain the role of Independent Mental Capacity Advocates in relation to the 'best interest checklist'.

Topic 2.4

Learners describe how Independent Mental Capacity Advocacy differs from other models of independent advocacy, such as:

- Peer advocacy
- Self-advocacy
- Non-instructive advocacy

Topic 2.5

Learners evaluate factors which may determine whether or not a person is being deprived of their liberty, such as:

- Best Interests assessment
- Capacity assessment
- Freedom of movement.

Learners should take into consideration recent developments in case law, such as P vs Cheshire West.

Topic 2.6

Learners describe the roles and responsibilities of a Deprivation of Liberty Safeguards Independent Mental Capacity Advocate (DOLS IMCA) during the authorisation assessment process.

Learning outcome:

3. Understand legislation and regulatory requirements in relation to mental health

Topics

3.1 Guiding principles of the Mental Health Act
3.2 Individuals subject to compulsion
3.3 Entitlement to receive Independent Mental Health Advocacy support

Topic 3.1

Learners analyse the guiding principles of the Mental Health Act:

- Least restrictive option and maximising independence principle
- Empowerment and involvement principle
- Respect and dignity principle
- Purpose and effectiveness principle
- Efficiency and equity principle

Topic 3.2

Learners describe the criteria for compulsory admission or treatment under current mental health legislation. This should include people who are subject to a:

- Guardianship order
- Community treatment order

Topic 3.3

Learners describe the criteria for entitlement to receive Independent Mental Health Advocacy support.

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Publications

Quality Standards for Independent Advocacy:
http://www.aqvx59.dsl.pipex.com/Quality%20Standards%20Doc.pdf

The Impact of Advocacy for People who use Social Care Services:
http://www.sscr.nihr.ac.uk/PDF/ScopingReviews/SR7.pdf

Mental Capacity Act 2005 Code of Practice:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497253/Mental-capacity-act-code-of-practice.pdf

MCA Guide for people who work in health and social care:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348440/OPG603-Health-care-workers-MCA-decisions.pdf

Social Care Institute for Excellence Mental Capacity Act Resources:
http://www.scie.org.uk/search?sq=mental+capacity+act

Deprivation of Liberty Code of Practice:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497253/Mental-capacity-act-code-of-practice.pdf

Social Care Institute for Excellence Deprivation of Liberty Resources:
http://www.scie.org.uk/publications/mca/deprivation-of-liberty

Department of Health Guidance: Response to the Supreme Court Judgement / Deprivation of Liberty Safeguards:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/485122/DH_Consolidated_Guidance.pdf

Care Act Statutory Guidance 2016:
https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance

Care Act Factsheets:
https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets#factsheet-6-reforming-how-people-pay-for-their-care-and-support

Commissioning Care Act Advocacy:
https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets#factsheet-6-reforming-how-people-pay-for-their-care-and-support

Social Care Institute for Excellence Care Act Resources:
http://www.scie.org.uk/care-act-2014/

Mental Health Act Code of Practice 2015:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435512/MHA_Code_of_Practice.PDF

Social Care Institute for Excellence IMHA resources:
http://www.scie.org.uk/independent-mental-health-advocacy/

Guardianship Factsheet:
http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Documents/easy-read/MH-CoP-Guardianship.pdf

Community Treatment Order Factsheet:
http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Documents/easy-read/MH-CoP-Community-Treatment-Orders.pdf

Mental Capacity Act 2005 Code of Practice:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497253/Mental-capacity-act-code-of-practice.pdf

Books

A Practical Guide to the Mental Capacity Act 2005: Putting the Principles of the ACT Into Practice Jessica Kingsley Publishers (21 May 2015) ISBN-13: 978-1849055208	Mathew Graham Jakki Cowley

Websites

Deprivation of Liberty Safeguards at a glance.	http://www.scie.org.uk/publications/ataglance/ataglance43.asp

Unit 514   Managing support for sexuality and sexual health

Level:	5
GLH:	15

What is this unit about?

The purpose of this unit is to develop the learners understanding of sexuality and sexual health with regards to their own service. In order to promote an environment that takes into account individuals needs and promotes a positive attitude to sexuality within health and social care.

It also aims to enable to learners to understand the relationship between mental health and sexuality, including the impact certain medications can have on sexuality, in order to better support those within their own service.

Another aim of this unit is to encourage partnership working when it comes to making decisions on behalf on individual's sexual health, as well as ensuring that all key aspects are taken into consideration when these decisions are made.

Learners should consider the following questions as a starting point to this unit:
- How should sexuality be defined in contemporary society?
- Does my service promote a positive attitude to sexuality?
- Should sexual health screening be mandatory?
- Do my own values and beliefs impact on my leadership and management practice?

Learning outcomes

In this unit, learners will be able to:
1. Understand human sexuality
2. Work in a manner that advocates a positive attitude towards sexuality
3. Understand the importance of sexual health within adult care services
4. Work in a manner that promotes individuals sexual health

Learning outcome:

1. Understand sexuality

Topics

1.1 Define sexuality

1.2 Legislation, policies and procedures influencing the support of sexuality and sexual health

Topic 1.1

Based on contemporary values and opinions, learners define sexuality to include the following:

- Sexual need
- Sexual orientation
- Sexual preference
- Sexual expression
- Sexual health

Topic 1.2

Learners explain relevant legislation, policies and procedures influencing the support of sexuality and sexual health relevant to area of service provision, to include but not limited to:

- The Equality Act
- The Human Rights Act
- Organisational policies

Learning outcome:

2. Managing a service that advocates a positive attitude towards sex and sexuality in line with the law

Topics

2.1 Raise awareness within in own service that recognises the importance of sexuality

2.2 Manage prejudice and discrimination in relation to sex and sexuality

2.3 Work with services available to support sexuality

Topic 2.1

Learners promote a safe and lawful environment that supports sexuality and sexual needs of those in receipt of care, staff and others, to include:

- Age of consent
- Consent
- Mental capacity
- Privacy
- Dignity
- Confidentiality
- Respect

Topic 2.2

Learners lead a care service that works to promote the following:

- Diverse and accepting culture in respect of sexuality

- An environment void of prejudice and discrimination in relation to sex and sexuality
- An environment that promotes non-judgmental and honest conversations about sex and sexuality

Learners critically evaluate their management of prejudice and discrimination that may occur in the following situations, for example:
- Between fellow users of adult care services
- From users of adult care services towards staff
- From staff towards users of adult care services
- Between fellow staff members

Topic 2.3
Learners identify local and national services that can support sexuality/sexual expression, and understand the level of support that these services can provide.

Learning outcome:
3. Understand the importance of sexual health within adult care services

Topics
3.1 Access to sexual health services
3.2 Care practice and sexual health
3.3 Impact of poor sexual health on individuals
3.4 Health conditions and treatments impacting on sexual activity
3.5 Make decisions regarding sexual health care services

Topic 3.1
 Learners critically evaluate resources available within their service to enable people to access advice and guidance on sexual health, for example:
- Internet/ phone access
- Transport
- Use of advocate or peer
- Available literature
- Counselling/ health support services

Topic 3.2
Learners raise awareness with their staff and/or others of considerations in relation to sexual health, including:
- Signs and symptoms of Sexually Transmitted Infections (STIs)
- Contraception
- Application of treatments
- Reporting and recording
- Personal care
- Duty of care
- Managing embarrassment and denial
- Reasons why sexual health issues might affect men and women differently

Topic 3.3

Learners explain the impacts of poor sexual health and related treatments on individuals, to include:

- Physical health
- Psychological wellbeing
- Meaningful relationships
- Social activities

Topic 3.4

Learners explain how different conditions may impact on sexual activity, for example:

- Dementia
- Depression
- Psychosis
- Mobility
- Stress
- Learning disability

Topic 3.5

Learners evaluate procedures when working with other stakeholders to assess capacity and aid decision making in relation to sexual health, for example:

- Individuals
- Family and Friends of individuals
- Colleagues
- Advocates
- Practitioners
- Local community
- Other professionals within and beyond the organisation
- Any others with an interest in the service

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

The learner will need to define the term sexuality in topic 1.1 to fully understand the requirements within the other learning outcomes.

Suggested learning resources

Books

British National Formulary, 2016. British Medical Association and Royal Pharmaceutical Society of Great Britain

Journals

Grant, J., Odlaug, B., Derbyshire, K., Schreiber, L., Lust, K. and Christenson, G., 2014. Mental health and clinical correlates in lesbian, gay, bisexual, and queer young adults. Journal of American College Health, 62(1), 75-78.

Jones, K., Chatterjee, N., Anslow, K., Searle, R. and Blackhall, L., 2014. Helping vulnerable people develop and maintain relationships. Learning Disability Practice, 17(5), 30-35.

Nash, P., Willis, P., Tales, A. and Cryer, T., 2015. Sexual health and sexual activity in later life. Reviews in Clinical Gerontology, 25(1), 22-30.

Websites

- Mind   www.mind.org.uk/
- NHS Choices http://www.nhs.uk/pages/home.aspx

Videos

- Mental health and being LGBTQ   http://youtu.be/rS7LbBWBnIY

Unit 515   Managing clinical skills provision in care setting

Level:	5
GLH:	20

What is this unit about?

With ever increasing challenges, the roles of Managers, Healthcare Assistants and Domiciliary Care workers (based in either community or residential settings) are under constant review. Increasingly, these workers may be required to undertake basic clinical tasks when they support service users in nursing homes, supported living communities and in their own homes.

With a growing aging population (some with complex needs) - and an expected increased demand for services to work more collaboratively in health and social care - workers in adult care and domiciliary services will need to be equipped with the skills and knowledge to undertake clinical tasks to support other registered healthcare professionals.

The purpose of this unit is for leaders and managers to evaluate the need for clinical competence within their current and future workforce. The unit also highlights managers' responsibility to assess additional staff training and development needs required in the future.

Learners should consider the following questions as a starting point to this unit:
- What clinical skills are required when working in adult care?
- What are the current challenges in ensuring clinical skills competence within staff teams?
- What are the benefits of increasing the level of clinical skills competence within the workforce?
- How can teams be supported to ensure their clinical skills are kept current?

Learning outcomes
In this unit, learners will be able to:
1. Understand the importance of clinical competence within adult care services
2. Analyse and improve levels of clinical skill competence
3. Develop the level of clinical skills within own service
4. Manage future plans for developing clinical skills competency within own service

Learning outcome:
1. Understand the importance of clinical competence within adult care services

Topics

1.1 National guidelines and agreed ways of working

1.2 Responsibility and accountability

 1.3 Workforce competency

1.4 Training and support

Topic 1.1

Learners investigate agreed ways of working, including national guidelines, policies, protocols and best practice that relate to the provision of clinical skills within their service.

Topic 1.2

Learners explain their responsibility and accountability when managing the clinical needs of individuals in receipt of care, to include:
- Accountability in relation to own role and other professionals
- Situations when delegated tasks cannot be accepted by the worker
- Reporting mechanisms where clinical errors have occurred

Topic 1.3

Learners critically evaluate the impact of expanding and developing clinical skills competency of their workforce has on the level of service.

This should include specific details of which clinical skills competencies are developed within the workforce and why, for example:
- Tissue viability
- Phlebotomy
- Catheter care
- Undertaking physiological measurements
- Undertaking electrocardiograph procedures
- Stoma care
- Wound care
- Extended feeding
- Physiological measurements
- Oxygen therapy

Topic 1.4

Learners investigate potential sources of training and support for the areas of development noted in 1.3. This will include information relating to:
- Assessment of competence
- How to access the training
- Length of training
- Cost of training
- Type of training provider
- The outcomes and impact of the training
- Ongoing training requirements to develop and maintain clinical skills competence within the workforce

Learning outcome:

2. Analyse and improve levels of clinical skill competence

Topics

2.1 Workforce skills audit

2.2 Workforce development planning

Topic 2.1

Learners critically analyse the level of clinical skills competence within their workforce:

- Current skill set and gaps in knowledge and practice
- Areas that they staff are proficient in
- Areas that need developing improving
- Identifying new areas of skill that would benefit their service provision

Topic 2.2

Learners develop a workforce development plan outlining how key training objective in clinical competence will be met within agreed timescales which supports service strategy

Learning outcome:

3. Develop the level of clinical skills within own service

Topics

3.1 Increase awareness of the need of clinical skills within teams

3.2 Assess resources

3.3 Reporting and recording health concerns

Topic 3.1

Learners actively engage staff to stress the importance of developing their clinical skills competence, for example:

- Specific areas of potential development noted in 1.3
- What the training will require from the staff member
- How this will benefit the staff member
- How this will improve care provided to those in need of clinical skills support

Topic 3.2

By undertaking a risk assessment, learners will review the service provision to ensure that there are adequate resources available for the safe delivery of clinical skills care and support.

Topic 3.3

Learners critically evaluate the reporting and recording processes within own service for clinical health concerns of those in receipt of care, such as:

- Current policies and procedures
- Care planning
- Body maps
- Incident and accident forms
- Handover processes and procedures
- Communication skills of team - verbal and written
- Referral processes to health professionals

Learning outcome:

4. Manage future plans for developing clinical skills competency within own service

Topics

4.1 Implement training and support

4.2 Investigate future roles of clinical skills within adult care

4.3 Devise strategic plan for meeting the clinical needs of individuals in receipt of care and support

Topic 4.1

Learners ensure that staff are offered the opportunity to develop and maintain their clinical skill competency by attending relevant training.

Topic 4.2

Learners investigate the future role of clinical skills competency, and how this may potentially affect the delivery of their service, for example:

- Staffing, recruitment and responsibilities
- The cost of care
- Anticipated clinical skills requirements
- How the public perception of care workers and their responsibilities may need to change
- The impact of integration of community/locality health and care services for the benefit of those in need of care and support
- Person centred care

Topic 4.3

Learners plan how their future strategy and operational delivery will support the clinical needs of their service users in the future. This plan will include:

- Strategic and operational vision
- Specific skills that will be developed
- Timescales
- Cost of development
- Marketing of service
- Resources that will be required
- Recommendations

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Books

Essential Knowledge and Skills for health Care Assistants Zoe Rawles Taylor & Francis Group ISBN : 139781444169232

Skills for Nursing & Healthcare Students (2011)
Lori K. Garrett, Pearl Shihab, Ailsa Clarke
ISBN: 9780273738312
Harlow; Pearson Education Ltd.
2nd Revised edition

Essentials of Human Anatomy & Physiology (2014)
Elaine N. Marieb
ISBN: 9781292057200
Harlow; Pearson Education Ltd.
11th Edition

Journals

Colfar, S., Day, A., Foulkes, D. and Douglas, M., 2013. A skills development pathway for HCAs. Nursing Times, 109: 21, 20-21.
Skills for Health. 2015. How can we act now to create a high-quality support workforce in the UK's Health sector. British Journal of Healthcare Assistants, 10(6), 188.

Websites

- Clinical Skills.net   http://www.clinicalskills.net/
- City & Guilds Training Courses   **http://www.cityandguilds.com/qualifications-and-apprenticeships/health-and-social-care/health/3051-clinical-skills**
- **www.nice.org.uk**
- http://www.skillsforhealth.org.uk

Unit 516   Effectively managing and developing a business in adult care

Level:	5
GLH:	15

What is this unit about?

The purpose of this unit, is to provide learners with an opportunity to recognise the necessity of balancing their ever increasing day to day demands as leaders and managers in running adult care services, as well as being professional business managers needing to plan, prepare and deliver, meaningful and effective ongoing business development either for themselves or others.

As well as exploring a range of business types and contexts, the learner will be able to interface with the language of business and identify their fundamental responsibilities as a 21st century business leader/manager. In addition, this unit aims to provide a solid foundation for learners seeking to understand how a business can create and sustain long-term value via its customers, markets and stakeholder relationships.

Business development is an area of management often simply thought to be a sales function, very much isolated to those practicing within the private sector. However, this unit will allow learners to develop their understanding of how it is actually a much more holistic activity, which also has a valuable role within the public and not for profit sectors.

This unit will be particularly relevant to existing and aspiring managers, who need to make a meaningful impact in their operational role, while embracing the need to renew and refresh their business activities, by creating well planned, effectively implemented development activities that are rigorously monitored and controlled as an important component of their management life.

Finally, this unit will focus upon the six naturally occurring areas of business management and development, to allow learners to understand their own and other business contexts and examine the various roles, responsibilities and accountabilities held by themselves, their colleagues and other stakeholders. In addition, it will also allow learners to reflect upon how evidence-based decisions can be used as a tool, which can contribute to the achievement of positive management of business operations and development, as well as recognising the importance of a professional approach to the management and mitigation of risk.

Learners should consider the following questions as a starting point to this unit:
- What are the key differences between Public, Private and Not for Profit Organisations?
- Why do managers need to balance their strategic and operational roles?
- What quantitative measures to businesses use to monitor and improve their performance?
- How can we deploy recognised models / theories to enhance our business management and development?

Learning outcomes

In this unit, learners will be able to:
1. Understand the range of business types that currently exist with the UK
2. Interpret financial and non-financial performance indicators used by business managers
3. Understand regulatory frameworks of business management
4. Understand requirements of an effective situation analysis
5. Understand strategic and operational components of effective business development plans
6. Understand how to monitor and control business performance and development plans

Learning outcome:

1. Understand the range of business types that currently exist with the UK

Topics

1.1 Public sector
1.2 Not for profit sector
1.3 Private sector

Topic 1.1
Learners explain a range of features associated with this sector:
- The structure and role of current central and local government agencies in this country
- The role and key features of UK Public Services
- Their benefits of public services to the communities they serve
- How they are paid for via various taxation mechanisms

Topic 1.2
Learners critically assess the structure and role of a range of organisations that operate within the not for profit sector within the UK, for example:
- Community groups and voluntary organisations
- Unincorporated association
- Charitable trust
- Charitable incorporated organisation
- Charitable company
- Social enterprises
- Co-operatives
- Companies limited by guarantee
- Development trusts
- Social firms
- Community benefit societies
- Community interest companies

Topic 1.3
Learners analyse the main types of legal entity / form and compare and contrast the key features of incorporation and non-incorporation within this sector:
- Sole traders
- Partnerships
- Private limited liability companies
- Public limited companies
- Limited liability partnerships

Learning outcome:

2. Interpret financial and non-financial performance indicators used by business managers

Topics
2.1 Financial indicators
2.2 Customer experience metrics
2.3 Workforce indicators

Topic 2.1
Learners analyse the three key financial statements:
- Statement of financial position (Balance sheet)
- Income statement (Profit and loss account)
- Cash flow statement

In addition learners will explain how the following can be calculated and evaluate their value to the modern business manager:
- Trading profit
- Growth in underlying profit before tax
- Return on capital employed
- Gearing
- Capital expenditure as percentage of income

Topic 2.2
Learners describe and critically assess the value of following metrics:
- Net Promoter® score
- Customer churn rate
- Customer effort score
- Customer advocacy
- Customer loyalty
- Customer satisfaction

Topic 2.3
Learners analyse the role of workforce indicators:
- Staff turnover / retention
- Staff absence rates
- Staff satisfaction survey results
- Productivity factor calculations

Learning outcome:

3. Understand regulatory frameworks of business management

Topics
3.1 Legal frameworks of business management
3.2 Codes of conduct and professional ethics
3.3 Sector specific regulation

Topic 3.1
Learners explain the key features of:
- Law of contract
- Law of torts
- Partnership and company law
- Employment law

- Unfair commercial practices
- Environment law
- Sale of goods

Topic 3.2
Learners critically evaluate the importance of complying with professional standards including:
- Working with integrity and objectivity
- Maintaining confidentiality
- Demonstrating professional behaviour and competence
- Preventing adverse practice - Bribery, Illegal gratuity, conflict of interest, kickback and corporate espionage

Topic 3.3
Learners critically assess the significance of sector specific regulation:
- Managing and developing fundamental standards of quality and safety
- Meeting the challenges of CQC registration and compliance and delivering duty of care and benchmarked standards
- The Care Act and The Health and Social Care Act

Learning outcome:

4. Understand requirements of an effective situation analysis

Topics

4.1 Internal audit
4.2 External audit
4.3 SWOT analysis

Topic 4.1
Learners critically evaluate the organisation's:
- Current business strategy
- Operational systems
- Management structure and effectiveness
- Key performance Indicators
- Individual business functions / departments

Topic 4.2
Learners explain how to carry out an audit of their organisation's external business environment, identifying a range of factors, which might beyond the organisation's control, using a PESTLE analysis (or similar) to support them.

Topic 4.3
Learners analyse the Strengths, Weaknesses Opportunities and Threats of the business using the outputs of internal and external audits:
- Internal strengths and weaknesses
- External opportunities and threats
- Justified conclusions

Learning outcome:

5. Understand strategic and operational components of effective business development plans

Topics

5.1 Organisational strategic statements

5.2 Strategic business development

5.3 Operational elements of business development

Topic 5.1
From a business development perspective, learners critically evaluate their organisation's Mission, Vision, Values, Aims and Objectives and make recommendations for making them even better.

Topic 5.2
Learners critically assess a range of strategic business models and demonstrate how they can add value when used within a business development plan. Business models for example:
- Ansoff Matrix
- Porter's Generic Strategies
- Collins' Hedgehog Model
- Five Forces Analysis
- Mendelow Stakeholder Analysis
- Segmentation, Targeting and Positioning (STP)

Topic 5.3
Learners critically assess how selected operational management tools can add value to business development. This will include but need not be confined to:
- Marketing Mix (7Ps)
- Gantt Charts
- Budgets (master, cash, capital and operating)
- Other Resource Planning (e.g. people, materials, equipment, facilities)

Learning outcome:

6. Understand how to monitor and control business performance and development plans

Topics

6.1 Developing a Monitoring System

6.2 Identifying Key Roles and Maintaining Buy in

6.3 Communicating and Coordinating the Plan

6.4 Reviewing Outcomes and Making any Necessary Changes

Topic 6.1
Learners critically evaluate the role of executive support systems as efficient and effective tools for business management and development:
- Management dashboards
- Balanced score cards

Topic 6.2
Learners critically assess the need to identify key stakeholders and develop a range of strategies to ensure that there is positive acceptance of the development plan.

Topic 6.3
Learners explain the key features of tactical business development and assess how selected management tools can add value to this activity:
- Marketing mix (7Ps)
- Gantt charts
- Budgets (master, cash, capital and operating)
- Other resource planning (e.g. people, materials, equipment, facilities)

Topic 6.4
Learners describe how managers can effectively review business development outcomes and take action to amend as required:
- Timeliness of reviews
- Consistency of review measures
- Reporting requirements
- Developing plans for remedial action

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Books

The FT guide to management: how to make a difference and get results (2014) FRANCKE, Ann
Harlow, Essex: Pearson Education Limited, 2014
ISBN: 9780273792864

Principles of management (2nd) (2004) MORDEN, Tony Aldershot: Ashgate Publishing Limited, 2004 ISBN: 0754619842

Management and organisational behaviour MULLINS, Laurie J
Financial Times/Prentice Hall, 2007 ISBN: 9781408212189

Management theory and practice (8th) (2015) COLE, G A; KELLY, Phil Andover: Cengage Learning EMEA, 2015 ISBN: 9781408095270

Marketing management and strategy (4th) (2006)
Harlow, Essex: Pearson Education Limited, 2006
DOYLE, Peter; STERN, Philip ISBN: 9780273693987

Strategic marketing: CIM diploma in professional marketing official module guide (2014) CHARTERED INSTITUTE OF MARKETING Maidenhead, Berkshire: Chartered Institute of Marketing, 2014 ISBN: 9781907368332

Business law (4th) (2015) MACINTYRE, Ewan
Harlow, Essex: Pearson Education Limited, 2015 ISBN: 9781292012902

Introduction to business law (3rd) (2015) JONES, Lucy
Oxford: Oxford University Press, 2015 ISBN: 9780198727330

Strategic management (7th) (2015) LYNCH, Richard
Harlow, Essex: Pearson Education Limited, 2015 ISBN: 9781292064666

Exploring corporate strategy: text and cases: text and cases (8th) (2008)
JOHNSON, Gerry; SCHOLES, Kevan; WHITTINGTON, Richard
Harlow, Essex: Pearson Education Limited, 2008 ISBN: 9781405887328

Accountancy uncovered (2nd) (2010) KEAVENEY, Jenny
Richmond, Surrey: Trotman Publishing, 2010 ISBN: 9781844551996

Business information management: improving performance using information systems (2nd) (2011) CHAFFEY, Dave; WHITE, Gareth Harlow, Essex: Pearson Education Limited, 2011 ISBN: 9780273711797

Websites

Chartered Management Institute   **www.managers.org.uk**
Quality Care Commission   **www.cqc.org.uk**
Chartered Institute of Marketing   **www.cim.co.uk**

Unit 517　　　Managing recruitment and selection

Level:	5
GLH:	15

What is this unit about?

The purpose of this unit is for learners to be able to understand and analyse recruitment and selection processes and procedures within their adult care setting in line with legislative and organisational requirements. The unit also explores the principles of equal opportunities and how this applies to recruitment and selection practice and the challenges faced in recruiting to service roles.

Learners will be required to evaluate the impact their recruitment and selection procedures have on service delivery in line with service workforce planning and development strategies to include the effectiveness of their advertising, shortlisting and selection processes and the recruitment of apprentices in adult care.

Learners should consider the following questions as a starting point to this unit:

- How does legislation and regulatory requirements affect recruitment processes?
- How effective are current working procedures to recruit new staff?
- How can young people be encouraged to work in care?
- How can the recruitment of more apprentices support workforce planning and career opportunities?

Learning outcomes

In this unit, learners will be able to:
1. Understand legislative and regulatory requirements in recruitment and selection processes
2. Understand the importance and value of successful recruitment and selection
3. Understand principles that underpin equal opportunities in recruitment and selection processes

Learning outcome:

1. Understand legislative and regulatory requirements in recruitment and selection processes

Topics

1.1 Regulatory and legislative requirements of recruitment in adult care

Topic 1.1

Learners explain regulatory and legislative requirements relating to recruitment and selection in adult care including:
- Role and importance
- DBS checks
- Impacts on service planning and provision
- Impacts on service strategy and management and policy setting
- Contracting
- Role and responsibility of managers and others

Learning outcome:

2. Understand the importance and value of successful recruitment and selection

Topics

2.1 Situations when recruitment is needed

2.2 Successful advertising and short listing strategies

2.3 Consequences of inadequate recruitment and selection processes

Topic 2.1

Learners analyse their recruitment needs in respect of current staffing levels in respect of;
- Workforce development strategies
- Skills needs and related developments
- Skills gaps, staff retention
- Challenges faced in the recruitment of staff at all levels/service roles
- Apprenticeships in adult care
- Role of credible work placement opportunities for learners from local schools/colleges

Topic 2.2

Learners evaluate their recruitment and staff selection systems and processes to include
- Relevant recruitment and selection tools
- Adverts, short listing matrix, use of websites
- Shortlisting and section criteria and process
- Job descriptions and job specifications
- Interview requirements and processes
- The use of apprentices to support workforce planning
- Operational challenges faced in respect of all the above

Topic 2.3

Learners analyse the consequences and impact of unsuccessful recruitment related to own area of service and make recommendations for their future recruitment and section procedures

Learning outcome:

3. Understand principles that underpin equal opportunities in recruitment and selection processes

Topics

3.1 Processes of recruitment and selection applying to equal opportunities
3.2 Systems and processes that promote diversity, equality and inclusion
3.3 Risks presented when balancing individual rights with duty of care

Topic 3.1

Learners evaluate their application of equal opportunities with regard to employment law in their staff recruitment and selection processes.

Topic 3.2

Learners explain government guidance on diversity, equality and inclusion as well as care service policies and procedures and how these are implemented within their recruitment and selection practices

Topic 3.3

Learners analyse diversity issues within their workplace and demonstrate their responsibilities with regard to the management of risk in respect of;

- Managing and balancing individual rights of employed staff and volunteers with regard to duty of care
- Managing and balancing individual rights of those in receipt of care with regard to duty of care
- Managing possible challenges faced in respect of both of the above within the working environments

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Books

Understanding Recruitment and Selection of New Staff in the Workplace: Workbook Published by: BPP Learning Media 2013 ISBN: 1445397870	BPP Learning Media
The Complete Guide to Recruitment Published by: Kogan Page Ltd 2011 ISBN: 9780749459741	Jane Newell- Brown
Guide to Employment Law: The Easyway Published by:Easyway Guide 2016 ISBN: 978-1847165923	Oliver Rowell
The Equal Opportunities Handbook Published by: Kogan Page 2009 ISBN: 978-0749452971	Kogan Page

Websites

Equality and Human Rights Commission	www.equalityhumanrights.com
Department of Health Equality and Diversity	www.gov.uk
Advice on Employment Law	**www.elas.uk.com**
Lawspeed Recruitment Law, Contract and Employment Law	**www.lawspeed.com**
Care Quality Commission	www.cqc.org.uk

Unit 518   Leading and managing dementia care services

Level:	5
GLH:	30

What is this unit about?

There are now more people living longer with dementia. The number of dementia cases in the UK and the associated costs is predicted to double by 2050. Therefore, providing and sustaining an effective first class service for people living with dementia should enable a much improved quality of life and wellbeing for people who will need to access related support services.

The purpose of this unit is for learners to develop and demonstrate their knowledge and skills required for leading and managing dementia care services. The learner will understand the requirements of managing a service that meets the required standards of government policy, guidance and related strategies plus the implementation of systems and approaches which support the delivery of care, including supporting individuals, staff and others to maintain effective running of the service in the best interests of all concerned.

The unit concludes with the learner reflecting on themselves and their practice by undertaking a critical analysis of their leadership and management practice, to include recommendations for future changes to service implementation.

Learners should consider the following questions as a starting point to this unit:
- How can services be led and managed to ensure they support people to live well with dementia?
- What opportunities are there to raise the profile of dementia care?
- What are the current challenges to dementia care and how can these be overcome?
- What does a first class service look like in supporting people living with dementia?

Learning outcomes

In this unit, learners will be able to:
1. Understand current policy, practice guidance and strategies within dementia care
2. Support others to develop an understanding of the impact of dementia on individuals and their families
3. Lead practice that promotes the wellbeing of individuals living with dementia
4. Manage health, safety and risk processes in dementia care
5. Manage challenges and behaviours in dementia
6. Develop leadership and management practice in dementia care services

Learning outcome:
1. Understand current policy, practice guidance and strategies within dementia care

Topics
1.1 Legislation and regulation impacting on dementia care services
1.2 Importance of integrated care for an individual living with dementia
1.3 Impacts of raising awareness
1.4 Approaches for practice in dementia care
1.5 Policies and practices consistent with current thinking and guidance

Topic 1.1

Learners critically evaluate the impact of legislation and regulation relating to dementia care on their service management, to include consideration
of the Mental Capacity Act in relation to:
- Day to day decisions
- Unwise decisions
- Best interest decisions
- Deprivation of Liberty Safeguards

Topic 1.2

Learners review the principles and practices of 'integrated health and care services' within their locality , including an analysis of the roles of different care services who provide care and support e.g.

- Community Mental Health teams
- Occupational therapy teams
- SALT teams
- NHS provision - GPs, community nursing
- Others - volunteers, friends families

Topic 1.3

Learners review current national and local initiatives in place to raise awareness of dementia an provide and analysis of their impact, for example:

- Dementia 2020 challenge
- Dementia Friends
- Butterfly approach

Topic 1.4

Learners examine the key features and impact on dementia services in respect of the approaches:

- Person centred care
- Relationship centred care
- Emotion centred care

Topic 1.5

Learners investigate policies and practices relevant to their own dementia service, review and make recommendations which could inform their future operational dementia care strategy as leaders and managers.

Learning outcome:

2. Support others to develop an understanding of the impact of dementia on individuals and their families

Topics

2.1 Support to others to understand dementia

2.2 Support to others to understand the impact of dementia on those living with the condition

2.3 Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills in dementia care

Topic 2.1

Learners evidence how they support others in their understanding of dementia in relation to:

- Diagnosis
- Types of dementia
- Signs and symptoms
- Treatment
- Care and support
- Challenges faced with providing care and support
- Risks

Topic 2.2

Learners provide support to others to develop an understanding of the impact of dementia on an individual in relation to:

- Communication
- Independence
- Decision making
- Psychological / emotional wellbeing
- Confidence / self esteem
- Identity
- Social interaction(s)
- Physical health
- Behaviours
- Diminishing responsibility

(Others - e.g. colleagues, partners, families, friends, carers)

Learning outcome:

3. Lead practice that promotes the wellbeing of individuals living with dementia

Topics

3.1 Manage services that demonstrate effective approaches to dementia care

3.2 Lead practice which supports staff to identify factors that could affect the wellbeing of an individual that may not be attributed to dementia

3.3 Lead on anti-discriminatory practice

3.4 Manage ongoing assessment of needs of individuals living with dementia

Topic 3.1

Learners critically evaluate their dementia care service approaches as identified in topic 1.4 in relation to:

- Assessment
- Transition
- Care planning
- Partnership working
- Environment – e.g. visual aids
- Life histories
- Interaction / occupation
- Best interest
- Existing / degenerative conditions

Topic 3.2

Working in partnership, learners support others to identify practice strategies and help eliminate where possible, other factors that could affect the wellbeing of an individual that may not be attributed to dementia for example:

- Infections
- Constipation
- Hunger
- Change
- Stress

Topic 3.3

Learners demonstrate how they lead practice to raise awareness with colleagues to ensure they promote and practise anti discriminatory practice in respect of those living with dementia for example:

- Internally with their service
- Externally with others
- With those who may demonstrate prejudices e.g. 'them and us'
- Working with fears, challenging behaviours, assumptions and presumptions

Topic 3.4

Leaners critically evaluate how they will lead and manage the ongoing assessment of needs and wellbeing of individuals living with dementia within their service area.

Learning outcome:

4. Manage health, safety and risk processes in dementia care

Topics

4.1 Plan, manage and review service environment which maintains the safety of individuals living with dementia

4.2 Develop and implement policy, procedure and systems that maintain the health, safety and welfare of individuals living with dementia

4.3 Lead teams to promote wellbeing and make referrals to outside agencies and services

4.4 Implement processes required by DoLS

Topic 4.1

Learners plan, manage and review service provision environments:

- Safety

- Security measures
- Risk assessments
- Visual aids
- Use of outside professionals
- Use of volunteers
- Visitors

Topic 4.2

Learners demonstrate how they will lead teams to promote wellbeing of those in receipt of care and make referrals to outside agencies and services when required:
- Promoting positive risk taking to maintain independence
- Identifying concerns affecting wellbeing
- Achieving individuals identified goals and outcomes

Topic 4.3

Learners consider the positive and negative impact health and safety measures may have on individuals living with dementia as part of the service living and/or support environment(s).

Topic 4.4

Leaners I demonstrate their understanding of 'deprivation of liberty' in line with current legislation and guidance which applies to their service area and how others are made aware of:
- What is a deprivation of liberty and where does it apply – care homes, hospitals
- The system for people in 'supported living arrangements' – those who live and receive care and support in the community
- The meaning of continuous supervision and control, not free to leave, lack of capacity to consent
- What is DoLS - related safeguards/protection, assessment, review and appeals
- How the above applies itself to their service area.

Learning outcome:

5. Manage challenges and behaviours in dementia settings

Topics

5.1   Analyse impacts of change
5.2   Evaluate the impacts of behaviour that challenges others
5.3   Safeguarding people living with dementia
5.4   Lead practice which supports staff to understand, respond and manage behaviour that may challenge
5.5   Support staff morale and well-being when working in dementia care services

Topic 5.1

Learners analyse impacts of change/changes on:
- an individual living with dementia
- an individual living with dementia with complex needs
- carer/family member
- the service.

Topic 5.2

Learners evaluate causes, triggers and impacts of behaviour that places challenges on the provision of services and support on:

- an individual living with dementia
- carer/family member
- staff
- other service users
- the physical environment.

Topic 5.3

Leaners evaluate the current legislative frameworks that underpins safeguarding of people living with dementia.

Topic 5.4

Learners lead teams that can understand and implement strategies and approaches when managing behaviour that may challenge and be challenging to/for others:

- Recognising, monitoring, reporting and supporting an individual expressing challenging behaviour(s)
- When restraint or restriction is acceptable and reasonable in line with the provision of the Mental Capacity Act and DoLS
- De-escalation
- Positive behaviour support
- SPECAL approach
- Validation
- Butterfly approach
- Best Interests
- Least restrictive practice
- Dignity, respect and inclusion.

Topic 5.5

Learners evaluate the following within their service area:

- The training and development in dementia care and support provided for all colleagues and others
- Their management of moral and welling amongst colleagues to include supervision and mentoring
- How to improve the above where improvements are identified/recognised by themselves and others
- How as leaders and managers they are maintaining currency in their CPD in respect of dementia care services, support and sector knowledge.

Learners should be encouraged to consider innovative approaches when maintaining morale and wellbeing with colleagues.

Learning outcome:

6. Develop leadership and management practice in dementia care services

Topics

6.1 Develop strategies to monitor and review changes to dementia care services

Topic 6.1

Learners undertake a critical reflection, using a recognised model/approach, and propose recommendations for future changes to service implementation.

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Books
10 Helpful Hints for Dementia-Friendly Communities
Publisher: University of Stirling (Dec. 2014)
ISBN-10: 1908063211
ISBN-13: 978-1908063212

10 helpful hints for dementia design at home: practical design solutions for carers living at home with someone who has dementia
Publisher: Dementia Services Development Centre; 2nd edition (2014)
ISBN-10: 1908063173
ISBN-13: 978-1908063175

10 Helpful hints for when a person with dementia has to go to hospital
Publisher: Dementia Services Development Centre; 1st edition (2015)
ISBN-10: 1908063297
ISBN-13: 978-1908063298#]

Dementia: The One-Stop Guide: Practical advice for families, professionals, and people living with dementia and Alzheimer's disease
Publisher: Profile Books; Main edition (5 Feb. 2015)
ISBN-10: 1781251711
ISBN-13: 978-1781251713

Dementia Care (Nursing and Health Survival Guides)
Publisher: Routledge; Spi edition (26 Feb. 2013)
ISBN-10: 0273773712
ISBN-13: 978-0273773719

Leading Good Care: The Task, Heart and Art of Managing Social Care
Source ISBN: 1849055513
Publisher: Jessica Kingsley Publishers (21 Feb. 2015)

Managing Alzheimer's and Dementia Behaviours (Health Care Edition)
Publisher: Outskirts Press (13 April 2016)
ISBN-10: 1478770899
ISBN-13: 978-1478770893

The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness
Publisher: Vermilion (5 Jan. 2012)
ISBN-10: 009193558X
ISBN-13: 978-0091935580

Contented dementia: A Revolutionary New Way of Treating Dementia
Oliver James
Publisher: Vermilion (2009)
ISBN-10: 0091901812
ISBN-13: 978-0091901813

And Still the Music Plays: Stories of People with Dementia
Graham Stokes
Publisher: Hawker Publications Ltd (2010)
ISBN-10: 1874790957
ISBN-13: 978-1874790952

Websites
- Alzheimer's Society   **www.alzheimers.org.uk/**
- The Dementia Challenge
  www.dementiachallenge.dh.gov.uk/
- Dementia.org   **www.dementia.org/**
- Dementia Friends
  www.dementiafriends.org.uk/
- National Institute for Health and Care Excellence (NICE) www.nice.org
- Skills for Care   **www.skillsforcare.org.uk/**
- Dementia Care Matters
  www.dementiacarematters.com
- *Care Quality Commission*   **www.cqc.org.uk**
- *Mental Health Care*
  www.mentalhealthcare.org.uk
- **Dementia Atlas**
  https://shapeatlas.net/dementia/#6/52.955/-2.153/l-p65

Publications
1. Common Core Principles for Supporting People with Dementia: A Guide to Training the Social Care and Health Workforce, Department of Health, available on the DH website
2. Dementia Brain Tour, available on the Alzheimer's Society website
3. Dementia Choices, available on the NHS Choices website
4. Dementia Gateway, Social Care Institute for Excellence, available on the SCIE website
5. Dementia Quality Standard, National Institute for Health and Care Excellence (NICE), available on the NICE website
6. Focused Intervention and Training Support (FITS) programme, available on the Alzheimer's Society
7. Nolan et al (2006) The Senses Framework: Improving care for older people through relationship centred approach
8. Sheard, D (2013) The feeling of 'mattering': the position of emotions in dementia care. The Journal of Dementia Care, Vol 21 (2) 23-27

Journals and magazines

- The Journal of Dementia Care
- Living with Dementia Magazine
- CMM Care Management Matters
- Caring Times
- Care Talk
- Skills for Care, Care Magazine
- Care Home Management
- Expert care Manager Magazine
- The British Journal of Healthcare management
- Community Care
- Caring UK

Unit 519   Supporting individuals with physical disabilities or impairments

Level:	5
GLH:	30

What is this unit about?

Many individuals who access adult care services have a physical disability or impairment. Leaders and managers of these services must understand the particular issues that may affect the lives of individuals with a physical disability or impairment. This includes any psychological, social, economic and environmental issues.

This unit aims to develop the learners understanding of leading and managing care to meet the needs of individuals with physical disabilities or impairments, as well as how to adapt care services in order to minimise this disability and promote independence, inclusion and wellbeing. It further enables them to critically evaluate their own adult care service provision and consider future strategy and operational developments.

Learners should consider the following questions as a starting point to this unit:
- What percentage of individuals who access your service live with a physical disability and/or impairment?
- What procedures are currently in place that promote independence and inclusion?
- How do you promote and monitor independence and inclusion?
- What model of disability do you promote?

Learning outcomes

In this unit, learners will be able to:
1. Understand how to meet the needs of individuals with physical disabilities or impairments
2. Lead practice that promotes inclusion and independence for individuals with physical disabilities or impairments

Learning outcome:

1. Understand how to meet the needs of individuals with physical disabilities or impairments

Topic:

1.1 Types of disability and impairment
1.2 Resources required to meet specific needs
1.3 National and local services
1.4 Ways of working

Topic 1.1

Learners review the types of disability or impairment experienced by individuals using own service. Consider how the disability or impairment impacts on the day to day life of the individual and critically analyse how the service currently identifies and meets specific needs. Learners must consider aspects such as:

- Emotional impact
- Social impact
- Physical limitations
- Sexual impact
- Economic impact
- Accommodation/housing
- Mobility
- Access to cultural or social activities
- Rurality
- Access to transport

Topic 1.2

Learners evaluate the strengths and weaknesses of their own provision in relation to the needs of assessment of individuals who use their service (to include the different types of impact from topic 1.1)

- Staff awareness , knowledge and skills
- Physical resources
- Assistive and adaptive technologies
- Augmentative communication
- Person centred care and inclusion

Topic 1.3

Learners critically evaluate the range of national and local services that can offer support for the range of disabilities or impairments they have identified. The evaluation must consider:

- Practical support
- Staff training or information
- Self help
- Advocacy
- Use of voluntary support

Topic 1.4

Learners critically evaluate ways of working in own setting and devise an action plan for change where necessary. Ways of working must include:

- Policies, procedures and protocols
- Staff training
- Monitoring staff performance
- Systems for reviewing and revising the support needs of individuals
- Legal requirements

Learning outcome:

2. Lead practice that promotes inclusion and independence for individuals with physical disabilities or impairments

Topics

2.1 Legislation and guidance
2.2 Models of disability
2.3 Challenging prejudice and discrimination
2.4 Promoting independence and inclusion

Topic 2.1

Learners analyse how national, local and own organisations guidelines, legislations and policies support independence and inclusion. Examples may include:

- The Equality Act
- The Mental Capacity Act
- Access to employment
- Internal operational policy guidelines

Topic 2.2

Learners critically evaluate models of disability and analyse how each model affects the approach to care provision. Models of disability include:

- Medical model
- Social model
- Bio psycho social model
- Tragedy and/or charity model
- Empowering model

Topic 2.3

Learners evaluate ways of challenging prejudice, discrimination and misconceptions against individuals with disabilities or impairments. Prejudice, discrimination or misconceptions can include:

- Idea that individuals are 'brave'
- Media representations
- Sport , fitness an recreation – success, abilities and limitations
- Causes and prognosis
- Direct discrimination
- Indirect discrimination
- Harassment or victimisation

Topic 2.4

Learners critically evaluate ways of promoting inclusion and independence. Examples include:

- Current leadership and management strategy
- Staff development
- Service user involvement in organisational decision making
- Use of advocates
- Ensuring access to services, benefits, technology, adaptations
- Task based work versus outcomes based approaches

Learners critically evaluate own service and create an action plan for change if necessary.

Guidance for delivery

Tutors have to opportunity to use a wide range of techniques; these should include large, small group and individual discussions, a variety of research methods including both primary and secondary resources such as literature searching.

Suggested learning resources

Publications include;

Altman, B. and Barnartt, S., 2014. Environmental contexts and disability, Bingley: Emerald Publishing

Bingham, C., Clarke, L., Michielsens, E. and Van de Meer., 2013. Towards a social model?: British and Dutch disability policies in the health sector compared. Personnel Review, Vol 42(5), 613-637

Equality Act 2010, c. 15. London: The Stationary Office. 96-102

Hughes, R., 2010. The Social Model of Disability. British Journal of Healthcare Assistants, Vol 4(10), 508-511

Jackson, K. and Banerjee, L., 2013. Disability Discrimination: law and practice, London: The law society

Mental Capacity Act c.9., 2005. London: The Stationary Office

Nursing and Midwifery Council. 2015. The Code: Professional standards of practice and behaviour for nurses and midwives. www.nmc-uk.org/code [Accessed 09/10/15]

Sheard, D., 2010. The task is the mask: solving the riddle of being person-centred. Signpost 2010

Simcock, P. and Castle, R., 2016. Social Work and Disability, Cambridge: Polity

Unit 520   Leading and managing services for people with learning disabilities

Level:	5
GLH:	30

What is this unit about?

The purpose of this unit is to enable the learner to develop their competence to effectively lead and manage services for people with learning disabilities. The learner will initially develop their understanding of culture, values, behaviours and management approaches to person centred planning in the context of current legislation, regulatory and governance requirements in which their service operates.

Learners will then look to critically evaluate their own approaches to continues improvement in the promotion and delivery of services to include the role that digital technologies might play in future in respect of supporting the wellbeing of those in receipt of care and support services either in residential or other community based provision.

The unit also supports the exploration of Positive Behaviour Support and how this might improve the quality of life for individuals and others and concludes with learners reflecting on their own development by researching contemporary practice issues that could help improve their own strategic and operational planning and service delivery as leaders and managers.

Learners should consider the following questions as a starting point to this unit:

- How effective is my current service provision in supporting people with learning disabilities and what improvements might I want to consider?
- Would those in receipt of care and others say I was a good leader and manager?
- Is person centred practice truly empowering for people with learning disabilities?
- What are emerging contemporary debates in respect of Positive Behaviour Support?

Learning outcomes

In this unit, learners will be able to:
1. Understand the context in which the learning disability service operates
2. Lead person centred practice that empowers and enables in a learning disability service
3. Lead practice that supports the health and wellbeing of people with learning disabilities
4. Promote the independence of people with learning disabilities
5. Understand how to manage and support people whose behaviour challenges others

Learning outcome:

1. Understand the context in which the learning disability service operates

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Topics

1.1 Importance of culture and values of a learning disability service and how to impart these to others

1.2 Approaches to person centred care and support within management practice

1.3 Legislative and policy frameworks which impacts on people with a learning disability

1.4 Understand the requirements of regulation and governance

Topic 1.1

Learners explain the importance and meaning of 'culture' and 'values' within their service provision:

- The terms 'culture and values' as they apply to adult care practice for people with learning disabilities
- The way culture and values have historically developed to inform best practice in management post 1990
- Transforming Care - the impact on management and adult care service practice and related expectations
- How contemporary culture, values and vision inform best practice for those colleagues they manage coach and mentor

Topic 1.2

Learners analyse management approaches to person centred planning:

- The importance of life histories of individuals
- The importance of the unique abilities of individuals
- Individual interests, preferences wishes and needs
- How the above is evidenced in current strategic and operational management practice within their service

Topic 1.3

Learners explain how current legislation and national initiatives aim to inform their leadership and management practice e.g.

- Department of Health Valuing People Now 2009
- The Care Act
- The Disability Discrimination Act
- The Human Rights Act
- The Mental Capacity Act – including DoLS
- The Equality Act
- Transforming Care
- The Children and Families Act
- Health and Safety
- Risk Management
- Learning Disabilities Core Skills Education and Training Framework
- Care Certificate

Topic 1.4

Learners evaluate current regulatory and governance requirements in respect of their service delivery and how these aim to support person centred practice

Learning outcome:

2. Lead person centred practice that empowers and enables in a learning disability service

Topics

2.1 Implement person centred thinking and practice in the practice learning disability service

2.2 Evaluate the impact of practice

2.3 Make recommendations for continuous improvement

2.4 Evaluate the importance and relevance of 'co production'

2.5 Work in partnership with people with learning disabilities and their families in the management and development of the service

Topic 2.1

Learners demonstrate ways in which they ensure the implementation of person centred thinking and practice in:

- Recruitment
- Induction
- Team meetings
- Supervision – group and individual
- Appraisals
- Coaching and /or mentoring
- Feedback from those in receipt of care and support

Topic 2.2

Learners evaluate the impact of undertaking the above on the lives of those in receipt of care and support.

Topic 2.3

Learners review the systems and processes for person centred practice in the running of their service and make recommendations for continuous improvement.

Topic 2.4

Learners critically evaluate the concept of 'co-production' and its application to their service and leadership and management practice:

- Adapting the practice of their service
- To explore opportunities for co-production
- To review increased possibilities for co-production and alternative approaches
- To explore barriers to co-production and ways to overcome these

Topic 2.5

Learners demonstrate how people with learning disabilities, their carers and families are actively involved in supporting the achievement of successful outcomes.

Learning outcome:

3. Lead practice that supports the health and wellbeing of people with learning disabilities

Topics

3.1 Lead the support, development and adaptation of communication skills in learning disability services

3.2 Work in partnership with other services and facilities to support access for people with learning disabilities

3.3 Manage the support of people to build social and community networks

3.4 Develop processes to support others to meet the healthcare needs of adults with a learning disability

3.5 Use of digital technology

Topic 3.1

Learners lead and support colleagues understanding of:
- how and why people with learning disabilities communicate
- the more complex communication needs that some people with learning disabilities may experience
- the barriers to effective communication experienced by those in receipt of care
- the training and development undertaken with self and colleagues to enhance the above -currency, regularity, impact on practice.

Topic 3.2
Learners implement operational approaches for continuous improvement in supporting people with learning disabilities to access external opportunities to support independence :
- Shops
- Businesses,
- Employment
- Other services and facilities

Topic 3.3
Learners review and evaluate with others, the promotion of and access to social activities and networks as part of their services approaches to person centred care practice e.g.:
- community bridge building
- development of friendships and relationships
- leisure activities
- holidays

Topic 3.4
Learners critically evaluate their operational planning to support health promotion and wellbeing within their service for those in receipt of care and support:
- Access to healthcare services
- Health checks - annual
- Disseminate health information
- Promote healthy activities and events – development and implementation
- Monitoring and reviewing plans for healthcare and wellbeing within service delivery
- Overcoming barriers in the promotion of health and wellbeing

Topic 3.5

Learners evaluate how digital technologies might support their leadership and management strategy in the future in supporting the promotion of health and wellbeing for those in receipt of care and support.

Learning outcome:
4. Promote the independence of people with learning disabilities

Topics
4.1 Support the retention and development of skills for everyday life
4.2 Manage risks in care and support

Topic 4.1
Learners lead practice that promotes and retains the skill development and independence of those in receipt of care and support:
- Active support initiatives
- Daily living skills - managing finance, managing medications
- Positive and person centred approach to risk
- Supporting choice

- Duty of care/health and safety
- Fears and insecurities of others - e.g. staff/families and carers
- Ensure people with a learning disability's right to make choices is upheld
- Ensure that people with a learning disability have the right to take risks

Topic 4.2
Learners lead the implementation of policies, procedures and practices to manage risk in care and support within their service area.

Learning outcome:
5. Understand how to manage and support people whose behaviour challenges others

Topics
5.1 Potential causes of behaviour that challenges
5.2 Key characteristics of positive behaviour support
5.3 Implementing behaviour support plans
5.4 Review and evaluation methods

Topic 5.1
Learners analyse:
- the purpose and function of behaviour
- how behaviour is learned and maintained
- relationship between behaviour which challenges and quality of life
- relationship between physical health problems, complex needs and behaviour which challenges
- relationship between emotional wellbeing and behaviour which challenges
- relationship between the environment and behaviour which challenges, including other people's behaviour and responses

Topic 5.2
Learners explain Positive Behaviour Support (PBS):
- The origins, values and science of PBS including a commitment to the least restrictive approach
- The context in which it could be used – current legislation, national guidance/frameworks/reports
- The purpose of assessment of the social and physical environment
- How to support an assessment of behaviour
- Working in partnership – the involvement of the individual and important others
- The importance of understanding the history of the person and any trauma or loss they may have experienced
- The fit between the person and their environment
- How the above informs the support that improves the quality of life for individuals and others
- How to access specialist support for behaviour that has a negative impact on the persons quality of life and others around them

Topic 5.3
Learners evaluate the purpose and content of a PBS plan how this could be applied in practice:
- Its person-centred-ness
- Its evidence base

- Its strengths and effectiveness
- Its role in changing the behaviour of staff so that better support is provided
- Understanding and ownership by others in its implementation
- Understand their role in reviewing PBS plans
- How to teach staff to implement support strategies in the most effective way
- Understanding the best way to coach people to learn new skills so they are able to teach others
- Consent issues
- Using the least restrictive approach

Topic 5.4
Learners describe ways of reviewing and evaluating the use of PBS

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Publications

The Leadership Qualities Framework for Adult Social Care (NSA)

Positive Behavioural Support - A Competence Framework - Positive Behavioural Support (PBS)

Coalition UK (May 2015)

ADASS, CQC, DH, HEE, LGA and NHS England (2015) Transforming Care for People with Learning

Disabilities-Next Steps. http://www.england.nhs.uk/wp-content/uploads/2015/01/transform-care-nxtstps.

Department of Health

Department of Health (2001) Valuing People: a new strategy for learning disability for the 21st century

Department of Health. https://Department of Health (2002) Action for Health, Health Action Plans and Health Facilitation: detailed good practice guidance on implementation for learning disability partnership boards.

Department of Health (2007) Services for people with learning disabilities and challenging behaviour or mental health needs. (Revised edition) London: Department of Health.

Department of Health (2008) Healthcare for All: report of the independent inquiry into access to

healthcare for people with learning disabilities. London: Department of Health.

Department of Health (2009) Valuing People Now: a new three-year strategy for people with learning disabilities. London: Department of Health.

Department of Health (2010) Raising Our Sights: services for adults with profound intellectual and

multiple disabilities. A report by Professor Jim Mansell. London: Department of Health.

Department of Health (2012) Transforming Care, the Department of Health Review into Winterbourne View Hospital. London: Department of Health

Department of Health (2014) Positive and Proactive Care: reducing the need for restrictive interventions.

Emerson, E., Baines, S., Allerton, L., Welch, V. (2011) Health Inequalities & People with Learning

Disabilities in the UK: 2011. Improving Health and Lives: Learning Disabilities Observatory

Heslop, P. et al. (2013) Confidential Inquiry into premature deaths of people with learning disabilities (CIPOLD) Bristol: Norah Fry Research Centre

HM Government (2014) Think Autism: fulfilling and rewarding lives, the strategy for adults with autism in England: an update. London: HM Government

Transforming Care and Commissioning Steering Group (2014) Winterbourne View – Time for Change. Transforming the commissioning of services for people with learning disabilities and/or autism

Local Government Association and NHS England (2014) Ensuring quality services. Core principles for the commissioning of services for children, young people, adults and older people with learning disabilities and/or autism who display or are at risk of displaying behaviour that challenges.

Websites

- Skills for Care - **www.skillsforcare.org**.uk
- Skills for Health - **www.skillsforhealth.org.uk**
- BILD – **www.bild.org.uk**
- National Autistic Society (NAS)   **www.autism.org.uk**
- Challenging Behaviour Foundation - **www.challengingbehaviour.org.uk**
- British Psychological Society   **www.bps.org.uk**
- Disability Matters   **www.disabilitymatters.org.uk**
- Down's Syndrome Association   **www.downs-syndrome.org.uk**
- Foundation for people with learning disabilities -   **www.learningdisabilities.org.uk**
- General Medical Council (GMC) / Learning Disabilities   **www.gmc-uk.org/learningdisabilities**
- Health Education England (HEE) / Learning disability
- **https://hee.nhs.uk/our-work/person-centred-care/learning-disability**
- Mencap   **www.mencap.org.uk**
- NICE - **https://www.nice.org.uk**
- NHS Leadership Academy -   **www.leadershipacademy.nhs.uk**
- NHS England / Learning Disabilities - **www.england.nhs.uk/learningdisabilities**
- PBS Academy - **http://pbsacademy.org.uk**
- PHE Learning Disabilities Observatory (IHaL) - **www.improvinghealthandlives.org.uk**
- Scope   **www.scope.org.uk**
- Social Care Institute for Excellence (SCIE)   **www.scie.org.uk**

Unit 521   Mental health and wellbeing

Level:	5
GLH:	30

What is this unit about?

Mental health and wellbeing is an important aspect in anyone's life. The purpose of this unit is to enable the learner to develop their competence to effectively lead and manage services for people experiencing mental health conditions and related difficulties in either in residential or community based provision.

This unit looks at common mental health conditions and allows the learner to investigate these more thoroughly in order to improve their understanding including substance misuse and self-harm. It also engages the leaners to analyse how national and/or local services can work more effectively together to provide help and support where required.

Learners will finally have the opportunity to investigate key areas of strategy and practice and demonstrate how their findings will aim to enhance their role and their service area in the future.
Learners should consider the following questions as a starting point to this unit:

- How effective is my current service provision in supporting people with mental health conditions and what improvements might they want to consider?
- How can personal mental health and wellbeing be maintained?
- What steps can be taken to promote the wellbeing of staff?
- How can integrated services support recovery from mental illness?
- Why is suicide currently the biggest killer of men under the age of 45 years?

Learning outcomes

In this unit, learners will be able to:
1. Understand the importance of mental health and wellbeing
2. Understand the context in which the mental health service operates
3. Understand mental health conditions and the impact they have on wellbeing
4. Understand substance misuse and self-harm
5. Developing future leadership and management practice

Learning outcome:

1. Understand the importance of mental health and wellbeing

Topics

1.1 Mental health and wellbeing
1.2 Factors that can effect an individual's mental health and wellbeing
1.3 Importance of encouraging wellbeing and mental health
1.4 Legislation, guidelines and policies that relate to mental health and wellbeing

Topic 1.1

Learners evaluate models and representations of mental health conditions including:
- What well-being means to different individuals/society
- Medical and social models of mental health conditions – e.g. the biological (disease) model and the psychodynamic model
- Representation in the media (film and television) for individuals with mental health conditions both past and present

Topic 1.2

Learners investigate and analyse contemporary factors that can effect mental health and wellbeing to include:
- Biological factors – infections, other Physical illness or long term chronic health conditions, genetic inheritance
- Behavioural – drugs , alcohol , self-harm
- Social, situational factors – loneliness, relationships, levels of support or isolation, discrimination
- Psychological/emotional factors – mood changes, impulsive actions, chronic stress/anxiety
- Environmental factors – housing , employment
- Historical – school context, academic attainment, life events, bereavement, other lifestyle choices
- Cognitive – thought patterns, levels of resilience
- Financial security
- Cultural factors

Topic 1.3

With examples, learners critically evaluate ways in which positive mental health and wellbeing is supported and maintained through their service provision with respect of:
- Self
- Colleagues
- Those in receipt of care and support

Topic 1.4

Learners investigate national, local and own organisations guidelines, legislation/policies that relate to mental health and wellbeing and to include:
- How these are disseminated to and understood by colleagues in respect of their application to practice and role
- How these are disseminated to and understood by those in receipt of care and support
- How these are monitored and reviewed in respect of their application to practice
- How these are made accessible to others where appropriate - family

- How they inform their leadership and management strategy and operational practice in mental health service provision.

Learning outcome:
2. Understand the context in which the mental health service operates

Topics
2.1 Importance of culture and values of a mental health service and how to impart these to others
2.2 Understand current approaches to person centred care and support within management practice
2.3 Understand the requirements of regulation and governance

Topic 2.1
Learners understand the importance and meaning of 'culture' and 'values' within their service provision to include;
- A clear understanding of the terms 'culture and values' as they apply to adult care practice for people with mental health conditions
- The way culture and values have historically developed to inform best practice in management post 1990
- How contemporary culture, values and vision inform best practice for those colleagues they manage coach and mentor

Topic 2.2
Learners investigate management approaches to person centred planning with regard to:
- The importance of life histories of individuals
- The importance of the unique abilities of individuals
- Individual interests, preferences wishes and needs
- How the above is evidenced in current strategic and operational management practice within their service

Topic 2.3
Learners critically evaluate current regulatory and governance requirements in respect of their service delivery and how these aim to support person centred practice.

Learning outcome:
3. Understand mental health conditions and the impact they have on wellbeing

Topics
3.1 Mental health conditions and how they can affect individuals' ability to live well
3.2 Categories of medication and treatments
3.3 Impacts diagnosis can have on an individual
3.4 Support services and agencies that are available
3.5 Recovery from mental illness
3.6 Tools to support recovery

Topic 3.1

Learners understand the main signs and symptoms of key mental health conditions to include:

- Stress, anxiety and panic disorders
- Depression and (post-natal depression if relevant to own work role)
- Personality disorders
- Eating disorders
- Obsessive compulsive disorder (OCD)
- Schizophrenia
- Post-traumatic stress disorder (PTSD)
- Dementia (e.g. Alzheimer's, vascular dementia, Lewy Body)

Topic 3.2
Learners investigate relevant and up to date treatments and therapies that are recommended for mental health conditions listed in topic 3.1:

- Medication – antidepressants, antipsychotics (major tranquilisers), anxiolytics and others e.g. mood stabilisers
- Counselling and talking therapies – Cognitive behavioural Therapy, Family therapy, grief therapy, exposure therapy, psychoanalysis
- Self-help – exercise, attending support groups, relaxation, challenging negative thoughts, creative therapy(art therapy)
- Other ECT

Topic 3.3
Learners critically analyse how conditions in 3.1 can impact on an individual's ability to live well and its impact on others to include the effect that a diagnosis may have on an individual and their family and friends

Topic 3.4
Learners describe support services and agencies that relate to mental health and wellbeing and demonstrate how they implement practice to encourage integration in order to better support those who access adult care mental health services. Services include:

- Local and/or national initiatives

Topic 3.5
Learners carry out a concept analysis of the term 'recovery' in relation to mental health and wellbeing to include relevant and recent theories, approaches and models related to recovery in mental health

Topic 3.6
Learners highlight potential tools that aid recovery orientated care, and consider the benefits of implementing new procedures into own service provision. For example:

- WRAP (Wellness Recovery Action Planning)
- DREEM (Developing Recovery Enhancing Environments Measure)
- Recovery Star

Learning outcome:
4. Understand substance misuse and self-harm

Topics
4.1 Types of self-harm and potential causes
4.2 Drugs that are often misused and their effects
4.3 Dangers associated with withdrawal from drugs
4.4 Specific services available to support those with substance misuse

Topic 4.1

Learners investigate possible types, signs and causes of self-harm and suicidal ideation, this must include:

- Types of self-harm
- Causes of self-harm
- Signs of self-harm and suicidal ideation
- What action to take if suicidal ideation is expressed
- Management of potential risks associated with self-harm and suicidal ideation

The learner will then demonstrate via a chosen method how this information is disseminated to improve the knowledge of staff working within their area of service.

Topic 4.2

Learners analyse different drugs that are often misused to include:

- Legal
- Illegal
- Controlled drugs
- The integration of the above with other prescribed medication

The learner must investigate the effects these drugs can have on those accessing adult care mental health services with consideration of both long and short term effects of misuse on physical, emotional, psychological and social health.

Topic 4.3

Learners analyse the dangers associated with withdrawal from different substances.

Topic 4.4

Learners identify support services and agencies including both local and national initiatives that relate to supporting those with substance abuse, self-harm and suicidal ideation and how these are promoted within their service area in order to better support those who access adult mental health services.

Learning outcome:

5. Developing future leadership and management practice

Topics

5.1 Recognise areas where mental health and wellbeing could be improved within service provision

Topic 5.1

In supporting the future development of their leadership and management role learners investigate three of the following and demonstrate how their findings will inform their future practice;

- Coaching and mentoring - self and others
- Challenging poor and unethical practice
- Learning and development/CPD - self and others
- Apprenticeships
- Quality assurance and feedback
- Compliance
- Enhanced integration of health and care support services
- Creating innovative solutions in transforming care services for people with mental health conditions
- The importance of systems leadership
- Collaborative working
- Regulation and Governance – CQC
- Quality and impact of supervision and appraisal on staff (management and/or clinical supervision/appraisal)
- Domiciliary support and related services
- Supported/Independent living
- Supporting older people with mental health conditions
- Public/community perception of people with mental health conditions
- Supporting mental health services through increased digital technologies

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Books

Shepherd, G., Boardman, J. and Slade, M., 2008. *Making Recovery a Reality.* London: Salisbury Centre for Mental Health

British National Formulary. 2016. British Medical Association and Royal Pharmaceutical Society of Great Britain

Journals

Dall'Ora, C., Ball, J., Recio-Saucedo, A. and Griffiths, P., 2016. Review: Characteristics of shift **work** and their impact on employee performance and **wellbeing**: A literature review. *International Journal of Nursing Studies,* 57, 12-27.

Macpherson, R., Pesola, F., Leamy, M., Bird, V., Le Boutillier, C., Williams, J. and Slade, M., 2015. The relationship between clinical and recovery dimensions of outcome in mental health. *Schizophrenia Research.* [Article in Press]

Websites
- MIND http://www.mind.org.uk/
- Rethink   https://www.rethink.org/
- Dorset Mental Health Forum http://www.dorsethealthcare.nhs.uk/services/recovery/
- Mental Health.org https://www.mentalhealth.org.uk/a-to-z/r/recovery
- Recovery Star
  http://www.mhpf.org.uk/sites/default/files/documents/attachments/rs_action_planning_work_sheets2012.pdf
- **www.england.nhs.uk/about**

Videos
- Suicide – Talking about mental health   https://youtu.be/yjPlTuhpgjg
- What is self-harm?   https://youtu.be/fSEtUbc8JDU

Unit 522   Managing service for people with profound and complex needs

Level:	5
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the management of services for people who have enduring profound and complex needs. The unit will focus on the challenges that learners may encounter when managing the delivery of these services and the importance of assessment and review of appropriate care interventions.

Increasing numbers of people in the UK live with a long term condition or more than one condition. This has meant that services have to provide more interventions and advanced care packages in order to meet care and support needs.

Learners should consider the following questions as a starting point to this unit:

- How does the service I manage asses the care and support needs of those individuals with profound and complex needs?
- What are the special resource considerations needed for managing these interventions?
- Are our assessment and review processes fit for purpose?
- How can integrated working with other professionals and services improve care packages for those people with complex needs?

Learning outcomes

In this unit, learners will be able to:

1. Understand management challenges when providing services for those with complex and profound needs
2. Manage quality and comprehensive assessment and ongoing review of advanced care packages and services for those with complex and profound needs

Learning outcome:

1. Understand management challenges when providing services for those with complex and profound needs

Topics

1.1 Enduring health conditions, disabilities and situations of profound need.
1.2 Strategies in line with national and local guidelines, legislation, regulatory requirements and organisational requirements.
1.3 Financial arrangements for services providing care and support to individuals with complex and profound needs
1.4 Ways services enable individuals to be involved in deciding their own provision of services where possible

Topic 1.1

Learners explain physical, psychological and social impacts of enduring health conditions and disabilities. The correlation between conditions and

- Disability
- Gender
- Age
- Ethnicity
- Socio-economic status

Topic 1.2

Learners explain relevant, current legislation and guidelines for the provision of services for individuals with complex and profound needs. This includes

- The Equality Act
- The Mental Health Acts
- NHS Continuing Health Care
- The Health Self-Assessment Framework
- Mental Capacity Act
- Children and Families Act
- Chronically Sick and Disabled Persons Act
- The Children Acts
- The Care Act

Topic 1.3

Learners explain arrangements for procuring funding for service and equipment ,including

- The role of Clinical Commissioning Groups
- Funding from Charities and local allowances
- Pooled budgets
- Personal allowances and statutory support

Topic 1.4

Learners evaluate ways of involving users of the service in decision making about the provision of services to them and the role of the informal and formal advocate.

Learning outcome:

2. Manage quality and comprehensive assessment and ongoing review of advanced care packages and services for those with complex and profound needs

Topics

2.1 Assessment methods for the provision of services for individuals with complex and profound needs

2.2 Processes to ensure that staff have relevant training and monitoring to provide specialist assessment and review of care and support packages

2.3 Integrated service approaches to ensure effective working with a range of others

2.4 Adapting assessment and review methods to ensure that there is effective response to changes and transitions in care and support needs

Topic 2.1

Learners explain different assessment methods for the provision of individuals with complex and profound needs

Topic 2.2

Learners evaluate systems that ensure staff involved in assessments and reviews are monitored, receive support and are trained or are able to receive training to the required standard.

Topic 2.3

Learners analyse integrated approaches to promote partnership working.

Topic 2.4

Learners explain ways of adapting assessment and review methods to respond effectively to changes and transitions in care and support needs

- improvement / deterioration of an individual's health (psychological and/or physical)
- Change in social situation (e.g. homelessness/move into new care environment/ move to independent living)
- Change from children's services to adult care services
- Move from acute to long term health care services (e.g. hospital to home, home to hospice)

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Suggested learning resources

Books

Creating a Responsive Environment: For People With Profound and Multiple Learning difficulties.	Jean Ware Jane Ware Published by: David Fulton Publishers ISBN-13: 1853467340
Listen to me: Communicating the Needs of People with Profound and Multiple disabilities.	Pat Fitton Published by: Jessica Kingsley Publishers (1993) ISBN-13: 9781853022449
Leadership and Management	Andrew Thomas Joanne Mckibbin Published by: Heinemann 2012 ISBN-13: 978 -0435075149

Websites

Kingsfund provide: Long term conditions statistics and in depth information.	http://www.kingsfund.org.uk/time-to-think-differently/trends/disease-and-disability/long-term-conditions-multi-morbidity
Training materials for learners working with severe, profound and complex learning difficulties	http://www.complexneeds.org.uk/
Information on sensory loss and ways of supporting individuals living with this.	http://www.careengland.org.uk/sensory-loss-care-homes-diagnosis-awareness-response
Information on physical disabilities	http://hwa.org.sg/news/general-information-on-physical-disabilities/
Support for people with profound and complex disabilities	**https://www.enhamtrust.org.uk**

Unit 523 Managing remote services/managing satellite services

Level:	5
GLH:	10

What is this unit about?

This unit is appropriate for learners who are managing a remote or satellite care service. Types of services may include domiciliary care, supported living, outreach services etc.

The unit explores the legal and regulatory framework for remote and satellite services and considers the challenges for managers of those services. In addition learners will explore ways to support practitioners to deliver care packages whilst maintaining practices that follow agreed ways of working.

Learners should consider the following questions as a starting point to this unit:
- What legislation and statutory requirements relate to my remote / satellite service?
- Do I understand why these are so important for my organisation and for all adult care?
- What are the human resources requirements are within my organisation?

Learning outcomes

In this unit, learners will be able to:
1. Understand the impact of legislation and statutory requirements underpinning the management of remote / or satellite services
2. Understand the delivery of remote or satellite services
3. Manage human resources required for remote or satellite services
4. Manage the delivery of care packages in remote or satellite services

Learning outcome:
1. Understand the impact of legislation and statutory requirements underpinning the management of remote / or satellite services

Topics
1.1 Legislation and statutory frameworks
1.2 Impact of legislation and policy on person centred and outcomes based practice
1.3 Impact of legislation and policy on risk management practices

Topic 1.1

Learners evaluate how current statutory and legislative frameworks impact on the management of remote / satellite services. These should include:
- Health and Social Care Act Regulations
- The Equality Act
- The Care Act
- CQC Regulations
- The Mental Capacity Act
- The Mental Health Act
- Deprivation of Liberty Safeguards
- The Safeguarding Vulnerable Groups Act
- The Health and Safety at Work Act and associated Regulations
- The Children and Families Act
- Employment law
- Other current relevant legislation

Topic 1.2

The learner analyses how legal, regulatory and policies impact on person centred care and outcome based practice.

Topic1.3

The learner analyses how legal, regulatory and policies impact on management of risk.

Learning outcome

2, Understand the delivery of remote or satellite services

Topics

2.1 Management responsibilities and accountability
2.2 Challenges and emergencies in remote / satellite services
2.3 Operational planning and contingency arrangements
2.4 Required organisational information

Topic 2.1

Learners analyse their responsibility and accountability. To include:
- Assessment of individuals needs
- Planning the care and support for individuals
- Delivery of the care and support package
- Review of the care and support package

Topic 2.2

Learners explain the challenges associated with addressing day to day changes and emergencies
- Challenges:
  - Providing person-centred care within a pre-determined timeframe
  - Staffing levels
  - Staff absences
  - Staff rotas
  - Differences in expectations

    o Other as appropriate to the service
- Emergencies will include factors affecting
  - The individual receiving a care service
  - Staff member
  - Environment

Topic 2.3
Learners critique their operational planning and contingency arrangements for planned or unforeseen circumstances and emergencies.

Topic 2.4
Learners describe the information that the organisation is required to keep to meet statutory and regulatory requirements.

Learning outcome
3. Manage human resources required for remote or satellite services

Topics
3.1 Plan, select and provide human resource requirements
3.2 Operational systems for workforce development
3.3 Monitor practice in promoting individual needs and preferences
3.4 Processes to be taken when practitioners do not comply with agreed ways of working

Topic 3.1
Learners plan, select and provide human resource requirements for remote or satellite services to meet individuals receiving a care service needs'.
- Workforce planning
- Recruitment
- Selection

Topic 3.2
Learners evaluate workforce development systems. Examples include
- Induction of new staff
- Initial training
- On-going and refresher training
- Supervision
- Appraisal
- Day to day support and guidance

Topic 3.3
Learners monitor the effectiveness of practitioners in promoting individual needs and preferences

Topic 3.4
Learners explain situations and the management processes which should be taken when practitioners do not comply with agreed ways of working, including:
- Warnings

- Disciplinary processes
- Retraining

Learning outcome:

4, Manage the delivery of care packages in remote or satellite services

Topics

4.1   Implement agreed ways of working that support individuals' needs and preferences
4.2   Support team members to comply with agreed ways of working
4.3   Support positive risk taking
4.4   Support clear communication and information sharing with individuals and others
4.5   Manage systems for risk
4.6   Support innovative and creative approaches
4.7   Manage record keeping to meet legislative and regulatory requirements

Topic 4.1
Learners implement agreed ways of working that support individuals' needs and preferences. To include:
- Dissemination to team members including checks on understanding
- Dissemination those in receipt of care and support including checks on understanding
- Monitoring and reviewing application to practice in order to meet statutory and legal requirements
- Information sharing with others where appropriate - family, other professionals

Topic 4.2
Learners support practitioners to comply with agreed ways of working, to include:
- Policies
- Procedures
- Protocols
- Recognised guidelines

Topic 4.3
Learners support practitioners to balance the needs and preferences of individuals receiving a care service with any potential risks to include:
- Anticipating any risk
- Managing any risks
- Reporting any risks

Topic 4.4
Learners support clear communication and information sharing with
- individuals receiving a care service
- other carers and families
- team members
- professionals
- commissioners.

Topic 4.5
Learners manage systems for risk. To include:
- Risk assessments
- Incident reporting
- Action
- Follow-up

Topic 4.6
Learners support team members to develop innovative and creative approaches to their work.

Topic 4.7
Learners manage record keeping to meet legislative and regulatory requirements. Learners must show how they ensure all members of the team maintain records whilst ensuring confidentiality including records which are stored off site.

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures, self-directed study and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are not intended to be an exhaustive or prescriptive list, but to provide guidance

Publications

Journals and Magazines
  CMM Care Management Matters
  Care Home Management
  Community Care
  Caring UK
  Expert Care Manager Magazine
  Skills for Care, Care Magazine
  The British Journal of Healthcare management
  Care Talk
  Caring Times

Books

The Management Book: How to Manage Your Team to Deliver Outstanding Results, Richard Newton, Financial Times/ Prentice Hall, ISBN-13: 978-0273750338

Human Resource Management 7 edition, Derek Torrington, Financial Times/ Prentice Hall, ISBN: 9780273792864

The FT guide to management: how to make a difference and get results (2014), Ann Francke, Pearson Education Limited, ISBN: 9780273792864

Management theory and practice (8th), Gerald Cole, Phil Andover, Cengage Learning, ISBN: 9781408095270

Leading Good Care: The Task, Heart and Art of Managing Social Care, John Burton, Jessica Kingsley Publishers, ISBN: 1849055513

Principles of management (2nd), Tony Morden, Ashgate Publishing Limited, ISBN: 0754619842

Websites and articles
Care Quality Commission **www.cqc.org.uk**
Social Care Institute for Excellence, **www.scie.org.uk**
Skills for Care, **www.skillsforcare.org.uk**
Health and safety executive, **www.hse.gov.uk**
Age UK, **www.ageuk.org.uk**
Dignity in Care Campaign, **www.nhsconfed.org/priorities/Quality/Partnership-on-dignity/Pages/Commission-on-dignity.aspx**
Equality and Human Rights Commission (EHRC), **http://www.equalityhumanrights.com**
Health & Care Professions Council (HCPC), **http://www.hcpc-uk.co.uk**
National Institute for Health and Care Excellence (NICE), **www.nice.org**
National Skills Academy for Social Care, **www.nsasocialcare.co.uk**
Legislation.Gov. Website for all statutes, **http://www.legislation.gov.uk**
Direct Gov. Central website for national guidance and regulations, **https://www.gov.uk/**
Resource Management, **https://www.ready.gov/business/implementation/resource**
Human Resource Management, http://www.scie.org.uk/workforce/ peoplemanagement/staffmanagement/resourcemanage

Unit 524 Managing transitions

Level:	5
GLH:	10

What is this unit about?

Individuals who use health and care services, their family, friends and carers may all be affected by changes to individual needs, service provision and moves between health and care settings. Person-centred compassionate care seeks to minimise the adverse effects of such changes. This purpose of this unit is to support managers to develop and lead provision to ensure that change and transition is managed effectively to minimise any adverse effects caused by such changes.

Learners should consider the following questions as a starting point
- What changes or transitions do the individuals in my service experience?
- How are transitions and change managed at the moment?
- What are the effects on individuals, family, friends and carers of change and transition?
- How does change and transition affect staff and others?
- What environmental changes might be required?
- How are staff supported to manage transitions?

Learning outcomes

In this unit, learners will be able to:
1. Understand change and transition
2. Manage provision that supports effective transitions

Learning outcome:
1. Understand change and transition

Topics
1.1 Types of change and transition
1.2 Theories and models of change and transition
1.3 Legal and organisational factors relating to change and transition
1.4 Potential impact of change and transition

Topic 1.1

Learners explain different types of transition that might affect individuals in receipt of health and care services. Examples include:

- Moving from children's services to adult social care services
- Moving to or from hospital
- Moving to or between residential setting
- Changes to individual health or care needs
- Changes to care providers

Topic 1.2

Learners analyse the potential impact of change and transitions in care arrangements, to include:

- The individual
- Family/friends/carers
- Workforce in relevant settings including the key worker/s
- The care environment, to include physical environment and approaches adopted by team members.

Topic 1.3

Learners analyse the national and local requirements for managing transitions. Examples include:

- The Care Act
- Internal and local policies, procedures and protocols
- The Adult Social Care Outcomes Framework
- Self-directed support and personal budgets
- The Mental Capacity Act
- Public opinion

Topic 1.4

Learners critically evaluate a range of theories and models relating to change and transition. Examples include:

- Solution Focused practice
- William Bridges model of transition
- Theories of loss and change (e.g. Elizabeth Kubler Ross, Attachment theory, Colin Murray Parkes' theory of loss, Strobe and Schutt theory of loss)
- Appreciative Inquiry
- Person-Centred approach to transition

Learning outcome:

2. Managing provision that supports effective transition

Topics

1.1Cultures that support effective transitions

1.2 Principles of care and support during transitions

Topic 2.1

Learners promote a workplace culture that recognises the potential impact of transitions on individuals and supports effective workforce practice. Examples include:

- Workforce development and supervision to support transitional care
- Environments that recognise and allow for the potential impact of change and transition
- Promoting effective communication and information sharing
- Modelling and monitoring person-centred practice, care and compassion

Topic 2.2

Learners analyse the management of effective support for change and transitions. To include:

- Effective communication and information sharing
- Partnership working
- Assessment of need
- Person-centred practice
- Effective creation and monitoring

Guidance for delivery

Learners should be encouraged to review their own provision in the light of legal requirements and current research relating to the effect of change on individuals. Personal experience of those who use the services will be helpful in evaluating the provision and considering how to make services more effective. Monitoring of practice and feedback from staff and others may be helpful in evaluating current provision.

Learners should be introduced to a range of theories relating to loss and change, including positive approaches. References should be made to national standards such as those provided by the Care Quality Commission, Skills for Care and Skills for Health.

Publications

Books
Managing Transitions: Support for Individuals at Key Points of Change, Ed. Alison Petch, Policy Press University of Bristol, 97847421791

Websites and articles

Transition between inpatient hospital settings and community or care home settings for adults with social care needs. NICE https://www.nice.org.uk/guidance/ng27/resources/transition-between-inpatient-hospital-settings-and-community-or-care-home-settings-for-adults-with-social-care-needs-1837336935877

Local Gov.UK   **http://www.local.gov.uk/care-support-reform/-/journal_content/56/10180/6522964/ARTICLE**

Care Act factsheets Gov.UK, **https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets**

Mental Capacity Act : Making Decisions,
https://www.gov.uk/government/collections/mental-capacity-act-making-decisions

Social Work and Transitions of Care (NASW),
https://www.socialworkers.org/practice/aging/2009/
Social%20Work%20and%20Transitions%20of%20Care.pdf

The Care Act: Transitions from Childhood to Adulthood SCIE, **http://www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/**

Research in Practice for Adults, **https://www.ripfa.org.uk/**

Managing Transitions into a Care Home (research briefing), **http://myhomelife.org.uk/wp-content/uploads/2014/11/MHL-Research-Briefing-1-Managing-Transitions.pdf**

From the Pond into the Sea. CQC, http://www.cqc.org.uk/sites/default/files/
CQC_Transition%20Report_Summary_lores.pdf

Unit 525   Managing groups in Adult Care

Level:	5
GLH:	20

What is this unit about?

The purpose of this unit is for learners to understand the principles underpinning the management of groups in a range of adult care settings.
This knowledge based unit will cover topics which support the development of an organizational culture which fosters positive outcomes for groups in a Health and Care service.

Included within this will be consideration of structuring environments to promote effective group living; managing risk; actively addressing vulnerability and isolation, and developing meaningful roles for all group members.

This unit will be applicable for any type of group living or activities such as day-care services, residential environments and also some aspects of domiciliary care. It would therefore be a relevant optional unit choice for many managers.

Learners should consider the following questions as a starting point to this unit:
- How does the service I manage foster an organizational culture that actively promotes effective group living or activities?
- What kind of training and support do my staff team need to ensure our service achieves positive outcomes for all members of the group?
- What kinds of integrated services and partnerships with other professionals are currently provided to facilitate the achievement of positive outcomes of group living or activities?
- How can I improve services to ensure individuals within the group feel valued and they have a meaningful part to play?
- How can the group feel engaged and empowered to make choices which foster wellbeing whilst being safe and inclusive of the needs, wants, wishes and desires of all individuals?

Learning outcomes

In this unit, learners will be able to:
1. Understand group dynamics
2. Create an organizational culture that facilitates effective group experience in a range of services
3. Manage changes to the environment to enhance group experience
4. Understand approaches to resolve conflicts and tensions within groups

Learning outcome:
1.Understand group dynamics

Topics

1.1 The role of different types of groups within adult care settings

1.2 Current theories and approaches to group dynamics

1.3 Styles of management and how these can influence group dynamics

1.4 The methods of setting, facilitating and monitoring positive outcomes for group living

Topic 1.1

Learners explain the purpose of formal and informal groups and the common purposes within general and specialist care settings and services, for example:

- Groups specific to own setting
- Dementia care activity support groups
- Residential support for young people
- Services for carers

Topic 1.2

Learners analyse current theories on group dynamics, for example:

- Kurt Lewin ' Field Theory' 1951 and others
- Group Roles (e.g. Beanne and Sheats 1948 -Task , personal/ social/ and individualistic) and others
- Stages of group development (Tuckman- 4 stages of group development. Team cohesiveness and communication). Team training
- Theories on organizational behaviours- including dysfunctional groups

Topic 1.3

Learners evaluate the impact of different management styles on the formation and maintenance of a cohesive group, including:

- Negotiation and persuasion skills
- Decision making and problem solving skills

Topic 1.4

Learners evaluate current outcome based approaches to group dynamics, including:

- Styles of facilitation
- Setting realistic expectations
- Supporting positive behaviours
- Managing participation, energizing participants

Learning outcome:

2. Create an organizational culture that facilitates effective group experience in a range of services

Topics

2.1 Theories of power and authority

2.2 The constructive use of power, authority and influence when nurturing a culture for effective group experience

2.3 The impact of ethos and culture on day to day management of groups within health and care services

2.4 Barriers that impede the establishment of a culture that promote group experience

2.5. Nurturing groups to reduce loneliness and isolation

Topic 2.1
Learners analyse the impact of power and authority on organizational culture.
- Different types of personal power/ authority French, J., & Raven, B. The bases of social power. Studies in social power (1959)
- Organisational power (e.g. coercive, utilization, and normative) Etzioni
- Types of authority (e.g. legal, traditional, charismatic) Max Weber 1922
- Supporting consensus by systems to gain feedback from a range of stake holders

Topic 2.2
Learners use power and authority constructively in a group situation.

Topic 2.3
Learners analyse the impact of ethos and culture on group experience within own service including:
- Work of Erikson and Ainsworth
- Links between service objective and ethos and culture

Topic 2.4
Learners evaluate the influence of organizational cultural norms on positive group experiences, for example:
- The impact of admission and discharge processes
- Links with the local community
- Access for family and friends
- Customs and social climate of the service
- Promoting positive behaviour
- Impact of work load and work stresses

Topic 2.5
Learners promote current approaches within the sector to reduce loneliness and isolation, for example:
- Access to social activities
- Quality social engagement
- Use of befriending services
- Access to re-ablement

Learning outcome:
3.Manage changes to the environment to enhance group experience

Topics
3.1How legal and regulatory requirements on the physical environment impact on group experience
3.2 Manage and negotiate changes to the physical environment to enhance group experience
3.3 The factors affecting the individual experience within a group
3.4 Manage work schedules to support group experience

Topic 3.1

Learners explain how compliance with current legislation and regulation of Health and Care services impacts on group experiences, for example:

- The Health and Care Act
- Health and Safety at Work Act and associated regulations
- Equalities Act
- Regulatory bodies

Topic 3.2

Learners manage the process of changes to the physical environment

Topic 3.3

Learners explain a range of factors about the physical environment that may affect group members, including:

- Personal space
- Safe spaces
- Shape and size of rooms
- Formal and neutral areas and use of colour, light and furnishings
- Equal positions within a physical space

Topic 3.4

Manage work schedules, including consideration of:

- Budget constraints
- Staff development and training programmes
- Shift patterns
- Continuity of work force
- Skill mix
- Specialist support
- Informal carers

Learning outcome:

4. Understand approaches to resolve conflicts and tensions within groups

Topics

4.1 Lead inclusive practice within a group.

4.2 Managing tensions and conflicts that can arise within groups.

4.3 Different approaches to conflict resolution within groups and when to raise concerns

Topic 4.1

Learners lead teams to foster inclusive practice which supports diversity within groups including:

- Supporting consensus views whilst acknowledging individual opinions
- Valuing participation
- Enabling input and initiative

Topic 4.2

Learners explain reasons why tensions and conflicts can arise in groups, including:

- Perception and assumption
- Different values and objectives
- Limited resources
- Conflicting roles
- Boundaries in relationships between staff and groups within groups

Topic 4.3

Learners evaluate different approaches to conflict resolution within groups, including:

- Resolution processes
- Mediation processes
- The importance of dialogue and communication
- Managing discrimination; power imbalances, threats
- Processes for reporting concerns about conflict

Guidance for delivery

The delivery for this unit will be a combination of discussion, active learning and learner led research.

Assessment will be by work related evidence

Suggested learning resources

Publications

• Guidance for Providers on Meeting the Regulations, Care Quality Commission (February 2015), available on the CQC website

• How CQC Regulates: Residential Adult Social Care Services — Provider Handbook (2015) Care Quality Commission, available on the CQC website

• How CQC Regulates: Residential Adult Social Care Services —Appendices to the Provider Handbook (2015) Care Quality Commission, available on the CQC website

• Code of Conduct for Health Care Support Workers and Adult Social Care Workers in England, Department of Health, Skills for Care and Skills for Health, 2013, available on the Skills for Health website

• Creating a Home from Home: A Guide to Standards, Residential Forum

• Delivering Dignity: Securing Dignity in Care for Older People in Hospitals and Care Homes (2012), Commission on Improving Dignity in Care, available on the NHS Confederation website

Books

- **Research on Managing Groups and Teams. Series ISSN: 1534-0856 Series editor(s): Professor Eduardo Salas**

- **Erikson on Development in Adulthood: New Insights from the unpublished papers.** Carol Hren Hoare **- 2002 –**
- **Group Care Practice with Children and Young People Revisited**
- *https://books.google.co.uk/books?isbn=113580379X*
- **The Handbook of Conflict Resolution: Theory and Practice Hardcover – 3 Oct 2006**
- by **Morton Deutsch** (Editor), **Peter T. Coleman** (Editor), **Eric C. Marcus**

Websites and articles

- *www.independentage.org/loneliness/support*
- http://www.webofloneliness.com/
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184079/DFE-RR201.pdfSkills for Care, Care Magazine
- http://www.ageuk.org.uk/documents/en-gb/for-professionals/evidence_review_loneliness_and_isolation.pdf?dtrk=true
- **http://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm**
- http://www.learningandwork.org.uk/sites/niace_en/files/resources/A%20guide%20for%20activity%20coordinators%20and%20care%20staff.pdf
- http://changingminds.org/disciplines/negotiation/eight-stage/eight-stage.htm
- http://www.skillsyouneed.com/ips/group-life-cycle.html

- www.communitycare.co.uk/2008/.../handling-disruptive-situations-in-residential-care/

- **http://www.slideshare.net/knraja50/managing-groups-teams**

- **https://www.mindtools.com/pages/article/improving-group-dynamics.htm**

- **https://www.mindtools.com/pages/article/eight-causes-conflict.htm**

- **http://www.ageuk.org.uk/documents/en-gb/for-professionals/evidence_review_loneliness_and_isolation.pdf?dtrk=true** (Mima Cattan)

- Skills for care.com

Unit 526 Managing Services to Promote Independence

Level:	5
GLH:	10

What is this unit about?

The aim of this unit is to provide managers with the understanding and skills required to manage the promotion of independence in adult care services.

- How do I assess appropriate levels independence within my service?
- How do I ensure I meet legislative and statutory frameworks for the promotion of independence?
- Do my team members enable positive risk taking?
- Do my current systems actively support the promotion of independence?

Learning outcomes

In this unit, learners will be able to:

1. Understand drivers for promoting independence and autonomy
2. Manage systems for promoting independence

Learning outcome :

1 Understand drivers for promoting independence and autonomy

Topics

1.1 Drivers for change
1.2 Role of Advocate
1.3 Manage Expectations of others

Topic 1.1
Learners analyse the drivers for change in promoting independence within care services

- Legislation
- Public opinion
- National and Local initiatives
- Changing demographics
- Funding
- Social trends
- Changes to service delivery

Topic 1.2

Learners explain the role and responsibility of advocates in promoting autonomy and independence, to include
- Independent Advocate
- Independent Mental Capacity Advocate (IMCA)
- Independent Mental Health Advocate (IMHA)

Topic 1.3
Learners analyse ways of managing the expectations of others, including
- Family members
- Team members
- Other professionals
- Friends and carers
- Media
- Local community

Learning outcome:
2 Understand drivers for promoting independence and autonomy

Topics
2.1 Develop systems for promoting independence
2.2 Foster an organisation culture that values independence and active participation
2.3 Manage systems that review and monitor services that promote independence and autonomy

Topic 2.1
Learners develop systems for people who use the service that takes into account:
- Individual specific needs
- Statutory and legislative requirements
- Positive risk taking strategies
- Use of technology
- Consent, choice and control

Topic 2.2
Learners promote a shared culture amongst team members that values independence and active participation.

Topic 2.3
 Learners monitor and review systems for people who use the service that takes into account:
- Individual specific needs
- Statutory and legislative requirements
- Positive risk taking strategies
- Use of technology
- Consent, choice and control

Guidance for delivery

Tutors have the opportunity to use a wide range of delivery techniques, these could include group discussions, lectures and active learning tasks.

Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

Examples given in the Topic sections (e.g.) are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Publications

• Guidance for Providers on Meeting the Regulations, Care Quality Commission (February 2015), available on the CQC website
• How CQC Regulates: Residential Adult Social Care Services — Provider Handbook (2015) Care Quality Commission, available on the CQC website
• How CQC Regulates: Residential Adult Social Care Services —Appendices to the Provider Handbook (2015) Care Quality Commission, available on the CQC website
• Code of Conduct for Health Care Support Workers and Adult Social Care Workers in England, Department of Health, Skills for Care and Skills for Health, 2013, available on the Skills for Health website
• Creating a Home from Home: A Guide to Standards, Residential Forum
• Delivering Dignity: Securing Dignity in Care for Older People in Hospitals and Care Homes (2012), Commission on Improving Dignity in Care, available on the NHS Confederation website
• Dignity in Care, Social Care Institute for Excellence Practice Guide 9
• Francis Report (2013), (Report of The Mid Staffordshire NHS Foundation Trust Public Inquiry) Available on www.midstaffspublicinquiry.com

Active Support Booklet **http://arcuk.org.uk/publications/files/2011/11/Active-Support-Handbook.pdfActive** written by ARC UK

Books
A Practical Guide to Delivering Personalisation: Person-Centred Practice in Health and Social Care
Publisher: Jessica Kingsley Publishers (15 Jan. 2012)
ISBN-10: 1849051941
ISBN-13: 978-1849051941

Appreciative Healthcare Practice: A guide to compassionate, person-centred care
Publisher: M&K Publishing, an imprint of M&K Update Ltd (20 July 2015)
ISBN-10: 1905539932
ISBN-13: 978-1905539932

Hierarchy of Needs Counselling Care & Support: A Person Centred Philosophy
The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness
Publisher: Vermilion (5 Jan. 2012)
ISBN-10: 009193558X

Journals and magazines
- CMM Care Management Matters
- Caring Times
- Care Talk
- Skills for Care, Care Magazine
- Care Home Management
- Expert care Manager Magazine
- The British Journal of Healthcare management
- Community Care
- Caring UK

Websites

- Age UK   http://www.ageuk.org.uk

- Equality and Human Rights Commission (EHRC) http://www.equalityhumanrights.com

- Health & Care Professions Council (HCPC) http://www.hcpc-uk.co.uk

- Social Care Institute for Excellence   http://www.scie.org.uk

- **Dignity in Care Campaign www.nhsconfed.org/priorities/Quality/Partnership-on-dignity/Pages/Commission-on-dignity.aspx**

- My Home Life http://myhomelifemovement.org

Unit 527 Study Skills

Level:	4
GLH:	10

What is this unit about?

This unit is designed to enable learners to gain confidence in the use of study skills in order to enhance their learning and performance. It acknowledges the factors that can impact on the ability to study and seeks to encourage learners to develop their own ways of learning in order to achieve set outcomes.

Learners should consider the following questions as a starting point:
- What is meant by the term 'study skills'?
- What are my personal and professional barriers to learning?
- Is my knowledge up to date?
- Who could support my learning?
- Where can I find relevant information and advice?

Learning outcomes
In this unit, learners will be able to:
1. Understand tools and techniques to develop study skills
2. Application of study skills and techniques
3. Understand how to use research skills

Learning outcome:
1.Understand tools and techniques to develop study skills

Topics
1.1 Evaluating own study skills
1.2 Tools and techniques for study
1.3 Choosing and using source material

Topic1.1

Learners evaluate own study skills in relation to the following:
- Self-awareness
- Recognition of own learning style
- Strategies for improving memory
- Collating information
- Evaluating information
- Planning and organising for study

Topic 1.2

Learners evaluate a range of study techniques, tools and their use. To include:
- Experiential learning
- Research in practice
- Use of a reflective journal
- Ways of avoiding plagiarism
- Mind mapping
- Critical thinking skills
- Use of learning styles
- Technological aids for study

Topic1.3

Learners explain ways of choosing and using information from a range of sources. To include:
- Where to locate relevant information
- Establishing relevance and currency of data
- Cross referencing
- Peer reviews
- Organising data

Learning outcome:

2. Application of study skills and techniques

Topics

2.1 Factors that impact on the ability to study
2.2 Develop a strategy for personal study
2.3 Use tools and techniques for personal study
2.4 Evaluation tools and techniques for study in achieving a set outcome

Topic 2.1
Learners analyse factors that can impact on the ability to study. To include:
- Time constraints
- Personal factors
- Professional factors
- Availability and use of support from others

Topic 2.2
Learners create a personal study plan as part of their overall study strategy. The plan should include details relating to:
- Goal/s to be achieved
- Tracking progress
- Step by step plan for achieving goals
- Support/ resources required.
- Time management

Topic 2.3
Learners critically evaluate the study tools and techniques used to achieve a set outcome

Learning outcome:
3 Understand how to use research skills

Topics
 3.1 Ethical considerations
3.2 Evidence based research
3.3 Range of methods for collecting data
3.4 Tools for analysing data
3.5 Importance of validity and reliability
3.6 Sources of support whilst conducting research

Topic 3.1
Learners explain the ethical considerations that apply to the area of the research project

Topic 3.2
Learners evaluate the impact of evidence based research on own practice

Topic 3.3
Learners evaluate the range of methods that can be used to collect data

Topic 3.4
Learners identify a range a range of tools that can be used to analyse data

Topic 3.5
Learners identify the importance of validity and reliability of data used within research

Topic 3.6
Learners identify the sources of support whilst conducting a research project

Guidance for delivery

The purpose of this unit is to support learners to develop their study skills needed for this qualification.

Learners should be encouraged to use a wide range of tools and techniques to enable them to select ways of working that suit their own learning style taking account of personal and professional constraints.

Learners must be aware of the consequences of plagiarism and how to avoid it. The use of a bibliography and recognised methods of quoting and citing from the work of others should be encouraged.

It will be helpful to introduce learners to on line resources for organising, storing and sharing data. Learners should also be encouraged to challenge data and check all material for accuracy, currency and relevance. The Examples given in the Topic sections are **not** intended to be an exhaustive or prescriptive list, but to provide guidance.

Publications

Books
The Study Skills Book, Kathleen McMillan and Jonathon Weyers, Pearson Education, 9780273773313
The Study Skills Handbook, Stella Cottrell, Macmillan Palgrove, 9781137289254
Critical Thinking in Health and Social Care, Stella Jones-Devitt and Liz Smith, Sage, 9781412920704

Websites and articles
Skills for OU Study **http://www2.open.ac.uk/students/skillsforstudy/**
Business Balls, **http://www.businessballs.com/leadership-management.htm**
Benzinger Thinking Styles, **http://www.benziger.org/**
Honey and Mumford Learning Styles,
http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching
/theories/honey-mumford
Howard Gardner Multiple Intelligences, **http://www.tecweb.org/styles/gardner.html**
Research in Practice for Adults, https://www.ripfa.org.uk/

Appendix 1   Definitions

Definitions of terms referred to within the qualification content:

- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
- **Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers.
- **Appropriate healthcare methods** May include: Regular health checks; Agreed therapeutic activities; Administering prescribed medication or medical treatment; Promoting and supporting healthy lifestyle choices
- **Carer** A person who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help.
- **Constructive feedback** that addresses both positive and negative considerations expressed in a way that encourages reflection and change
- **Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity').
- **Co-production** Regarding people who use social care, their families and carers as equal partners in decision-making, recognising that people who use support services and their families have expertise that can be used to help make services better not only for themselves but for others too.
- **Data** Includes research, reports, statistics, internal and external feedback, suggestions, complaints
- **Decision-makers** Those such as commissioners, council members, MPs, lobbyists, employer groups who determine future local and national policy that impacts on the social care sector
- **Entrepreneurial skills** The skills needed to ensure that the service is able to recognise and proactively adapt to trends, gaps and improvements in the provision of care and support.
- **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
- **Integrated care** Coordinated health and social care that is planned and organised around the needs and preferences of the individual, their carers and family. Integration may extend to other services, for example housing, that can offer holistic approaches to address individual circumstances
- **Mechanisms and resources that support learning and development** Includes qualifications, National Occupational Standards, apprenticeships, funding streams, endorsement schemes and quality marks
- **Others** may include individuals, carers, family members and friends; advocates; paid workers, other professionals.
- **Outcome** An aim or objective that an individual would like to achieve or which needs to happen – for example, continuing to live at home, or being able to go out and about.
- **Partnership Working** Working effectively together with professionals, agencies and organisations to enhance well-being and support positive and improved outcomes.

- **Policies and procedures to support safeguarding** May include policies and procedures on; Listening to vulnerable adults; Sharing concerns and recording/

reporting incidents; Dealing with allegations; Duty of care; Whistleblowing; Propriety and behaviour; Physical contact/ Intimate personal care; Off site visits; Photography and video; Timely and accurate information sharing; Partnership working

- **Person centred approach** is one that fully recognises the uniqueness of the individual and establish this as the basis for planning and delivery of care and support. The approach promotes dignity for older people
- **Restrictive practices** intervention that limits the rights or freedom of movement of a person
- **Sources and systems of support** Support for professional development may include: Formal support; Informal support; Supervision; Appraisal; Mentoring; Funding for development activities. These may be within the organisation; beyond the organisation.
- **Standards and benchmarks** May include: Codes of practice; Regulations; minimum /essential standards; National occupational standards
- **Supervision** Supervision includes but is not limited to annual appraisal processes
- **Systems leadership** seeks to affect change for good across interconnecting systems e.g. health and social care, through leadership and collaboration that extends the usual limits of resources and responsibility
- **Values-based** Based on person centred values which include: individuality; rights; choice; privacy; independence; dignity; respect; partnership.
- **Wellbeing** is a broad concept relating to the following areas in particular: personal dignity, physical and mental health, emotional wellbeing, protection from abuse and neglect, control over day-to-day life (including control over care and support and the way it is provided), participation in work, education or training, participation in recreation, social and economic wellbeing, and domestic, family and personal relationships.
- **Whistle blowing** - A whistle blower (whistle-blower or whistle blower) is a person who exposes any kind of information or activity that is deemed illegal, unethical, or not correct.
- **Work setting** may include one specific location or a range of locations, depending on the context of a particular work role.
- **Valid consent** must be in line with agreed UK country definition.

Appendix 2　　Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the C**entres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:
- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:
- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:
- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:
- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages
We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

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Appendix 3

Assessment Principles

Good practice dictates the following:

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.

2.3 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'be able to') must be made during the learner's normal work activity by an occupationally qualified[1], competent and knowledgeable assessor.

2.4 Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.

2.5 Any knowledge evidence integral to competence based learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment.

2.6 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.

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[1] See Appendix C for links to guidance on qualifications for occupational competence in UK nations

2.7 Competence based assessment must include direct observation as the main source of evidence.

2.8 Simulation may not be used as an assessment method for competence based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity.

2.9 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, who remains responsible for the final assessment decision.

2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to assessment decisions.

2.11 Assessment of knowledge based learning outcomes (e.g. those beginning with 'know' or 'understand'):
- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date competence, knowledge and understanding of practice at or above the level of the unit.

Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality

assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)

3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Definitions

4.1 Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements of the area they are assessing Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the main assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the main assessor. This occupational knowledge should be

maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal and external quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.6 Witness testimony:

Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony can have particular value in confirming reliability and authenticity, in avoiding tokenistic assessment and in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of competence.

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery	**E: business@cityandguilds.com**

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**