

Level 5 Diploma for Assistant Practitioners in Healthcare (3576-05/91) England

August 2017 Version 1.2



Qualification at a glance

Subject area	Assistant Practitioners
City & Guilds number	3576
Age group approved	19+
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	Portfolio of evidence Assignments
Fast track	Centres that are approved to offer the Level 4 Higher Professional Diploma in Health and Well-being (4462) can fast-track to 3576-05; otherwise full qualification approval is required.
Support materials	Centre handbook Assignments Learning Assistant (e-Portfolio)
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 5 Diploma for Assistant Practitioners in Healthcare	817	1200	3576-05	600/8667/1
Level 5 Diploma for Assistant Practitioners in Healthcare (Unit-route)	817	1200	3576-91	600/8667/1

Version and date	Change detail	Section
1.2 August 2017	Added GLH and TQT details Removed QCF	Qualification at a glance And Introduction Throughout
1.1 July 2013	Additional QCF Level Descriptor guidance Range amended for Unit 403	Assessment Units



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1 Introduction

This document tells you what you need to do to deliver the qualification.

Area	Description
Who is the qualification for?	For learners who work or want to work as an Assistant Practitioner in Healthcare and related services.
What does the qualification cover?	The specific technical competences required for the role will vary depending on the clinical area within which the Assistant Practitioner is working.
Is the qualification part of a framework or initiative?	This qualification is included in the Higher Level Apprenticeship in Health (Assistant Practitioner) (England), issued by Skills for Health.
Who did we develop the qualification with?	It was developed in collaboration with Skills for Health and healthcare employers.
What opportunities for progression are there?	<p>On completion of this qualification, learners may progress onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further qualifications, a range of higher education qualifications or other work-related education and training to support Continuing Professional Development.</p> <p>Further guidance on progression opportunities can be found in the Health (Assistant Practitioner) (England) Apprenticeship Framework, issued by Skills for Health.</p>

Structure

To achieve the Level 5 Diploma for Assistant Practitioners in Healthcare, learners must achieve 108 credits from the mandatory units, a minimum of 5 credits from optional group A1 and a minimum of 7 credits from optional group A2.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
Y/602/2860	301	Understand safeguarding of children and young people (for those working in the adult sector)	1
L/602/2578	401	Promote professional development	4
A/602/3189	402	Work in partnership in health and social care or children and young people's settings	4
T/504/8615	403	The structure, organisation and function of the human body	12
F/602/2335	501	Use and develop systems that promote communication	3
Y/602/3183	503	Champion equality, diversity and inclusion	4
Y/504/2208	504	Lead and manage infection prevention and control within the work setting	6
K/602/3172	505	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5
R/602/2758	506	Manage quality in health and social care or children and young people's setting	5

J/602/3499	507	Undertake a research project within services for health and social care or children and young people	10
Y/504/8610	508	Conduct and support others in the assessment of individuals health and wellbeing	8
H/504/8612	509	Promote effective nutrition and fluid balance	12
M/504/8614	510	The principles and philosophy of healthcare	12
D/504/8611	511	Lifespan developments and healthcare needs	10
A/504/8616	514	Understand the principles and application of physiological measurements	12

Optional group A1 – learners must take a minimum of 5 credits

R/602/2856	502	Safeguarding and protection of vulnerable adults	5
K/504/8613	512	Safeguarding and protection of children and young people	5

Optional group A2 – learners must take a minimum of 7 credits

F/504/8617	513	Understand the principles, theories and concepts related to leading and developing a work team in a healthcare environment	8
H/602/3171	601	Lead and manage a team within a health and social care or children and young people's setting	7

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 for Assistant Practitioners in Healthcare	817	1200
Level 5 Diploma for Assistant Practitioners in Healthcare (Unit-route)	817	1200



2 Centre requirements

Approval

Centres that are currently approved to offer the Level 4 Higher Professional Diploma in Health and Well-being (4462) are eligible for fast-track approval for the Level 5 Diploma for Assistant Practitioners in Healthcare (3576-05).

New centres will need to gain both centre and qualification approval. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

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

Centre staffing

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualification including qualification-specific requirements for centre staff.

Existing City & Guilds Centres not currently offering qualifications in this area will need to obtain full qualification approval.

Human resources

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer (IQA)

Centre staff may undertake more than one role, eg tutor and assessor or an IQA, but must never internally quality assure their own assessments.

Assessors and internal verifiers

Assessor requirements

The Assessors of competence based units must

- be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that 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 D32/33 or A1 or be working towards A1 **or** be working towards one of the following:
 - the A1 replacements
 - the Level 3 Award in Assessing Competence in the Work Environment **or**
 - the Level 3 Certificate in Assessing Vocational Achievement **or**
 - another suitable qualification (equivalent/alternative) in the assessment of work based performance. This must be agreed in advance with the centres Qualifications Consultant. For further information, refer to the *Qualified to Assess* document available on the qualification web-page.

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- maintain their occupational knowledge through clearly demonstrable continuing learning and professional development
- hold D32/D33 or A1 **or** be working towards one of the following:
 - the A1 replacement qualifications i.e. the City & Guilds 6317 such as
 - Level 3 Award in Assessing Vocational Competence **or**
 - Level 3 Award in Assessing Vocationally Related Achievement **or**
 - Level 3 Certificate in Assessing Vocational Achievement **or**
 - another suitable qualification (equivalent/alternative) in the assessment of knowledge. This must be agreed in advance with the centres Qualifications Consultant. For further information, refer to the *Qualified to Assess* document available on the qualification web-page.

Internal Quality Assurers (IQAs)

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 verification qualification.

These include

- D34 or V1
- the V1 replacements e.g. the City & Guilds 6317 such as the:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the IQA does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IQA standards which clearly link to other equivalent standards for internal quality assurance.

Expert witness

An expert witness must

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have **either** a qualification in assessment of workplace performance **or** a professional work role which involves evaluating the every day practice of staff.

The use of an expert witness testimony should be determined and agreed by the assessor.

Continuing professional development (CPD)

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 verification, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under the age of 19 as this qualification is not approved for learners under 19 years old.

Assessment decisions

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

Competence based units must include direct observation in the workplace as the primary source of evidence.

Simulation may only be used as an assessment method for Unit 509 – *Promote effective nutrition and fluid balance*.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

For further information see Skills for Health Assessment Principles

www.skillsforhealth.org.uk

Other legal considerations

Learners working within health and social care services may be legally required to undergo criminal record checks prior to taking up or continuing in 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. The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body.

Centres are advised that fit persons criteria and work function job specification limitations may impact the learner/learner's ability to generate sufficient and appropriate evidence that meets the learning outcome and assessment criteria in some of the units within this qualification. The completion of a robust initial assessment should aim to highlight any possible issues that will impact on the learner's ability to complete a full qualification.



3 Delivering the qualification

Initial assessment and induction

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

- if the learner 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.

City & Guilds recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recording documents

Learners 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 learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.



4 Assessment

Assessment of the qualification

Learners must:

- successfully complete one assignment for **each** mandatory/optional knowledge unit
- have a completed portfolio of evidence for **each** mandatory/optional competence unit.

Units assessed by an externally set, internally marked assignment will be graded as Pass/Merit/Distinction. Grades awarded for competence units are Pass only. As this is a competence based qualification, the overall grade awarded to learners is Pass only.

Unit	Title	Assessment method	Where to obtain assessment materials
301	Understand safeguarding of children and young people (for those working in the adult sector)	Externally set, internally marked assignment	City & Guilds Website
401	Promote professional development	Portfolio of evidence	City & Guilds Website
402	Work in partnership in health and social care or children and young people's settings	Portfolio of evidence	City & Guilds Website
403	The structure, organisation and function of the human body	Externally set, internally marked assignment	City & Guilds Website
501	Use and develop systems that promote communication	Portfolio of evidence	City & Guilds Website

Unit	Title	Assessment method	Where to obtain assessment materials
502	Safeguarding and protection of vulnerable adults	Portfolio of evidence	City & Guilds Website
503	Champion equality, diversity and inclusion	Portfolio of evidence	City & Guilds Website
504	Lead and manage infection prevention and control within the work setting	Portfolio of evidence	City & Guilds Website
505	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	Portfolio of evidence	City & Guilds Website
506	Manage quality in health and social care or children and young people's setting	Portfolio of evidence	City & Guilds Website
507	Undertake a research project within services for health and social care or children and young people	Externally set, internally marked assignment	City & Guilds Website
508	Conduct and support others in the assessment of individuals health and wellbeing	Portfolio of evidence	City & Guilds Website
509	Promote effective nutrition and fluid balance	Portfolio of evidence	City & Guilds Website

Unit	Title	Assessment method	Where to obtain assessment materials
510	The principles and philosophy of healthcare	Externally set, internally marked assignment	City & Guilds Website
511	Lifespan developments and healthcare needs	Externally set, internally marked assignment	City & Guilds Website
512	Safeguarding and protection of children and young people	Portfolio of evidence	City & Guilds Website
513	Understand the principles, theories and concepts related to leading and developing a work team in a healthcare environment	Externally set, internally marked assignment	City & Guilds Website
514	Understand the principles and application of physiological measurements	Portfolio of evidence	City & Guilds Website
601	Lead and manage a team within a health and social care or children and young people's setting	Portfolio of evidence	City & Guilds Website

Summary of assessment methods

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. As a primary source of evidence, 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 and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged. The qualification/units need to be assessed in line with the Skills for Health Assessment Principles.

Competence based units

There will be a combination of assessment methods for this qualification. Direct observation of learners' performance by a qualified occupationally competent assessor, and the assessor's judgement on testimony from an expert witness testimony are the main methods of assessment and main source of evidence for this qualification.

Knowledge based units

Knowledge based units will be assessed in line with this qualification's assessment methods.

Range

In the competence and knowledge-based units, keywords or phrases within the assessment criteria are highlighted in bold to reflect the range. Tutors/assessors **must** teach to all of the areas listed in the range, unless specified as 'eg' – this can be specific to individuals work setting / local environment.

In City & Guilds summative assessments for knowledge based units, assessment of the range is sampled.

Assessment strategy

External verification

This qualification is internally assessed, internally verified and externally verified. 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.

Observation requirements

The prime source of evidence for competency based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses can provide testimony for the occupationally specific units.

Additional assessment methods or evidence sources

In addition to observation, 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:

Expert witnesses

Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

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 testimonies should come from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it and confidentiality is maintained at all times.
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.

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

Evidence requirements

Competence evidence requirements

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of a range of occupationally competent assessors and/or 'experts' who are able to contribute to a learner's assessment, will be of considerable assistance to centres in providing learners with access

to those who can testify to their competence in the workplace. It may also ensure that privacy and confidentiality are not infringed.

Evidence of learner performance will be derived from assessor observation and/or testimony from an expert witness of the learner carrying out real work activities in the workplace. Assessor observation is not required for the knowledge units although knowledge can be inferred from performance.

The unit qualified and occupationally competent assessor or the learner's overall qualification coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in a learners' portfolios.

Legal requirements and best practice in relation to maintaining the confidentiality and the rights to dignity and privacy of the people participating and contributing to the evidence must be upheld. This is regardless of the evidence source, assessment method and means used for recording such evidence.

Knowledge evidence requirements included in competence units

If the assessor cannot positively infer the knowledge and understanding from learners' work practice they should question the learner or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers on the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted with learners by a qualified occupationally knowledgeable assessor. Professional discussion is most appropriately used in the qualification to elicit knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in learners' assessment plans and thereby agreed in advance with learners. The assessor should use professional discussion to ask a set of prescribed knowledge questions if required.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence. This is not a new process but expands on previously used processes such as the Accreditation of Prior Learning (APL), the recognition of experiential learning and the validation of informal learning by incorporating all types of prior learning and training.

Assessment staff work through Learning Outcomes and Assessment Criteria ensuring that all are covered, using relevant methods for RPL such as: Observation, Expert Witness Testimony, Reflective Accounts, Professional Discussion, etc.

For more information please refer to *Recognition of Prior Learning – Assessment Policy and Guidance Document* available on the City & Guilds website.



Units

Availability of units

The following units can also be obtained from the City & Guilds website; they are also on the Register of Regulated qualifications:

www.register.ofqual.gov.uk

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria.

Glossary of verbs used in the units

The following key words and terms are used in the units.

Term	Definition
Analyse	to study or examine something in detail, in order to discover more about it
Assess	to judge or decide the amount, value, quality or importance of something
Compare	1 to judge, suggest or consider that something is similar or of equal quality to something else 2 to examine or look for the difference between two or more things
Demonstrate	1 to show; to make clear 2 to show something and explain how it works
Describe	to say or write what someone or something is like
Distinguish	to notice or understand the difference between two things, or to make one person or thing seem different from another
Evaluate	to judge or calculate the quality, importance, amount or value of something.
Explain	to make something clear or easy to understand by describing or giving information about it eg. how or why

Identify	to recognise someone or something and say or prove who or what they are
Investigate	to examine a problem, statement, etc. carefully, especially to discover the truth
Justify	to give or to be a good reason for
Produce	to make something or bring something into existence
Propose	to offer or state a possible plan or action (for other people to consider)
Research	a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding
Review	to examine, survey or reconsider a subject or thing
Select	to choose a small number of things, or to choose by making careful decisions
Support	to help someone emotionally or in a practical way
Use	to put something such as a tool, skill or building to a particular purpose

Unit 301

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

UAN:	Y/602/2860
Level:	Level 3
Credit value:	1
GLH:	10
Relationship to NOS:	This unit is linked to CCLD 305, LDSS 1, HSC 34.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learner's knowledge required to understand the safeguarding of children and young people. These workers do not work directly with children, but need to know how to recognise and respond to abuse and/or neglect should they come across it in the course of their work with adults.

Learning outcome
The learner will: 1. Understand the policies, procedures and practices for safe working with children and young people
Assessment criteria
The learner can: 1.1 Explain the policies, procedures and practices for safe working with children and young people

Learning outcome
The learner will: 2. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
Assessment criteria
The learner can: 2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 2.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting

2.3 Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged

Unit 401

Promote professional development

UAN:	L/602/2578
Level:	Level 4
Credit value:	4
GLH:	33
Relationship to NOS:	This unit is linked to HSC 43 LMCS A1 D3 CCLD 429 LDSS/GCU6.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

Learning outcome
The learner will: 1. Understand principles of professional development
Assessment criteria
The learner can: 1.1 Explain the importance of continually improving knowledge and practice 1.2 Analyse potential barriers to professional development 1.3 Compare the use of different sources and systems of support for professional development 1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date

Range
Sources and systems of support may include: <ul style="list-style-type: none">• Formal support• Informal support• Supervision• Appraisal• Mentoring• Within the organisation• Beyond the organisation

Learning outcome
The learner will: 2. Be able to prioritise goals and targets for own professional development
Assessment criteria
The learner can: 2.1 Evaluate own knowledge and performance against standards and benchmarks 2.2 Prioritise development goals and targets to meet expected standards

Range
Standards and benchmarks may include: <ul style="list-style-type: none"> • Codes of practice • Regulations • Minimum / essential standards • National occupational standards

Learning outcome
The learner will: 3. Be able to prepare a professional development plan
Assessment criteria
The learner can: 3.1 Select learning opportunities to meet development objectives and reflect personal learning style 3.2 Produce a plan for own professional development, using an appropriate source of support 3.3 Establish a process to evaluate the effectiveness of the plan

Learning outcome
The learner will: 4. Be able to improve performance through reflective practice
Assessment criteria
The learner can: 4.1 Compare models of reflective practice 4.2 Explain the importance of reflective practice to improve performance 4.3 Use reflective practice and feedback from others to improve performance 4.4 Evaluate how practice has been improved through: <ul style="list-style-type: none"> • reflection on best practice • reflection on failures and mistakes.

Unit 402

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

UAN:	A/602/3189
Level:	Level 4
Credit value:	4
GLH:	26
Relationship to NOS:	This unit is linked to LMCS B1, HSC 41, CCLD 405, 406.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.

Learning outcome
The learner will: 1. Understand partnership working
Assessment criteria
The learner can: 1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with <ul style="list-style-type: none">• Colleagues• Other professionals• Others 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working

Range
Other professionals may include: <ul style="list-style-type: none">• Workers from other agencies or organisations• Advocates• Independent visitors Others may include: <ul style="list-style-type: none">• Individuals• Children and young people• Families

- Carers
- Friends of the individual
- Advocates

Learning outcome

The learner will:

2. Be able to establish and maintain working relationships with colleagues

Assessment criteria

The learner can:

- 2.1 Explain own role and responsibilities in working with colleagues
- 2.2 Develop and agree common objectives when working with colleagues
- 2.3 Evaluate own working relationship with colleagues
- 2.4 Deal constructively with any conflict that may arise with colleagues

Learning outcome

The learner will:

3. Be able to establish and maintain working relationships with other professionals

Assessment criteria

The learner can:

- 3.1 Explain own role and responsibilities in working with other professionals
- 3.2 Develop procedures for effective working relationships with other professionals
- 3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
- 3.4 Evaluate procedures for working with other professionals
- 3.5 Deal constructively with any conflict that may arise with other professionals

Learning outcome

The learner will:

4. Be able to work in partnership with others

Assessment criteria

The learner can:

- 4.1 Analyse the importance of working in partnership with others
- 4.2 Develop procedures for effective working relationships with others
- 4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities
- 4.4 Evaluate procedures for working with others
- 4.5 Deal constructively with any conflict that may arise with others

Unit 403

The structure, organisation and function of the human body

UAN:	T/504/8615
Level:	Level 4
Credit value:	12
GLH:	80
Relationship to NOS:	This unit is linked to NHS KSF HWB2; NHS KSF HWB3; NHS KSF HWB4.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health.
Aim:	In this unit, each of the human body systems are looked at and then considered as an organised group that requires stability and balance. Each system is examined in terms of its cellular structure, function and its interaction with the other systems of the body. This will enable learners to understand the functions of the human body as a whole when assessing the impact of environmental demands and lifestyle choices on health, well-being and healthy ageing.

Learning outcome
The learner will: 1. Understand the organisation of the human living cell, from its simplest level to the most complex level found in the human body
Assessment criteria
The learner can: 1.1 Explain the structure and function of single and complex cells 1.2 Outline the term 'system' in relation to the human body 1.3 Explain the relationship between cells and systems 1.4 Analyse the effects of inheritance in relation to the human body function

Range
Complex cells: Basic tissues
Relationship: <ul style="list-style-type: none">• Tissue stimulus• Electrical function

- Balance

Systems:

- Cardiovascular/Circulatory
- Respiratory
- Digestive/Metabolic/ Excretory
- Urinary
- Nervous/Endocrine
- Musculoskeletal
- Reproductive
- Lymphatic

Inheritance:

- Cell division
- Mitosis
- Meiosis
- Genetic

Learning outcome

The learner will:

2. Understand the principles of the human body systems

Assessment criteria

The learner can:

- 2.1 Explain the **structure** of different human body **systems**
- 2.2 Explain the **function** of different human body **systems**
- 2.3 Analyse the **relationship** between the structure and function of different human body **systems**
- 2.4 Explain how the body **maintains balance** between its systems
- 2.5 Investigate **factors** affecting individuals health and wellbeing

Range

Structure of human body systems

- **Cardiovascular/Circulatory:** blood; blood vessels; heart
- **Respiratory:** nose; larynx; pharynx; trachea; bronchi; lungs
- **Digestive/Metabolic/ Excretory:** mouth; teeth; glands; oesophagus; stomach; intestines; pancreas; liver; biliary tract
- **Urinary/Renal:** kidneys; ureters; bladder
- **Nervous:** brain; spinal chord; peripheral; automatic nervous system; special senses
- **Endocrine:** pituitary; thyroid; pancreatic; kidney
- **Musculoskeletal:** bones (long bones; irregular; flat; sesamoid); joints; muscles
- **Reproductive:** uterus; uterine tubes; ovaries; breasts; urethra; verticals and prostate glands
- **Lymphatic:** lymph vessels; lymph nodes; spleen; thymus; skin

Function of human body systems:

- **Cardiovascular/circulatory:** circulation; transportation; blood pressure; pulse
- **Respiratory:** inspiration; expiration; respiratory rates
- **Digestive/ Metabolic/Excretory:** digestion; absorption; utilisation; production of energy; eliminate waste;
- **Urinary/Renal:** fluid balance; regulation and excretion; micturition; formation of urine
- **Nervous:** special senses (hearing, sight, touch, smell, taste)
- **Endocrine:** production of hormones and enzymes; hypothalamus
- **Reproductive:** fertilisation to implantation and embryonic development.
- **Lymphatic:** thermoregulation; wound healing; immune system response to attack

Relationship between human body systems eg:

- Control and interaction between cardiovascular and respiratory
- Communication and control between interaction of nervous and endocrine system (chemical and electrical)
- Dietary requirements (interaction between digestive; metabolic; excretory) – balance diet; nutrients; nutritional substances
- Nature and interrelationship between energy exercise and muscle tissue
- Interaction between lymphatic and immune system

Maintains balance:

- Homeostasis

Factors:

- Internal
- External
- Dysfunction

Unit 501

Use and develop systems that promote communication

UAN:	F/602/2335
Level:	Level 5
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to LMCSE1; HSC4
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

Learning outcome
The learner will: 1. Be able to address the range of communication requirements in own role
Assessment criteria
The learner can: 1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role 1.2 Explain how to support effective communication within own job role 1.3 Analyse the barriers and challenges to communication within own job role 1.4 Implement a strategy to overcome communication barriers 1.5 Use different means of communication to meet different needs

Range
Means of communication may include: <ul style="list-style-type: none">• Verbal• Non-verbal• Sign• Pictorial• Written• Electronic

- Assisted
- Personal
- Organisational
- Formal
- Informal
- Public (information/promotional)

Learning outcome

The learner will:

2. Be able to improve communication systems and practices that support positive outcomes for individuals

Assessment criteria

The learner can:

- 2.1 Monitor the effectiveness of communication systems and practices
- 2.2 Evaluate the effectiveness of existing communication systems and practices
- 2.3 Propose improvements to communication systems and practices to address any shortcomings
- 2.4 Lead the implementation of revised communication systems and practices

Learning outcome

The learner will:

3. Be able to improve communication systems to support **partnership working**

Assessment criteria

The learner can:

- 3.1 Use communication systems to promote partnership working
- 3.2 Compare the effectiveness of different communications systems for partnership working
- 3.3 Propose improvements to communication systems for partnership working

Range

Partnership working:

Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes.

Learning outcome

The learner will:

4. Be able to use systems for effective information management

Assessment criteria

The learner can:

- 4.1 Explain legal and ethical tensions between maintaining confidentiality and sharing information
- 4.2 Analyse the essential features of information sharing agreements

within and between organisations

4.3 Demonstrate use of information management systems that meet legal and ethical requirements

Unit 502

Safeguarding and protection of vulnerable adults

UAN:	R/602/2856
Level:	Level 5
Credit value:	5
GLH:	37
Relationship to NOS:	This unit is linked to HSC 45, 430.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.

Learning outcome
The learner will: 1. Understand the legislation, regulations and policies that underpin the protection of vulnerable adults
Assessment criteria
The learner can: 1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults 1.2 Evaluate the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting 1.3 Explain the legislative framework for safeguarding vulnerable adults 1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults 1.5 Explain the protocols and referral procedures when harm or abuse is alleged or suspected

Range
<p>Policy developments may include:</p> <ul style="list-style-type: none"> • Our Health, our care, our say • Putting People First • No Secrets • In Safe Hands • Vetting and Barring Scheme / Independent Safeguarding Authority • Local Safeguarding Adults Boards

Learning outcome
<p>The learner will:</p> <p>2. Be able to lead service provision that protects vulnerable adults</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices</p> <p>2.2 Provide information to others on:</p> <ul style="list-style-type: none"> • indicators of abuse • measures that can be taken to avoid abuse taking place • steps that need to be taken in the case of suspected or alleged abuse <p>2.3 Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse</p> <p>2.4 Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring</p> <p>2.5 Provide feedback to others on practice that supports the protection of vulnerable adults</p>

Learning outcome
<p>The learner will:</p> <p>3. Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Follow agreed protocols for working in partnership with other organisations</p> <p>3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations</p>

Range
<p>Agreed protocols may include:</p> <ul style="list-style-type: none"> • Boundaries • Areas of responsibility • Information sharing • Limits of authority • Decision making

- Recording information

Learning outcome

The learner will:

4. Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults

Assessment criteria

The learner can:

- 4.1 Support the participation of vulnerable adults in a review of systems and procedures
- 4.2 Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting
- 4.3 Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults
- 4.4 Recommend proposals for improvements in systems and procedures in own service setting

Unit 503

Champion equality, diversity and inclusion

UAN:	Y/602/3183
Level:	Level 5
Credit value:	4
GLH:	34
Relationship to NOS:	This unit is linked to LMCS B1 HSC 45 LDSS/GCU 5 LDSS 408.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required for a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

Learning outcome
The learner will: 1. Understand diversity, equality and inclusion in own area of responsibility
Assessment criteria
The learner can: 1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility 1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility 1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility

Learning outcome
The learner will: 2. Be able to champion diversity, equality and inclusion
Assessment criteria
The learner can: 2.1 Promote equality, diversity and inclusion in policy and practice 2.2 Challenge discrimination and exclusion in policy and practice 2.3 Provide others with information about: <ul style="list-style-type: none">• the effects of discrimination

- the impact of inclusion
- the value of diversity

2.4 Support others to challenge discrimination and exclusion

Learning outcome

The learner will:

3. Understand how to develop systems and processes that promote diversity, equality and inclusion

Assessment criteria

The learner can:

- 3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion
- 3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
- 3.3 Propose improvements to address gaps or shortfalls in systems and processes

Learning outcome

The learner will:

4. Be able to manage the risks presented when balancing individual rights and professional duty of care

Assessment criteria

The learner can:

- 4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care
- 4.2 Explain the principle of informed choice
- 4.3 Explain how issues of individual capacity may affect informed choice
- 4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility

Unit 504

Lead and manage infection prevention and control within the work setting

UAN:	Y/504/2208
Level:	Level 5
Credit value:	6
GLH:	38
Relationship to NOS:	This unit is linked to: IPC 13 - Provide guidance, resources and support to enable staff to minimise the risk of spreading infection SCD HSC 00423 – Lead practice for health and safety in the work setting
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim	The purpose of this unit is to assess the knowledge, understanding and skills of learners when leading and managing infection prevention and control within their own area of responsibility.

Learning outcome	The learner will:
1.	Understand current infection prevention and control policies, procedures and practices
Assessment criteria	
The learner can:	
1.1	Summarise national and local policies for infection prevention and control
1.2	Evaluate how policies, procedures and practices in own work setting meet infection prevention and control regulatory requirements
1.3	Explain role and responsibilities in relation to infection prevention and control

Learning outcome	The learner will:
2.	Be able to lead the implementation of policies and procedures for infection prevention and control
Assessment criteria	
The learner can:	
2.1	Analyse the differences between applying infection prevention policies and procedures in an individual's own home to that of a

	residential care setting
2.2	Explain how to ensure a proportionate approach to the implementation of policies and procedures in a range of settings
2.3	Communicate policies and procedures for infection prevention and control to others within the work setting
2.4	Allocate roles and responsibilities to meet infection prevention and control procedures within own work setting
2.5	Manage compliance with procedures for infection prevention and control
2.6	Explain actions to take when infection prevention and control procedures and practices are not being complied with

Range	
The individual is the person requiring care or support	
<p>Proportionate approach encourages the learner to consider how infection prevention and control practices may be applied in proportion to the setting and the staffing within that setting. The Department of Health '<i>Code of Practice for health and social care on the prevention and control of infections and related guidance</i>' (England only) contains a useful appendix which gives examples of how a proportionate approach would apply.</p>	
<p>Range of settings may include:</p> <ul style="list-style-type: none"> • Individual's own home • Community environments • Residential care homes • Nursing home • Hospitals 	
<p>Others may include:</p> <ul style="list-style-type: none"> • People who use services • Care or support staff • Colleague • Manager • Non direct care or support staff • Carers • Families • Visitors • Contractors • Volunteers • Other professionals 	

Learning outcome	The learner will:
3.	Be able to manage the exchange of information about infections
Assessment criteria	
The learner can:	
3.1	Explain why it is important to share information with others
3.2	Provide information on infections to others
3.3	Manage processes for the exchange of information about infection between others
3.4	Manage systems for keeping records of suspected or diagnosed infections

Learning outcome	The learner will:
4.	Be able to lead the practice of infection prevention and control
Assessment criteria	
The learner can:	
4.1	Explain why infection prevention and control practice should be included in <ul style="list-style-type: none"> • job descriptions • performance management.
4.2	Support staff to recognise their role in minimising the risk of spreading infection through: <ul style="list-style-type: none"> • supervision • appraisal
4.3	Provide access to resources for staff to minimise the risks of infection
4.4	Monitor infection prevention and control practice
4.5	Provide feedback to staff on their practice of infection prevention and control
4.6	Manage the learning and development needs for staff about infection prevention and control <ul style="list-style-type: none"> • During induction • Continuing professional development

Range
<p>Appraisal may include:</p> <ul style="list-style-type: none"> • Key performance indicators • NHS Knowledge and Skills Framework (KSF) • Performance management <p>Resources may include:</p> <ul style="list-style-type: none"> • Equipment • Information • Changing rooms <p>Continuing professional development may include:</p> <ul style="list-style-type: none"> • Refresher training

- Updates
- Team meetings
- Reading

Learning outcome	The learner will:
5.	Be able to manage risk management in infection prevention and control
Assessment criteria	
The learner can:	
5.1	Manage the implementation of risk assessment processes to minimise infection
5.2	Manage the implementation of controls identified from risk assessment processes in partnership with the individual and others
5.3	Manage risk management records
5.4	Manage the reporting of risks and hazards that are outside your area of responsibility

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

Unit 505

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

UAN:	K/602/3172
Level:	Level 5
Credit value:	5
GLH:	33
Relationship to NOS:	This unit is linked to LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health and social care or children and young people's settings.

Learning outcome

The learner will:

1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings

Assessment criteria

The learner can:

- 1.1 Explain the legislative framework for health, safety and risk management in the work setting
- 1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements

Learning outcome
The learner will: 2. Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings
Assessment criteria
The learner can: 2.1 Demonstrate compliance with health, safety and risk management procedures 2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work 2.3 Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with 2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements

Range
Others may include: <ul style="list-style-type: none"> • Self • Workers / Practitioners • Carers • Significant others • Visitors to the work setting • Inspectors / Regulators

Learning outcome
The learner will: 3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings
Assessment criteria
The learner can: 3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others 3.2 Work with individuals and others to assess potential risks and hazards 3.3 Work with individuals and others to manage potential risks and hazards

Range
An individual is someone accessing care or support.

Learning outcome

The learner will:

4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings

Assessment criteria

The learner can:

- 4.1 Work with individuals to balance the management of risk with individual rights and the views of others
- 4.2 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking
- 4.3 Evaluate own practice in promoting a balanced approach to risk management
- 4.4 Analyse how helping others to understand the balance between risk and rights improves practice

Learning outcome

The learner will:

5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Assessment criteria

The learner can:

- 5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others
- 5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting
- 5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting
- 5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting

Unit 506

Manage quality in health and social care or children and young people's setting

UAN:	R/602/2758
Level:	Level 5
Credit value:	5
GLH:	36
Relationship to NOS:	This unit is linked to LMC E3 LMC A5 CCLD 427 MSC F13 HSC436.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting.

Learning outcome
The learner will: 1. Understand the context of quality assurance in a health and social care or children and young people's setting
Assessment criteria
The learner can: 1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting 1.2 Analyse how quality standards influence positive outcomes for individuals 1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards

Range
Individuals are those accessing care or support

Learning outcome

The learner will:

2. Be able to implement quality standards in a health and social care or children and young people's setting

Assessment criteria

The learner can:

- 2.1 Work with team members and **others** to
 - agree quality standards for the service
 - select indicators to measure agreed standards
 - identify controls to support the achievement of agreed standards
- 2.2 Develop systems and processes to measure achievement of quality standards
- 2.3 Support team members to carry out their roles in implementing quality controls
- 2.4 Explain how quality assurance standards relate to performance management

Range

Others may include:

- Individuals
- Advocates
- Family members
- Others important to the individual's well-being

Learning outcome

The learner will:

3. Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting

Assessment criteria

The learner can:

- 3.1 Support team members to carry out their roles in monitoring quality indicators
- 3.2 Use selected indicators to evaluate the achievement of quality standards
- 3.3 Work with others to identify:
 - areas of best practice
 - areas for improvement
- 3.4 Work with others to develop an action plan to improve quality of service

Unit 507

Undertake a research project within services for health and social care or children and young people

UAN:	J/602/3499
Level:	Level 5
Credit value:	10
GLH:	80
Relationship to NOS:	This unit is linked to CCLD 420 Undertake a research project.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.

Learning outcome
The learner will: 1. Be able to justify a topic for research within services for health and social care or children and young people
Assessment criteria
The learner can: 1.1 Identify the area for the research project 1.2 Develop the aims and objectives of the research project 1.3 Explain ethical considerations that apply to the area of the research project 1.4 Complete a literature review of chosen area of research

Range
Aims and objectives – the reasons, understanding and methods for conducting the research project
Ethical considerations – confidentiality, sensitivity of data, seeking agreements with participants

Learning outcome
The learner will: 2. Understand how the components of research are used
Assessment criteria
The learner can: 2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research

Learning outcome
The learner will: 3. Be able to conduct a research project within services for health and social care or children and young people
Assessment criteria
The learner can: 3.1 Identify sources of support whilst conducting a research project 3.2 Formulate a detailed plan for a research project 3.3 Select research methods for the project 3.4 Develop research questions to be used within project 3.5 Conduct the research using identified research methods 3.6 Record and collate data

Learning outcome
The learner will: 4. Be able to analyse research findings
Assessment criteria
The learner can: 4.1 Use data analysis methods to analyse the data 4.2 Draw conclusions from findings 4.3 Reflect how own research findings substantiate initial literature review 4.4 Make recommendations related to area of research 4.5 Identify potential uses for the research findings within practice

Unit 508

Conduct and support others in the assessment of individuals health and wellbeing

UAN:	Y/504/8610
Level:	Level 5
Credit value:	8
GLH:	50
Relationship to NOS:	This unit is linked to CHS38; CHS39.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health.
Aim:	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required to conduct and support others in the assessment of individuals health and wellbeing in own work setting.</p> <p>On completion of this unit, learners will be able to</p> <ul style="list-style-type: none">• demonstrate a person centered approach to assessment• manage the assessment process• respond to the outcomes of the assessment• support and demonstrate to others how to undertake assessments within own scope of practice.

Learning outcome
The learner will: 1. Understand the process for carrying out assessments of individuals health and wellbeing
Assessment criteria
The learner can: 1.1 Explain national and local policies relevant to assessment processes 1.2 Evaluate different forms of assessment used in own work setting 1.3 Explain the role of partnership working to support the assessment process 1.4 Explain the factors that might impact on patient assessment

Learning outcome
The learner will: 2. Be able to demonstrate a person centered approach to assessment
Assessment criteria
The learner can: 2.1 Justify the importance of patient involvement during the assessment process 2.2 Evaluate methods to overcome barriers to communication when obtaining assessment data from individuals 2.3 Discuss the considerations relating to individuals during assessment

Range
Barriers: <ul style="list-style-type: none"> • Language • Psychological • Age • Cultural • Social • Disability • Physical
Considerations: <ul style="list-style-type: none"> • Privacy and dignity • Confidentiality • Care • Compassion • Capacity

Learning outcome
The learner will: 3. Be able to manage the assessment process
Assessment criteria
The learner can: 3.1 Conduct timely assessment of individuals within boundaries of own role, skills and abilities 3.2 Support active participation of individuals and others in shaping assessment process 3.3 Determine additional assessments as appropriate 3.4 Analyse context and sources of data collection 3.5 Demonstrate how to record and store individual assessment information

<p>Range</p> <p>Others may include:</p> <ul style="list-style-type: none"> • Carers • Relatives • Other healthcare workers <p>Context:</p> <ul style="list-style-type: none"> • Subjective • Objective • Correlation <p>Sources eg:</p> <ul style="list-style-type: none"> • Records • Background • History • Observation • Interview • Physiological assessment
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<p>Learning outcome</p> <p>The learner will:</p> <p>4. Be able to respond to the outcomes of the assessment</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 Identify immediate and on-going action</p> <p>4.2 Assist in developing a plan of care in collaboration with the individual and others</p> <p>4.3 Implement appropriate interventions identified in plan of care</p> <p>4.4 Review the effectiveness of the assessment outcomes</p> <p>4.5 Adjust plan of care as appropriate within own scope of practice</p>

<p>Range</p> <p>Action:</p> <ul style="list-style-type: none"> • Appropriate delegation • Appropriate escalation <p>Others may include:</p> <ul style="list-style-type: none"> • Carers • Relatives • Other healthcare workers
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Learning outcome
The learner will: 5. Be able to support and demonstrate to others how to undertake assessments within own scope of practice
Assessment criteria
The learner can: 5.1 Demonstrate the ability to teach others the process of assessment 5.2 Explain the importance of following plans of care 5.3 Assess others ability to complete assessment

Unit 509

Promote effective nutrition and fluid balance

UAN:	H/504/8612
Level:	Level 5
Credit value:	12
GLH:	70
Relationship to NOS:	This unit is linked to SFHCHS17; SFHCHS165; SFHCHS92; SFHCHS148; CHS147; CS24; CHS146; CHS149.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health.
Aim:	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote effective nutrition and fluid balance in own work setting. Learners will gain an understanding of current legislation, local policy and guidelines around nutrition, supplements and assistive nutrition; the relationship between nutrition and clinical conditions within the renal and digestive systems; the availability and use of nutritional supplements. Learners will also understand how to recognise extended methods for individual's specific nutritional needs and further nutritional complications within an individual.</p> <p>On completion of this unit, learners will be able to</p> <ul style="list-style-type: none">• evaluate the social impact on nutrition in an individuals own locality in comparisons to national statistics• identify when, and how, to adapt food and fluid preparations to meet individual needs• provide support for individuals to eat and drink• support others to monitor nutrition and fluid balance• measure Body Mass Index (BMI).

Learning outcome
The learner will: 1. Be able to evaluate the social impact on nutrition in an individuals own locality in comparisons to national statistics
Assessment criteria
The learner can: 1.1 Interpret data around a balanced diet 1.2 Identify the effect of varying cultures and religions on nutrition 1.3 Analyse the nutritional concerns within an individuals own locality 1.4 Compare local issues in diet and wellbeing against a contrasting locality 1.5 Identify national and local strategies addressing nutritional concerns

Learning outcome
The learner will: 2. Understand current legislation, local policy and guidelines around nutrition, supplements and assistive nutrition
Assessment criteria
The learner can: 2.1 Explain the current national legislation, local policy and guidelines around supporting individuals to eat and drink 2.2 Evaluate the impact of legislation, local policy and guidelines on own job role and scope of practice 2.3 Explain when and how to report omissions of care in relation to nutrition

Learning outcome
The learner will: 3. Understand clinical conditions and their nutritional needs
Assessment criteria
The learner can: 3.1 Explain different clinical conditions where specific nutritional requirements are necessary 3.2 Explain the range of services and professionals that may need to be accessed for identified clinical conditions

Learning outcome
The learner will: 4. Understand the relationship between nutrition and clinical conditions within the renal and digestive systems
Assessment criteria
The learner can: 4.1 Describe the anatomy and physiology of the renal and digestive systems 4.2 Evaluate the impact of nutrition on clinical conditions within the renal and digestive systems

Learning outcome

The learner will:

5. Be able to identify when, and how, to adapt food and fluid preparations to meet individual needs

Assessment criteria

The learner can:

- 5.1 Demonstrate checking and verification of care plan in delivery of nutrition and hydration
- 5.2 Explain the importance of adapting food and fluid to meet an individual's nutrition and hydration requirements
- 5.3 Use manufacturers' instructions and local guidelines when preparing food and fluid adaptation
- 5.4 Identify on-going support mechanisms of individual's nutritional needs

Learning outcome

The learner will:

6. Understand how to recognise extended methods for individual's specific nutritional needs

Assessment criteria

The learner can:

- 6.1 Describe **extended methods** of nutritional support and the rationale for their use
- 6.2 Explain the anatomy and physiology associated with **extended methods**
- 6.3 Describe **care requirements** of extended feeding methods

Range**Extended methods:**

- Nasal Gastric Tube (NG)
- Total Parenteral Nutrition (TPN)
- Percutaneous Endoscopic Gastrostomy (PEG)
- Intravenous Fluids (IV)

Care requirements:

- Infection Control Principles
- Positioning of the individual
- Observation and care of insertion sites

Learning outcome
The learner will: 7. Be able to provide support for individuals to eat and drink
Assessment criteria
The learner can: 7.1 Use equipment/apparatus to aid eating and drinking in own work setting 7.2 Justify the rationale for selected use of equipment/apparatus 7.3 Demonstrate support for individuals in own care 7.4 Demonstrate to individuals and others the use of equipment/apparatus

Range
Others: <ul style="list-style-type: none"> • Carers • Colleagues • Relatives

Learning outcome
The learner will: 8. Be able to support others to monitor nutrition and fluid balance
Assessment criteria
The learner can: 8.1 Explain to others the signs and symptoms of inadequate fluid and nutritional intake 8.2 Explain to others the importance of adequate and appropriate fluid and diet intake 8.3 Explain to others the importance of documenting nutrition and fluid balance in a timely manner 8.4 Support others to complete assessment and monitoring documentation

Learning outcome
The learner will: 9. Understand the availability and use of nutritional supplements
Assessment criteria
The learner can: 9.1 Identify the availability of nutritional supplements in own work setting 9.2 Explain when and why specific nutritional supplements would be used

Learning outcome
The learner will: 10. Be able to measure Body Mass Index (BMI)
Assessment criteria
The learner can: 10.1 Explain the term and application of BMI 10.2 Demonstrate how to measure BMI 10.3 Recognise acceptable range and the implications of results outside normal range 10.4 Asses the limitations of BMI measurements

Learning outcome
The learner will: 11. Understand how to recognise nutritional complications
Assessment criteria
The learner can: 11.1 Explain potential nutritional complications 11.2 Recommend actions to be taken in relation to the identified complications

Range
Complications: <ul style="list-style-type: none"> • Fluid overload • Re-feeding syndrome • Aspiration • Intolerance/allergies

Unit 509 Promote effective nutrition and fluid balance

Additional information

Learning Outcome 3

Three clinical conditions should be looked at by the learner. For all areas of work one of the conditions will need to be diabetes. It is recommended that those working in services relating to adults use dementia as a second condition.

Other conditions that may be used :

- Cystic Fibrosis
- Crohns Disease
- Anorexia Nervosa
- Bulimia Nervosa
- Renal Failure
- Allergies

Learning Outcome 4

The learner will continue to look at the three clinical conditions used in Learning Outcome 3.

Learning Outcome 9

Supplements, prescribed or non-prescribed, do not need to only be food or fluid additives such as thickening or formula. Consideration should be given to other supplements eg

- Vitamin B
- Iron
- Potassium
- Calcium

Unit 510

The principles and philosophy of healthcare

UAN:	M/504/8614
Level:	Level 5
Credit value:	12
GLH:	80
Relationship to NOS:	This unit is linked to NHS KSF HWB1; NHS KSF HWB2; NHS KSF HWB3; NHS KSF HWB4.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health.
Aim:	The purpose of this unit is to assess the learner's understanding on the principles and philosophy of healthcare. Learners will investigate the principles and philosophy of healthcare in relation to the biomedical model as well as the psychological and sociological perspectives. On completion of this unit, learners will be able to take a holistic approach in evaluating the impact of the biopsychosocial model on individuals health and wellbeing.

Learning outcome
The learner will: 1. Understand the relationship between health and wellbeing
Assessment criteria
The learner can: 1.1 Explain the concept of health 1.2 Explain the concept of wellbeing 1.3 Explore the relationship between health and wellbeing in health and social care

Learning outcome
The learner will: 2. Understand the principles of the biomedical model
Assessment criteria
The learner can: 2.1 Explain the biomedical approach to the promotion of health and well-being and treatment of disease 2.2 Evaluate the biomedical model in relation to health care

Range
Treatment: <ul style="list-style-type: none"> • Medicine • Surgical • Alternative therapy

Learning outcome
The learner will: 3. Understand the principles of the sociological model
Assessment criteria
The learner can: 3.1 Explain the theoretical approaches of sociology in relation to health care 3.2 Assess the impact of class, ethnicity and gender on health and wellbeing 3.3 Investigate current trends in public policies that impact on health and social care

Range
Theoretical approaches eg: <ul style="list-style-type: none"> • Symbolic interactionism • Conflict analysis • Functionalist theory

Learning outcome
The learner will: 4. Understand the principles of the psychological model
Assessment criteria
The learner can: 4.1 Assess how psychological perspectives contribute to the understanding and promotion of health and wellbeing 4.2 Assess the relevance of individualism and diversity on healthcare practice and wellbeing 4.3 Assess the effect self-awareness and self-esteem have on individuals health and wellbeing

Range
Psychological eg: <ul style="list-style-type: none"> • Mental function • Behaviours Individualism: <ul style="list-style-type: none"> • Personal values, culture and beliefs • Emotional intelligence • Human abilities intelligence • Personality and behaviour

Learning outcome
The learner will: 5. Understand the holistic approach and impact of the biopsychosocial model
Assessment criteria
The learner can: 5.1 Explain the benefits of the biopsychosocial model 5.2 Evaluate the impact of the biopsychosocial model on individuals health and wellbeing

Unit 511

Lifespan developments and healthcare needs

UAN:	D/504/8611
Level:	Level 5
Credit value:	10
GLH:	60
Relationship to NOS:	This unit is linked to NHS KSF HWB2; NHS KSF HWB4.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health.
Aim:	The purpose of this unit is to assess the learner's knowledge and understanding on lifespan developments and healthcare needs. Learners will understand the effect on people's health and wellbeing of the stage of development in their lifespan, and the extent to which this is affected by their family, social and other environmental factors. Learners will also consider how health care practice responds to the needs of service users at different stages in their lifespan.

Learning outcome
The learner will: 1. Understand individuals health and wellbeing through lifespan
Assessment criteria
The learner can: 1.1 Explain how different factors impact individuals health and wellbeing throughout lifespan 1.2 Explain how concepts help the understanding of developmental processes 1.3 Research how morbidity and mortality rates change over the lifespan

Range
Factors eg: <ul style="list-style-type: none">• Physical• Inheritance/genetic make-up• Cognitive• Psychological

- Physiological
- Social developmental
- Race
- Culture
- Gender
- Age
- Ethnicity
- Religion
- Sexual orientation
- Ability, disability

Lifespan:

- Prenatal
- Childhood
- Adolescence
- Adulthood
- Older person
- Dying

Concepts:

- Nature/nurture
- Continuity/discontinuity
- Stability/instability

Learning outcome

The learner will:

2. Understand the stages and processes of human development

Assessment criteria

The learner can:

- 2.1 Explain Piaget's child developmental stages
- 2.2 Explain the stages of human development from birth to old age
- 2.3 Explain the **effects** of ageing on health and wellbeing
- 2.4 Evaluate major challenges to health and wellbeing at each development stage

Range

Effects:

- Physical
- Cognitive
- Emotional
- Social
- cultural processes

Learning outcome
The learner will: 3. Understand principles of care provision for individuals at different stages throughout lifespan
Assessment criteria
The learner can: 3.1 Explain the care provision required for physical and mental health and wellbeing for individuals 3.2 Analyse the importance of providing information on health and wellbeing to individuals at different stages throughout lifespan 3.3 Explain support interventions through periods of change 3.4 Explain how to interact with individuals who are dying and to those affected by their death according to their wishes

Range
Care provision eg: <ul style="list-style-type: none"> • Primary • Secondary • Tertiary • Community/Educational • Residential • Domiciliary • Voluntary • Independent • Custodial

Unit 512

Safeguarding and protection of children and young people

UAN:	K/504/8613
Level:	Level 5
Credit value:	5
GLH:	37
Relationship to NOS:	This unit is linked to HSC 45, 430.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to protect and safeguard children and young people. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.

Learning outcome
The learner will: 1. Understand the legislation, regulations and policies that underpin the protection of children and young people
Assessment criteria
The learner can: 1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to children and young people 1.2 Evaluate the impact of policy developments on approaches to safeguarding children and young people in own service setting 1.3 Explain the legislative framework for safeguarding children and young people 1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of children and young people 1.5 Explain the protocols and referral procedures when harm or abuse is alleged or suspected

Range
<p>Policy developments may include:</p> <ul style="list-style-type: none"> • Our Health, our care, our say • Putting People First • No Secrets • In Safe Hands • Vetting and Barring Scheme / Independent Safeguarding Authority • Local Safeguarding Boards

Learning outcome
<p>The learner will:</p> <p>2. Be able to lead service provision that protects children and young people</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Promote service provision that supports children and young people to assess risks and make informed choices</p> <p>2.2 Provide information to others on:</p> <ul style="list-style-type: none"> • indicators of abuse • measures that can be taken to avoid abuse taking place • steps that need to be taken in the case of suspected or alleged abuse <p>2.3 Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse</p> <p>2.4 Monitor the implementation of policies and procedures that aim to safeguard children and young people and prevent abuse from occurring</p> <p>2.5 Provide feedback to others on practice that supports the protection of children and young people</p>

Learning outcome
<p>The learner will:</p> <p>3. Be able to manage inter-agency, joint or integrated working in order to protect children and young people</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Follow agreed protocols for working in partnership with other organisations</p> <p>3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations</p>

Range
<p>Agreed protocols may include:</p> <ul style="list-style-type: none"> • Boundaries • Areas of responsibility • Information sharing

- Limits of authority
- Decision making
- Recording information

Learning outcome

The learner will:

4. Be able to monitor and evaluate the systems, processes and practice that safeguards children and young people

Assessment criteria

The learner can:

- 4.1 Support the participation of children and young people in a review of systems and procedures
- 4.2 Evaluate the effectiveness of systems and procedures to protect children and young people in own service setting
- 4.3 Challenge ineffective practice in the promotion of the safeguarding of children and young people
- 4.4 Recommend proposals for improvements in systems and procedures in own service setting

Unit 513

Understand the principles, theories and concepts related to leading and developing a work team in a healthcare environment

UAN:	F/504/8617
Level:	Level 5
Credit value:	8
GLH:	50
Relationship to NOS:	This unit is linked to LMS A1, B1; CCLD 413, 425; SFHBF5.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health.
Aim:	The purpose of this unit is to assess the learner's knowledge and understanding of the principles, theories and concepts related to leading, developing and managing teams in a healthcare environment. Learners will look at different theories related to leadership and management; understand the processes for team formation and development including the impact of leadership styles on team performance; and explore the principles of monitoring and reviewing individual and team performance.

Learning outcome
The learner will: 1. Understand how leadership and management impact on effective team performance
Assessment criteria
The learner can: 1.1 Explain theories about the nature and role of management 1.2 Explain theories about the nature and role of leadership 1.3 Evaluate different management and leadership approaches in relation to team performance 1.4 Analyse the relationship between leadership and management

Range
<p>Management theories:</p> <ul style="list-style-type: none"> • Classical management theorists • Human relations approach and contingency theories • Combining human relations and systems approaches <p>Leadership theories:</p> <ul style="list-style-type: none"> • Trait • Behaviour • Situational/contingency

Learning outcome
The learner will: 2. Understand the processes for team formation and development
Assessment criteria
The learner can: 2.1 Distinguish between types of teams , explaining how they differ from work groups 2.2 Explain how balanced teams lead to more effective working 2.3 Explain the developmental progress of teams using different models 2.4 Investigate relationship and organisational barriers to effective team working

Range
<p>Types of teams:</p> <ul style="list-style-type: none"> • Operational • Project • Management <p>Balanced teams eg:</p> <ul style="list-style-type: none"> • Team vs task • Adair's three circle model • Belbin's inventory <p>Models eg:</p> <ul style="list-style-type: none"> • Tuckman (forming, storming, norming, performing and mourning) • Dexler, Sibbet & Forrester (Seven stage Team Performance)

Learning outcome
The learner will: 3. Understand the impact of leadership styles on team performance
Assessment criteria
The learner can: 3.1 Analyse how leadership styles used in different situations and stages of team development impact team performance

- 3.2 Explain the main **theories** of motivation for team members
- 3.3 Explain the importance for leaders to develop vision and goals in a healthcare setting

Range

Leadership styles eg:

- Autocratic
- Democratic
- Coaching
- Directing
- Delegating

Theories eg:

- Maslow
- Herzberg

Learning outcome

The learner will:

4. Understand the principles of monitoring and reviewing individual and team performance

Assessment criteria

The learner can:

- 4.1 Compare different types of **review**
- 4.2 Explain the benefits of setting SMART objectives
- 4.3 Evaluate a range of **assessment methods**
- 4.4 Explain the importance of linking individual and team objectives to organisational objectives

Range

Review eg:

- Formal
- Informal
- Appraisal
- Performance
- Supervision

Assessment methods eg:

- Self-assessment
- Peer assessment
- Work sample
- Direct observation
- Feedback from others
- 360 inventories.

Unit 514

Understand the principles and application of physiological measurements

UAN:	A/504/8616
Level:	Level 5
Credit value:	12
GLH:	80
Relationship to NOS:	This unit is linked to CHS19.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health.
Aim:	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required to take individuals physiological measurements. Learners will understand relevant legislation, policy and best practice for taking measurements; explore the anatomy and physiology associated with physiological measurements; understand the physiological state associated with blood pressure, pulse, temperature, respiration and oxygen saturation levels.</p> <p>On completion of this unit, learners will be able to:</p> <ul style="list-style-type: none">• assess the impact of lifestyle, culture and family background on individuals physiological measurements• recognise the deteriorating patient• support others to undertake physiological measurements.

Learning outcome
The learner will: 1. Understand relevant legislation, policy and best practice for undertaking physiological measurements
Assessment criteria
The learner can: 1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting own work practice 1.2 Assess own competence requirements and training needs to maintain best practice

Learning outcome
The learner will: 2. Understand the anatomy and physiology associated with physiological measurements
Assessment criteria
The learner can: 2.1 Explain the anatomy and physiology of the cardiovascular system 2.2 Explain the anatomy of the respiratory system

Learning outcome
The learner will: 3. Be able to assess the impact of lifestyle, culture and family background on individuals physiological measurements
Assessment criteria
The learner can: 3.1 Analyse the impact of lifestyle, culture and family background on individuals physiological measurements 3.2 Identify national strategies that would apply to improving individuals' health and wellbeing

Range
Lifestyle eg: <ul style="list-style-type: none"> • Diet • Exercise • Occupation • Environment/locality
Culture eg: <ul style="list-style-type: none"> • Cultural influences • Ethnicity • Beliefs
Family eg: <ul style="list-style-type: none"> • Family history • Gender • Age

Learning outcome
The learner will: 4. Understand the physiological state associated with blood pressure
Assessment criteria
The learner can: 4.1 Explain the physiology of blood pressure 4.2 Explain how homeostasis maintains blood pressure 4.3 Analyse individuals clinical conditions that affect blood pressure

4.4 Propose actions to correct abnormal blood pressure

Range
Physiology: <ul style="list-style-type: none">• Systolic and diastolic• Ranges within differing age groups

Learning outcome
The learner will: 5. Understand the physiological state associated with a pulse
Assessment criteria
The learner can: 5.1 Explain the physiology of a pulse 5.2 Explain how homeostasis maintains pulse rate 5.3 Analyse individuals clinical conditions that affect pulse and rhythms 5.4 Propose actions to correct abnormal pulse rates and rhythms

Range
Physiology: <ul style="list-style-type: none">• Ranges within differing age groups• Rate• Rhythm• Depth• Regularity

Learning outcome
The learner will: 6. Understand the physiological state associated with temperature
Assessment criteria
The learner can: 6.1 Explain homeostatic principles of temperature 6.2 Explain normal ranges of temperature 6.3 Analyse individuals clinical conditions that affect body temperature 6.4 Explain how changes in temperature could affect other aspects of physiological measurements

Learning outcome
The learner will: 7. Understand the physiological state associated with respiration
Assessment criteria
The learner can: 7.1 Explain the physiology of respiration 7.2 Explain how homeostasis maintains respiration 7.3 Analyse individuals clinical conditions that affect respiration 7.4 Propose actions to correct abnormal respiration

Range
Physiology: <ul style="list-style-type: none"> • Ranges within differing age groups • Rate • Rhythm • Depth • Regularity

Learning outcome
The learner will:
8. Understand the physiological state associated with oxygen saturation levels
Assessment criteria
The learner can:
8.1 Explain the physiology of oxygen saturation
8.2 Explain homeostatic principles of oxygen saturation
8.3 Analyse individuals clinical conditions that affect oxygen saturation levels
8.4 Analyse external factors that affect oxygen saturation levels
8.5 Propose actions to correct abnormal oxygen saturation levels

Range
Physiology: <ul style="list-style-type: none"> • Acceptable levels within age groups

Learning outcome
The learner will:
9. Be able to recognise the deteriorating patient
Assessment criteria
The learner can:
9.1 Explain the signs and symptoms that indicate patients/clients are deteriorating
9.2 Discuss the ABCDE approach and actions taken to assess each step
9.3 Propose actions to escalate care

Learning outcome
The learner will:
10. Be able to support others to undertake physiological measurements
Assessment criteria
The learner can:
10.1 Deliver training to others to enable them to undertake appropriate physiological measurements
10.2 Assess others learning and application of skill within the work setting in line with local policy

Range
Training: <ul style="list-style-type: none">• practical and theoretical• full range of applicable documentation
Others may include: <ul style="list-style-type: none">• colleagues• carers• relatives• patients/client

Unit 601

Lead and manage a team within a health and social care or children and young people's setting

UAN:	H/602/3171
Level:	Level 6
Credit value:	7
GLH:	46
Relationship to NOS:	This unit is linked to LMCS A1, B1 CCLD 413, 425.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in a health and social care or children and young people's setting.

Learning outcome
The learner will: 1. Understand the features of effective team performance within a health and social care or children and young people's setting
Assessment criteria
The learner can: 1.1 Explain the features of effective team performance 1.2 Identify the challenges experienced by developing teams 1.3 Identify the challenges experienced by established teams 1.4 Explain how challenges to effective team performance can be overcome 1.5 Analyse how different management styles may influence outcomes of team performance 1.6 Analyse methods of developing and maintaining: <ul style="list-style-type: none">• trust• accountability 1.7 Compare methods of addressing conflict within a team

Learning outcome
The learner will: 2. Be able to support a positive culture within the team for a health and social care or children and young people's setting
Assessment criteria
The learner can: 2.1 Identify the components of a positive culture within own team 2.2 Demonstrate how own practice supports a positive culture in the team 2.3 Use systems and processes to support a positive culture in the team 2.4 Encourage creative and innovative ways of working within the team

Learning outcome
The learner will: 3. Be able to support a shared vision within the team for a health and social care or children and young people's setting
Assessment criteria
The learner can: 3.1 Identify the factors that influence the vision and strategic direction of the team 3.2 Communicate the vision and strategic direction to team members 3.3 Work with others to promote a shared vision within the team 3.4 Evaluate how the vision and strategic direction of the team influences team practice

Range
Others may include: <ul style="list-style-type: none"> • Workers / Practitioners • Carers • Significant others • Other professionals • People who use services

Learning outcome
The learner will: 4. Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting
Assessment criteria
The learner can: 4.1 Identify team objectives 4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives 4.3 Facilitate team members to actively participate in the planning process 4.4 Encourage sharing of skills and knowledge between team members 4.5 Agree roles and responsibilities with team members

Learning outcome
The learner will: 5. Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting
Assessment criteria
The learner can: 5.1 Set personal work objectives with team members based on agreed objectives 5.2 Work with team members to identify opportunities for development and growth 5.3 Provide advice and support to team members to make the most of identified development opportunities. 5.4 Use a solution focused approach to support team members to address identified challenges

Learning outcome
The learner will: 6. Be able to manage team performance in a health and social care or children and young people's setting
Assessment criteria
The learner can: 6.1 Monitor and evaluate progress towards agreed objectives 6.2 Provide feedback on performance to: <ul style="list-style-type: none"> • the individual • the team 6.3 Provide recognition when individual and team objectives have been achieved 6.4 Explain how team members are managed when performance does not meet requirements



Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills



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 **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence 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 such 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-volve assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
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Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
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