
Qualification Specification

603/3181/1

iCQ Level 4 Diploma in Adult Care



Qualification Details

Awarding Organisation : [iCan Qualifications Limited](#)

Fees Price List Url : <https://icanqualify.net>

Qualification Type : RQF

Offered In England : Yes

Offered In Wales : No

Offered In Northern Ireland : No

SSA : Health and social care

Total Credits : 70

Min Credits at/above Level : 44

Minimum Guided Learning Hours : 410

Total Qualification Time : 700

Overall Grading Type : Pass

Assessment Methods : Portfolio of Evidence

Structure Requirements : To achieve this qualification the learner must achieve 44 credits from the mandatory group A and 26 credits from optional group B, 11 of which must be at level 4 or above.

Age Ranges : 16-18; 19+

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Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
M) Mandatory Units	Yes	13	13	13	44	44
O) Optional Units	No	33	5	12	26	34

Group M Mandatory Units

URN	Title	Level	GLH	Credit
A/616/9382	Working in partnership with others in adult care settings	4	22	4
D/616/9388	Lead practice for managing and disseminating records and reports	4	28	3
D/616/9391	Equality diversity and inclusion in health, social care or children's and young people's settings	4	30	3
F/616/9383	Understand safeguarding and protection in adult care settings	4	22	3
H/616/9389	Lead Communication in adult care settings	4	35	4
H/616/9392	Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing	4	15	3
J/616/9384	Understand personalisation in care and support services	4	30	4
K/616/9393	Facilitate person centred assessment to support wellbeing	4	15	3
L/616/9385	Safeguard children and young people who are present in the adult care sector	4	22	3
M/616/9394	Develop, maintain and use records and reports	4	15	3
R/616/9386	Professional practice in adult care settings	4	20	4
Y/616/9387	Personal development in adult care settings	4	20	4
Y/616/9390	Lead health and safety in adult care settings	4	20	3

Group O Optional Units

URN	Title	Level	GLH	Credit
A/616/4554	Support individuals to develop and run support groups	3	24	3
A/616/4618	Obtain a client history	3	22	3
D/602/3170	Understand how to manage a team	4	20	3
D/616/4532	Collate and communicate health information to individuals	3	10	2
F/616/3972	Awareness of the Mental Capacity Act 2005	3	28	3
F/616/3986	Effective communication and building relationships in mental health work	3	17	5
F/616/4541	Support individuals to access and use services and facilities	3	25	4
H/602/3171	Lead and manage a team within a health and social care or children and young peoples setting	6	46	7
H/616/4550	Support individuals to access education, training or employment	4	31	4
H/616/4578	Understanding Suicide Interventions	4	43	6
H/616/4581	Facilitate learning and development activities to meet individual needs and preferences	3	35	5
J/616/4539	Support individuals during the last days of life	4	40	5
J/616/4556	Monitor and review individuals progress in relation to maintaining optimum nutritional status	3	26	3
J/616/4590	Provide advice on foot care for individuals with diabetes	4	31	4
K/600/9711	Manage physical resources	4	25	3
K/616/3982	Enable individuals with mental health problems to develop alternative coping strategies	4	16	4
K/616/4551	Support individuals to access and manage direct payments	4	20	4
L/616/3943	Understand Advance Care Planning	3	25	3
L/616/4557	Give presentations to groups	3	26	3
M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	35	5
M/616/3904	Understand mental well-being and mental health promotion	3	20	3
M/616/3983	Duty of care in care settings	3	8	1
M/616/4003	Promote personal development in care settings	3	10	3
M/616/4552	Work in partnership with families to support individuals	3	27	3
M/616/7712	Support individuals in the use of assistive technology	4	32	4
R/602/2338	Recruitment and selection within health and social care or children and young peoples settings	4	26	3
R/616/3958	Understand mental health and behaviour management of children and young people	3	10	4
R/616/4589	Support individuals to manage dysphagia	4	35	5
T/602/2574	Manage induction in health and social care or children and young peoples settings	4	21	3
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	31	4
T/602/3174	Lead and manage group living for adults	5	39	5
T/616/3953	Collaborate in the assessment of environmental and social support in the community	3	23	4
T/616/7654	Work with families, carers and individuals during times of crisis	4	35	5

Unit: A/616/9382 : Working in partnership with others in adult care settings**Understand partnership working****Actions - The candidate must**

- 1 Describe the features of effective partnership working
- 2 Explain the importance of partnership working with colleagues, other professionals and others
- 3 Explain how partnership working delivers better outcomes
- 4 Explain how to overcome barriers to partnership working

Establish and maintain working relationships with colleagues

- 1 Explain own role and responsibilities in working with colleagues
- 2 Develop and agree common objectives when working with colleagues
- 3 Evaluate own working relationship with colleagues
- 4 Deal constructively with any conflict that may arise with colleagues

Establish and maintain working relationships with other professionals

- 1 Describe own role and responsibilities when working with other professionals
- 2 Develop procedures for effective working relationships with other professionals
- 3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
- 4 Evaluate procedures for working with other professionals
- 5 Deal constructively with any conflict that may arise with other professionals

Work in partnership with others

- 1 Understand the importance of working in partnership with others
- 2 Develop procedures for effective working relationships with others
- 3 Agree common objectives when working with others within the boundaries of own role and responsibilities
- 4 Evaluate procedures for working with others
- 5 Deal constructively with any conflict that may arise with others

Unit: D/616/9388 : Lead practice for managing and disseminating records and reports	
Understand the legal and organisational requirements for recording information and providing reports	
Actions - The candidate must	
1	Explain own responsibilities and those of others when recording information and producing reports
2	Explain the legal requirements and agreed ways of working for the security and confidentiality of information
Prepare professional records and reports that meet legal requirements, and agreed ways of working	
1	Support individuals to participate in the preparation of reports
2	Produce accurate and coherent records and reports that can be understood by those who have a right to see them
3	Maintain accurate, complete, retrievable and up to date records
4	Ensure that records and reports comply with legal and organisational requirements
5	Understand how to balance the tension between confidentiality and openness in records and reports
6	Use information communication technology (ICT) systems for the collection and storage of information
7	Use ICT that supports information exchange within and across disciplines and organisations
Use records and reports to inform judgements and decisions	
1	Clarify the accuracy of records and reports with individuals and others
2	Respond to feedback from those who receive records and reports
3	Use facts and evidence based opinions within records and reports
4	Evaluate how own records and reports provide evidence for the basis of judgements and decisions

Unit: D/616/9391 : Equality diversity and inclusion in health, social care or children's and young people's settings**Explain current legislation relating to equality****Actions - The candidate must**

- 1 Explain current legislation relating to equality
- 2 Describe how legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role
- 3 Evaluate the impact on own practice of equality, diversity and inclusion
- 4 Illustrate how barriers to equality impact on individuals
- 5 Describe the attitudes that may lead to discriminatory behaviour

Understand how to promote equality, diversity and inclusion

- 1 Describe how to challenge discrimination to promote change
- 2 Explain how to support others to promote equality, diversity and inclusion
- 3 Evaluate current systems and processes to identify improvements which support equality, diversity and inclusion

Work in a way that supports equality and diversity

- 1 Use person centred approaches to support equality and diversity
- 2 Work with others to promote equality and diversity
- 3 Challenge discrimination to promote change
- 4 Access resources to support equality and diversity practice
- 5 Disseminate information to others relating to equality and diversity
- 6 Reflect on own practice in relation to equality and diversity
- 7 Model behaviour that promotes equality, diversity and inclusion

Understand how inclusive practice supports equality and diversity

- 1 Explain how inclusive practice promotes equality and supports diversity
- 2 Explain how inclusive practice respects the individual's beliefs, culture, values, preferences and life experience
- 3 Describe the principles of inclusive practice

Unit: F/616/9383 : Understand safeguarding and protection in adult care settings	
Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect	
Actions - The candidate must	
1	State the current legislative framework that underpins the safeguarding of vulnerable adults
2	Explain how current national guidelines and local policies and procedures for safeguarding affect your day to day work
3	Describe own responsibilities relating to the current legislative framework with regard to safeguarding
Understand how to respond to suspected or alleged abuse	
1	Signs and symptoms associated with abuse
2	Actions to take if there are suspicions that an individual is being abused
3	Describe actions to take if an individual alleges that they are being abused
4	Explain how to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed (including 'whistle blowing')
Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults	
1	Describe agreed protocols for working in partnership with other organisations
2	Explain own role in partnership working
Understand how to support others in safeguarding	
1	Explain how to support others to raise concerns
2	Explain how to support others during the safeguarding process

Unit: H/616/9389 : Lead Communication in adult care settings**Understand communication needs and the factors that may affect them****Actions - The candidate must**

- 1 Describe the different communication models including: ??? Transactional analysis ??? Laswell's Model
- 2 Explain why individuals communicate
- 3 Describe how models of communication can meet the individual's personal needs, wishes and preferences
- 4 Analyse how physical, social, environmental and emotional barriers to communication may be overcome
- 5 Describe the consequences of ineffective communication
- 6 Explain how independent advocacy can help to meet communication needs
- 7 Describe the circumstance when independent advocacy might be required

Understand how to support the use of assistive technology to enhance communication

- 1 Explain the role of assistive technology in supporting individuals to communicate
- 2 Describe the types of support that an individual may need in order to use assistive technology
- 3 Describe the specialist services relating to assistive technology
- 4 Explain how to ensure that communication equipment is: ??? fit for purpose ??? correctly set up and working able to be used by the individual

Understand the importance of confidentiality in interactions with individuals

- 1 Describe the Legal and ethical tensions between maintaining confidentiality and sharing information
- 2 Evaluate the implications of assistive technology for maintaining confidentiality for the individual

Interact with individuals

- 1 Work in partnership with the individual and others to identify their preferred methods of communication
- 2 Use agreed methods of communication to interact with the individual
- 3 Interact with an individual using active and reflective listening
- 4 Monitor the individual's responses during and after the interaction to check the effectiveness of communication

Convey information to individuals and others

- 1 Use formats that enable an individual and others to understand the information conveyed
- 2 Assess an individual's understanding of information conveyed

Unit: H/616/9392 : Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing**Understand the theories and principles that underpin outcome based practice****Actions - The candidate must**

- 1 Describe approaches to outcome based practice
- 2 Explain the effect of legislation and policy on outcome based practice
- 3 Evaluate the impact of the Mental Capacity Act on support planning processes
- 4 Describe how outcome based practice can impact on an individual's life

Understand the value of assistive living technology in developing a support plan

- 1 Describe everyday situations where assistive living technology solutions can be supportive to an individual and others
- 2 Explain the potential value of assistive living technology for an individual in terms of its benefits, risks and challenges

Develop a support plan to meet the identified needs of an individual

- 1 Support the individual to make choices over decisions to meet their identified needs, preferences and wishes
- 2 Assist the individual to make informed choices about their support plan
- 3 Evaluate risks associated with a support plan
- 4 Assist the individual to understand the risks associated with the choices they make in their support plan
- 5 Work in partnership with the individual and others to identify options, resources and preferences in relation to an assessment
- 6 Record a plan according to organisational systems and processes to support information sharing

Facilitate the implementation of support plans in partnership with the individual and others

- 1 Agree how a support plan will be carried out with an individual and others
- 2 Agree the roles and responsibilities of those involved to implement the support plan
- 3 Ensure implementation of a support plan

Facilitate a person centred review of support plans in partnership with the individual and others

- 1 Agree the monitoring process for a support plan taking into account time, people, budget and compliance with regulators' standards
- 2 Use systems, procedures and practices that engage an individual and others in the review process according to agreed ways of working
- 3 Review a support plan to include feedback from an individual and others and assess risks
- 4 Record review processes and outcomes according to organisational systems and procedures to support information sharing

Unit: J/616/9384 : Understand personalisation in care and support services**Understand the meaning of personalisation in social care and support services****Actions - The candidate must**

- 1 Explain the 'professional gift', 'empowerment' and 'rights' models of service provision
- 2 Explain the terms: ??? personalised service ??? self-commissioned service ??? self-directed support ??? micro-employer
- 3 Describe the features of personalisation within social care and support services
- 4 Explain why the concept of 'outcomes' is central to personalisation
- 5 Explain the legislative and policy drivers for personalised services

Understand the systems and processes that support personalisation

- 1 Evaluate the impact that personalisation has on the commissioning, funding and delivery of services
- 2 Explain the roles of direct payments and individual budgets in supporting personalisation
- 3 Explain the role of brokerage in commissioning and delivering personalised services
- 4 Describe the types of support that individuals or their families might need in order to access personalised services

Understand where responsibilities lie within self-directed support

- 1 Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support
- 2 Describe the responsibilities that are held for the delivery and quality of self-directed support by direct payments recipients, commissioners, social workers/care managers

Understand how to promote personalisation

- 1 Describe the attitudes, approaches and skills needed in own role to implement personalisation
- 2 Evaluate the impact of personalisation on own role
- 3 Describe ways to enhance own contribution to promoting personalisation

Understand how to develop systems and structures for personalisation

- 1 Explain How systems and structures in own organisation have adapted to personalisation
- 2 Illustrate ways to improve systems and structures to enhance personalisation

Unit: K/616/9393 : Facilitate person centred assessment to support wellbeing**Understand theories and principles of assessment****Actions - The candidate must**

- 1 Critically evaluate theoretical models of assessment
- 2 Evaluate the effectiveness of assessment tools available to support your role
- 3 Explain the effect of legislation and policy on assessment processes
- 4 Describe how assessment practice can impact on individuals' lives

Work in partnership with an individual and others to facilitate person centred assessment

- 1 Agree the purpose of the assessment with the individual and others
- 2 Agree the intended outcomes of the assessment with the individual and others
- 3 Agree with the individual and others how the assessment should be carried out and who else should be involved
- 4 Ensure that the individual is supported to carry out self-assessment processes

Carry out person centred assessment that promotes wellbeing including

- 1 Analyse the interrelationship between factors that support an individual's wellbeing
- 2 Take account of the strengths and aspirations of an individual in the assessment
- 3 Work with an individual and others to assess requirements to support wellbeing
- 4 Record the assessment in an agreed format according to organisational policies and procedures

Unit: L/616/9385 : Safeguard children and young people who are present in the adult care sector	
Understand the responsibility to safeguard children and young people who are present in an adult care work setting	
Actions - The candidate must	
1	Explain own responsibility to safeguard children and young people who are present in an adult care work setting
2	Describe the responsibility of others to safeguard children and young people who are present in an adult care work setting
Understand how to address conflicts and dilemmas associated with safeguarding children and young people	
1	Explain agreed protocols for working in partnership with other Conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting
2	Illustrate actions to take when conflicts and dilemmas about safeguarding arise
Develop the understanding of others about safeguarding children and young people	
1	Access information, advice and support to inform knowledge and practice about safeguarding children and young people
2	Provide information to others on indicators of harm, abuse or neglect and actions that need to be taken where there are safeguarding concerns

Unit: M/616/9394 : Develop, maintain and use records and reports**Understand the legal and organisational requirements for recording information and providing reports****Actions - The candidate must**

1 Explain own responsibilities and those of others when recording information and producing reports

2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information

Prepare professional records and reports that meet legal requirements, and agreed ways of working

1 Support individuals to participate in the preparation of reports

2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them

3 Maintain accurate, complete, retrievable and up to date records

4 Ensure that records and reports comply with legal and organisational requirements

5 Balance the tension between confidentiality and openness in records and reports

6 Use information communication technology (ICT) systems for the collection and storage of information

7 Use ICT that supports information exchange within and across disciplines and organisations

Use records and reports to inform judgements and decisions

1 Clarify the accuracy of records and reports with individuals and others

2 Respond to feedback from those who receive records and reports

3 Use facts and evidence based opinions within records and reports

4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions

Unit: R/616/9386 : Professional practice in adult care settings	
Understand theories, values, principles and statutory frameworks that underpin practice within care	
Actions - The candidate must	
1	Describe theories that underpin own practice
2	Explain How statutory frameworks underpin service provision
3	Explain How and principles underpin service provision
Understand how duty of care contributes to safe practice	
1	Describe what it means to have a 'duty of care' in own work role
2	Explain how duty of care contributes to safeguarding or protection of individuals and supports individuals' rights and choices
Understand how to address conflicts or dilemmas that may arise between an individual's rights to have choice and control and the duty of care	
1	Explain why conflicts may arise between the duty of care and an individual's rights
2	Describe how to manage risks associated with conflicts between an individual's rights and the duty of care
3	Explain where to get support and advice about managing conflicts
Apply values, principles and statutory frameworks that underpin service provision in own area of work	
1	Comply with statutory frameworks that underpin service provision
2	Apply values and principles that underpin service provision
3	Contribute to quality assurance processes to promote positive experiences for individuals using care services

Unit: Y/616/9387 : Personal development in adult care settings**Understand what is required to be competent in own work role****Actions - The candidate must**

- 1 Describe the duties and responsibilities of own work role
- 2 Explain the expectations of own work role as expressed in relevant standards
- 3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work
- 4 Explain why competence includes using own behaviour to model person centred values and practice

Understand how to reflect on practice

- 1 Describe a range of reflective models
- 2 Describe the cyclical process of reflection
- 3 Evaluate the importance of reflective practice in continuously improving the quality of service provided

Evaluate own performance

- 1 Demonstrate ways to reflect on day to day work practice
- 2 Evaluate own knowledge, understanding and performance against relevant standards
- 3 Use feedback to evaluate own performance and inform development

Use reflective practice to contribute to personal development

- 1 Evaluate how learning activities have affected practice
- 2 Demonstrate how reflective practice has contributed to improved ways of working
- 3 Record progress in relation to personal development

Agree a personal development plan

- 1 Use data and information to plan and review own development
- 2 Work with others to review and prioritise own learning needs, professional interests and development opportunities
- 3 Take steps to develop own leadership and mentoring skills

Use evidence based practice

- 1 Analyse how evidence based practice can be used to inform your practice
- 2 Apply evidence based practice in your practice
- 3 Evaluate use of evidence based practice in own setting

Unit: Y/616/9390 : Lead health and safety in adult care settings**Understand own responsibilities and the responsibilities of others, relating to health and safety****Actions - The candidate must**

- 1 Evaluate the current legislation relating to health and safety in own work setting
- 2 Explain Health and safety policies and procedures as agreed with the employer in relation to own role
- 3 Explain The health and safety responsibilities of: - self - the employer or manager - others in the work setting
- 4 Describe specific tasks in the work setting that should not be carried out without special training

Understand how to carry out own responsibilities for health and safety

- 1 Explain the limits of own role in relation to moving and positioning
- 2 Describe own responsibilities with regard to legislation and policy for: ??? emergency first aid ??? food safety ??? fire safety ??? risk to own safety ??? risk to safety of others ??? prompting of administration of medication ??? infection prevention and control ??? hazardous substances ??? security
- 3 Explain the procedures to be followed if an accident or sudden illness should occur
- 4 Describe how to record and report health and safety incidents

Work safely in care settings

- 1 Apply current legislation relating to Health and Safety in own work setting
- 2 Comply with current guidelines for: ??? hand hygiene ??? moving and handling equipment or other objects safely ??? checking the identity of anyone requesting access to the work setting ??? maintaining evacuation routes ??? food safety
- 3 Complete health and safety records according to legal and work setting requirements

Manage risk in care settings

- 1 Contribute to development of policies, procedures and practices which identify, assess and manage risk
- 2 Work with others to assess potential risks
- 3 Assess how risk taking impacts on individuals and the organisation
- 4 Work with others to manage risks
- 5 Evaluate own practice in leading a balanced approach to risk management and diversity

Support others to work safely in relation to health and safety

- 1 Identify ways in which others can improve their practice
- 2 Feedback to others in order to help them to improve their practice
- 3 Support others to work safely

Unit: A/616/4554 : Support individuals to develop and run support groups**1. Understand the role of support groups****Assessment Criterion - The learner can:**

- 1.1 Explain the benefits of support groups to individuals
- 1.2 Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals
- 1.3 Compare key points of theories about group dynamics
- 1.4 Explain when to refer any issues, which are out of scope of own role, to an appropriate person

2. Be able to support individuals to assess the need for additional support groups

- 2.1 Work with individuals to identify if a support group could be helpful
- 2.2 Assist the individual to access sources of information about existing support groups
- 2.3 Work with individuals to evaluate existing support groups and identify gaps in provision

3. Be able to support individuals to develop their own support groups

- 3.1 Work with individuals to identify ways to develop their own support group where there is a gap in provision
- 3.2 Work with individuals to agree the nature and purpose of the support group
- 3.3 Establish with individuals the level and type of support they require to set up a group
- 3.4 Carry out own role as agreed to support the setting up of the group

4. Be able to support individuals to run support groups

- 4.1 Establish with individuals the support they need to run the group
- 4.2 Support the individual to operate safely
- 4.3 Support the individual to resolve conflicts
- 4.3 Support the individual to resolve conflicts

5. Be able to support individuals to evaluate support groups

- 5.1 Support the individual to monitor the groups activities and outcomes
- 5.2 Support the individual to:
 - Agree processes and criteria for evaluating the groups activities and outcomes
 - Evaluate the groups activities and outcomes
- 5.3 Report on the effectiveness of the support group in line with agreed ways of working

Unit: A/616/4618 : Obtain a client history	
1. Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history	
Assessment Criterion - The learner can:	
1.1	Identify own roles and responsibilities with regard to the current legislation, national guidelines, policies, protocols and good practice guidelines when obtaining an individuals history
1.2	Explain the guidelines to be followed if the individual is unable to provide a relevant history
1.3	Explain how to check a third partys authority and ability to provide information about an individual
1.4	Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individuals history
2. Be able to prepare to obtain a client history	
2.1	Confirm the individuals identity
2.2	Explain own role and responsibilities in line with obtaining a client history
2.3	Check the individuals or third partys understanding of the purpose of the activity
3. Be able to obtain a client history	
3.1	Gain valid consent to share information in line with national/local policy and protocol
3.2	Maintain confidentiality and the individuals dignity, privacy, beliefs and rights in line with local policy and protocol
3.3	Obtain relevant information on the individuals prior health and circumstances
3.4	Clarify any ambiguous or incomplete statements
3.5	Respond to any questions from the individual or third party
3.6	Record the outcomes of the activity in line with national/local policy and protocol

Unit Specification
D/602/3170
 Understand how to manage a team



Qualification Framework: RQF
 Title: Understand how to manage a team
 Unit Level: Level 4
 Unit Sub Level: None
 Guided Learning Hours: 20
 Unit Credit Value: 3
 SSAs: 1.3 Health and Social Care
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).
 Models may include:

- Team development activities
- Induction into a new team

Approaches may include groups such as quality circles

Unit: D/602/3170 : Understand how to manage a team	
Understand the attributes of effective team performance	
Assessment Criterion - The learner can:	
01.01	Define the key features of effective team performance
01.02	Compare the models used to link individual roles and development with team performance
Know how to support team development	
02.01	Analyse the stages of team development
02.02	Identify barriers to success and how these can be overcome
02.03	Analyse the effect group norms may have on team development
02.04	Differentiate between beneficial conflict and destructive conflict in teams
02.05	Evaluate methods of dealing with conflict within a team
02.06	Compare methods of developing and establishing trust and accountability within a team
Know how to promote shared purpose within a team	
03.01	Evaluate ways of promoting a shared vision within a team
03.02	Review approaches that encourage sharing of skills and knowledge between team members
Know how to promote a no-blame culture within a team	
04.01	Define the meaning of a no blame culture
04.02	Evaluate the benefits of a no blame culture
04.03	Describe how systems and processes can be used to support a no blame culture
04.04	Describe strategies for managing risks associated with a no blame culture
Understand different styles of leadership and management	
05.01	Compare different styles of leadership and management
05.02	Reflect on adjustments to own leadership and management style that may be required in different circumstances

Unit: D/616/4532 : Collate and communicate health information to individuals**1. Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals****Assessment Criterion - The learner can:**

1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with information governance
1.2	Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information
1.3	Explain the ethics concerning confidentiality
1.4	Explain the tensions which may exist between an individuals request for information and the organisations responsibilities within information governance
2. Be able to identify the information to be collated and communicated	
2.1	Respond to individual needs in accordance with clinical governance, national guidelines and local policies and protocols
2.2	Confirm the purpose of the communication and needs of the individual or others
2.3	Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to information governance
2.4	Use relevant secure sources to access the required health information
3. Be able to communicate health information	
3.1	Provide a suitable environment for communication to maintain privacy and dignity
3.2	Communicate with the individual and relevant carers or family at a pace and level consistent with their understanding
3.3	Identify and overcome any barriers to communication
3.4	Identify the communication and information needs and abilities of the individual or others
3.5	Present health information in a format that is: <ul style="list-style-type: none">• consistent with the individuals level of understanding, culture, background and preferred ways of communicating• appropriate to the individuals communication needs and abilities
3.6	Actively listen to the individual or others reactions to information provided and clarify any issues raised
3.7	Confirm with the individual and others that their needs relating to the information have been met
3.8	Direct the individual or others to other sources of information where appropriate
3.9	Record the outcome of the communication by updating records in line with policies and protocols

Unit: F/616/3972 : Awareness of the Mental Capacity Act 2005**1. Understand the importance of the Mental Capacity Act 2005****Assessment Criterion - The learner can:**

- 1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves
- 1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves
- 1.3 Explain how the Mental Capacity Act 2005:
• empowers people to make decisions for themselves
• protects people who lack capacity by placing them at the heart of the decision making process
- 1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves

2. Understand the key elements of the Mental Capacity Act 2005

- 2.1 Define the five statutory principles included in the Mental Capacity Act 2005
- 2.10 Explain how the Mental Capacity Act 2005 can assist a person to plan ahead for a time when they may not have capacity to make certain decisions
- 2.2 Describe when a worker must comply with the Mental Capacity Act 2005
- 2.3 Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity
- 2.4 Explain capacity as defined in the Mental Capacity Act 2005
- 2.5 Explain best interests as defined in the Mental Capacity Act 2005
- 2.6 Explain what actions need to be taken to ensure a worker acts in an individual's best interests
- 2.7 Identify whose responsibility it is to assess capacity and best interests
- 2.8 Identify the type of day to day decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves
- 2.9 Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed

3. Understand restraint as defined in the s6(4) Mental Capacity Act 2005

- 3.1 Identify the range of actions that amount to restraint
- 3.2 Identify the factors which make restraint lawful under the Mental Capacity Act 2005
- 3.3 Describe the circumstances where the restrictions or restraint being used amount to a person being deprived of their liberty
- 3.4 Describe the actions that are necessary to ensure that a person is lawfully deprived of their liberty
- 3.5 Explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being deprived of their liberty

4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity

- 4.1 Explain the legal status of the Mental Capacity Act 2005, Code of Practice
- 4.2 Explain the purpose of the Mental Capacity Act 2005, Code of Practice
- 4.3 Explain how the Mental Capacity Act 2005 Code of Practice affects the day to day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves

Unit: F/616/3986 : Effective communication and building relationships in mental health work**1. Understand key principles for communication and relationships in mental health work****Assessment Criterion - The learner can:**

- 1.1 Evaluate the role of effective communication in building relationships and promoting recovery of individuals
- 1.2 Explain the key principles that should underpin communication and relationships in mental health work
- 1.3 Explain how to build positive relationships using principles from the main theories of communication in mental health

2. Understand effective communication skills in building and sustaining relationships in mental health work with individuals and others

- 2.1 Explain how key communication skills can be used to build and sustain relationships in mental health context
- 2.2 Explain how mental health problems may impact on an individuals ability or wish to communicate and form relationships
- 2.3 Explain common barriers to communication and relationships between:
• service users and mental health workers
• others and mental health workers
- 2.4 Explain how to overcome common barriers to communication and relationships between:
• service users and mental health workers
• others and mental health workers
- 2.5 Identify situations in which a mental health worker may need additional support to communicate and build relationships
- 2.6 Evaluate the potential contribution to communication and relationship building of specialist health support workers

3. Understand how to support individuals in their relationships

- 3.1 Explain the importance of relationships for promoting and maintaining well-being and mental health
- 3.2 Describe the factors that can impact on the ability of an individual to develop and maintain a strong social network
- 3.3 Describe the impact of mental health problems on relationships between individuals and others
- 3.4 Describe the support needs of others at the key stages of illness
- 3.5 Explain how mental health workers may support an individual as they go through the various stages of their relationship from initiating to ending
- 3.6 Explain how to enable others with mental health problems to access support

Unit: F/616/4541 : Support individuals to access and use services and facilities	
1. Understand factors that influence individuals access to services and facilities	
Assessment Criterion - The learner can:	
1.1	Describe how accessing a range of services and facilities can be beneficial to an individuals well being
1.2	Identify barriers that individuals may encounter in accessing services and facilities
1.3	Describe ways of overcoming barriers to accessing services and facilities
1.4	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2. Be able to support individuals to select services and facilities	
2.1	Work with individuals to identify services and facilities likely to meet their assessed needs
2.2	Agree with individuals their preferred options for accessing services and facilities
2.3	Work with individuals to select services or facilities that meet their assessed needs and preferences
3. Be able to support individuals to access and use services and facilities	
3.1	Identify with individuals the resources, support and assistance required to access and use selected services and facilities
3.2	Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities
3.3	Explain how to ensure individuals rights and preferences are promoted when accessing and using services and facilities
4. Be able to support individuals to review their access to and use of services and facilities	
4.1	Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences
4.2	Support individuals to provide feedback on their experiences of accessing and using services or facilities
4.3	Work with individuals and others to evaluate the support provided for accessing and using services or facilities within scope of own role
4.4	Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role

Unit Specification H/602/3171

Lead and manage a team within a health and social care or children and young peoples setting



Qualification Framework : RQF

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

Unit Level : Level 6

Unit Sub Level : None

Guided Learning Hours : 46

Unit Credit Value : 7

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Others may include:

- Workers / Practitioners
- Carers
- Significant others
- Other professionals
- People who use services

Unit: H/602/3171 : Lead and manage a team within a health and social care or children and young peoples setting	
Understand the features of effective team performance within a health and social care or children and young peoples setting	
Assessment Criterion - The learner can:	
01.01	Explain the features of effective team performance
01.02	Identify the challenges experienced by developing teams
01.03	Identify the challenges experienced by established teams
01.04	Explain how challenges to effective team performance can be overcome
01.05	Analyse how different management styles may influence outcomes of team performance
01.06	Analyse methods of developing and maintaining: <ul style="list-style-type: none"> • trust • accountability
01.07	Compare methods of addressing conflict within a team
Be able to support a positive culture within the team for a health and social care or children and young peoples setting	
02.01	Identify the components of a positive culture within own team
02.02	Demonstrate how own practice supports a positive culture in the team
02.03	Use systems and processes to support a positive culture in the team
02.04	Encourage creative and innovative ways of working within the team
Be able to support a shared vision within the team for a health and social care or children and young peoples setting	
03.01	Identify the factors that influence the vision and strategic direction of the team
03.02	Communicate the vision and strategic direction to team members
03.03	Work with others to promote a shared vision within the team
03.04	Evaluate how the vision and strategic direction of the team influences team practice
Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young peoples setting	
04.01	Identify team objectives
04.02	Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives
04.03	Facilitate team members to actively participate in the planning process
04.04	Encourage sharing of skills and knowledge between team members
04.05	Agree roles and responsibilities with team members
Be able to support individual team members to work towards agreed objectives in a health and social care or children and young peoples setting	
05.01	Set personal work objectives with team members based on agreed objectives
05.02	Work with team members to identify opportunities for development and growth
05.03	Provide advice and support to team members to make the most of identified development opportunities.
05.04	Use a solution focused approach to support team members to address identified challenges
Be able to manage team performance in a health and social care or children and young peoples setting	
06.01	Monitor and evaluate progress towards agreed objectives
06.02	Provide feedback on performance to: <ul style="list-style-type: none"> • the individual • the team
06.03	Provide recognition when individual and team objectives have been achieved
06.04	Explain how team members are managed when performance does not meet requirements

Unit: H/616/4550 : Support individuals to access education, training or employment	
1. Understand the value of engagement in training, education or employment for individuals	
Assessment Criterion - The learner can:	
1.1	Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	
2.1	Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
2.2	Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
2.3	Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
3. Understand the support available to individuals accessing education, training or employment	
3.1	Identify agencies that provide support to individuals accessing education, training or employment
3.2	Explain the support provided by the agencies identified
4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences	
4.1	Work with individuals to identify education, training or employment opportunities
4.2	Work with the individual and / or others to source accessible information on education, training or employment opportunities
4.3	Support the individual to select education, training or employment
4.4	Support the individual to complete applications to access education, training or employment
4.5	Support the individual to prepare for interview or selection for education, training or employment
5. Be able to support individuals to undertake education, training or employment	
5.1	Outline own role and role of others in providing support to an individual to undertake education, training or employment
5.2	Work with the individual and / or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment
6. Be able to evaluate engagement in education, training or employment	
6.1	Review with the individual and / or others how well the education, training or employment opportunity has met: <ul style="list-style-type: none"> • expectations • identified outcomes
6.2	Review with the individual and / or others the continued support required to undertake education, training or employment
6.3	Agree with the individual and / or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

Unit: H/616/4578 : Understanding Suicide Interventions	
1. Understand the causes and prevalence of suicidal behaviour	
Assessment Criterion - The learner can:	
1.1	Interpret information on the prevalence of suicidal behaviour
1.2	Analyse factors that lead to suicidal behaviour
1.3	Analyse impact the media and society has on suicidal behaviour
2. Understand the process of suicide intervention	
2.1	Describe different suicide interventions
2.2	Describe the importance of directive and non-directive approaches in suicide interventions
2.3	Explain the relationship between the components of suicide intervention
2.4	Describe the relationship between the suicide intervention tasks and the needs of the individual at risk
2.5	Evaluate the use of risk assessment tools in suicide interventions
3. Understand the role of the main caregiver and other professionals in managing suicide interventions	
3.1	Evaluate the role of a population based approach to suicide prevention
3.2	Analyse the relationships between the main caregiver and professionals in suicide intervention
3.3	Explain the need to conform to legal and organisational policies and procedures when undertaking suicide interventions
3.4	Evaluate the importance of knowledge of the local network in delivering suicide interventions

Unit: H/616/4581 : Facilitate learning and development activities to meet individual needs and preferences**1. Understand the role of learning and development activities in meeting individual needs****Assessment Criterion - The learner can:**

- 1.1 Describe the benefits to individuals of engaging in learning or development activities
- 1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate
- 1.3 Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered

2. Be able to identify learning and development activities to meet individual needs and preferences

- 2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities
- 2.2 Provide the individual and others with information on possible learning or development activities
- 2.3 Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities
- 2.4 Work with the individual and others to agree learning or development activities that will suit the individual

3. Be able to plan learning and development activities with individuals

- 3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported
- 3.2 Establish with the individual and others a plan for implementing the programme of activities
- 3.3 Assess risks in line with agreed ways of working

4. Be able to prepare for learning and development activities

- 4.1 Obtain or prepare resources or equipment needed for the activity
- 4.2 Describe how resources or equipment might be adapted to meet the needs of an individual
- 4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation
- 4.4 Prepare the environment so that the activity can be carried out safely and effectively

5. Be able to facilitate learning and development activities with individuals

- 5.1 Carry out agreed role in facilitating the activity
- 5.2 Support the individual to engage with the activity in a way that promotes active participation
- 5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided
- 5.4 Make adjustments in response to feedback

6. Be able to evaluate and review learning and development activities

- 6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
- 6.2 Collate and present information for evaluation as agreed
- 6.3 Use agreed criteria to evaluate the activity with the individual and others
- 6.4 Make recommendations for any changes in the activity, its implementation or the support provided
- 6.5 Explain the importance of recognising progress achieved through a learning or development activity
- 6.6 Record the outcome of the evaluation in line with organisational requirements
- 6.7 Explain how to refer any concerns to an appropriate person

Unit: J/616/4539 : Support individuals during the last days of life**1. Understand the impact of the last days of life on the individual and others****Assessment Criterion - The learner can:**

- 1.1 Describe psychological effects of the dying phase on the individual and others
- 1.2 Describe the impact of the last days of life on the relationships between individuals and others

2. Understand how to respond to common symptoms in the last days of life

- 2.1 Describe the common signs of approaching death
- 2.2 Explain how to minimise the distress of symptoms related to the last days of life
- 2.3 Describe appropriate comfort measures in the final hours of life
- 2.4 Explain the circumstances when life-prolonging treatment can be stopped or withheld
- 2.5 Identify the signs that death has occurred

3. Be able to support individuals and others during the last days of life

- 3.1 Demonstrate a range of ways to enhance an individual's well-being during the last days of life
- 3.2 Describe ways to support others during an individual's last days of life
- 3.3 Work in partnership with others to support the individual's well-being
- 3.4 Describe how to use a range of resources for care in the last days of life according to agreed ways of working
- 3.5 Support others to understand the process following death according to agreed ways of working

4. Be able to respond to changing needs of an individual during the last days of life

- 4.1 Explain the importance of following the individual's advance care plan in the last days of life
- 4.2 Record the changing needs of the individual during the last days of life according to agreed ways of working
- 4.3 Support the individual when their condition changes according to agreed ways of working
- 4.4 Explain the importance of communicating with others during the individual's last days of life

5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual

- 5.1 Implement actions immediately after a death that respect the individual's and others' preferences and wishes according to agreed ways of working
- 5.2 Provide care for the individual after death according to national guidelines, local policies and procedures
- 5.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care
- 5.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
- 5.5 Explain ways to support others immediately following the death of the individual

6. Be able to manage own feelings in relation to an individual's dying or death

- 6.1 Identify ways to manage own feelings in relation to an individual's death
- 6.2 Use sources of support to manage own feelings in relation to an individual's death

Unit: J/616/4556 : Monitor and review individuals progress in relation to maintaining optimum nutritional status**1. Understand how to monitor and review individuals progress in relation to maintaining optimum nutritional status****Assessment Criterion - The learner can:**

- | | |
|-----|---|
| 1.1 | Explain how to create a suitable environment for open and confidential discussions and for taking body measurements |
| 1.2 | Outline the types of information to gather from an individual in order to assess their progress |
| 1.3 | Identify the body measurements which must be taken in order to assess an individuals progress |
| 1.4 | Explain how to review an individuals food diary |
| 1.5 | Explain how to provide constructive feedback and encouragement to an individual regarding their progress |

2. Be able to monitor individuals progress in maintaining optimum nutritional status

- | | |
|-----|---|
| 2.1 | Prepare an environment which is suitable for open and confidential discussions and for taking body measurements |
| 2.2 | Confirm the individuals identity and gain valid consent prior to taking body measurements |
| 2.3 | Obtain information from the individual regarding their experience in following a nutritional plan |
| 2.4 | Take an individuals body measurements in line with local policy and protocol |
| 2.5 | Interpret body measurements against standard measures |

3. Be able to support individuals to review their own progress in relation to maintaining optimum nutritional status

- | | |
|-----|---|
| 3.1 | Support an individual to review their own progress against agreed objectives |
| 3.2 | Provide constructive feedback and affirm the individuals progress |
| 3.3 | Suggest potential modifications to the nutritional plan which are consistent with nutritional objectives |
| 3.4 | Reaffirm the benefits of adhering to the nutritional plan and lifestyle changes in relation to their effect on health |
| 3.5 | Update records in line with local policy and protocol |
| 3.6 | Record any further actions to be taken by the individual |

Unit: J/616/4590 : Provide advice on foot care for individuals with diabetes**Understand good practice in diabetic foot care****Assessment Criteria**

- 1 Summarise national and local guidelines on diabetes healthcare
- 2 Describe local referral pathways for foot health

Understand the factors affecting foot health in individuals with diabetes

- 1 Explain the causes of diabetes
- 2 Describe the signs and symptoms of diabetes
- 3 Identify the risks of diabetes to foot health
- 4 Explain the importance of footwear to foot health for individuals with diabetes
- 5 Explain the impact of nutrition, health and physical exercise on an individual with diabetes
- 6 Explain the treatment options for specific foot disorders often experienced by individuals with diabetes

Be able to discuss foot examination results with individuals/carers

- 1 Gain valid consent for carer to be present
- 2 Use preferred method of communication
- 3 Maintain privacy throughout the examination
- 4 Discuss the results of the foot examination with the individual/carer
- 5 Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests

Be able to advise individuals/carers on the management of foot health

- 1 Discuss with the individual/carer the best options for managing foot health
- 2 Provide written information on foot health to support the individual/carer

Be able to complete records

- 1 Update records in line with local policy and protocol
- 2 Record any actions to be taken by the individual/carer and other members of the care team

Unit Specification
K/600/9711
 Manage physical resources



Qualification Framework: RQF
 Title: Manage physical resources
 Unit Level: Level 4
 Unit Sub Level: None
 Guided Learning Hours: 25
 Unit Credit Value: 3
 SSAs: 15.3 Business Management
 Unit Grading Structure: Pass
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

Unit: K/600/9711 : Manage physical resources	
Understand the importance of sustainability when using physical resources.	
Assessment Criterion - The learner can:	
01.01	Explain the importance of using sustainable resources.
01.02	Explain the potential impact of resource use on the environment.
01.03	Explain how to use resources effectively and efficiently.
01.04	Describe actions one can take to minimise any adverse environmental impact of using physical resources.
Be able to identify resource requirements for own area of responsibility.	
02.01	Consult with colleagues to identify their planned activities and corresponding resource needs.
02.02	Evaluate past resource use to inform expected future demand.
02.03	Identify resource requirements for own area of responsibility.
Be able to obtain required resources for own area of responsibility.	
03.01	Submit a business case to procure required resources.
03.02	Review and agree required resources with relevant individuals.
03.03	Explain an organisations processes for procuring agreed resources.
Be able to monitor and review the quality and usage of resources in own area of responsibility.	
04.01	Monitor the quality of resources against required specifications.
04.02	Identify differences between actual and planned use of resources and take corrective action.
04.03	Analyse the effectiveness and efficiency of resource use in own area of responsibility.
04.04	Make recommendations to improve the effectiveness and efficiency of resource use.

Unit: K/616/3982 : Enable individuals with mental health problems to develop alternative coping strategies**1. Understand the legal, service and social context of work with individuals in relation to their behaviour****Assessment Criterion - The learner can:**

- | | |
|-----|--|
| 1.1 | Explain how the practice of working with individuals in relation to their behaviour is affected by: <ul style="list-style-type: none">• the purpose of the service provider• the priorities of the service provider• legislation |
| 1.2 | Explain how culture, gender and beliefs can affect views of acceptable and non-acceptable behaviour |
| 1.3 | Describe the personal, interpersonal and social factors that may influence or trigger behaviour that is seen as non-acceptable |
| 1.4 | Describe the sources of support available |
| 1.5 | Identify the range of sources of information about an individual |
| 1.6 | Explain how to assess and manage risks to own and others safety, |
| 1.7 | Explain the ethical and moral issues that arise when dealing with behaviours that could harm the individual or others |

2. Be able to gather and use relevant information to explore behavioural responses

- | | |
|-----|---|
| 2.1 | Review information from a range of sources about the individuals background, circumstances, behaviour and needs |
| 2.2 | Use strategies to establish a positive working relationship with the individual |
| 2.3 | Review information to confirm whether it provides an accurate basis on which to explore behavioural responses |
| 2.4 | Support the individual to identify patterns of behaviour that have a negative impact on themselves and others |
| 2.5 | Support the individual to recognise the impact of their behaviour on themselves and others |
| 2.6 | Support the individual to recognise triggers that may lead to patterns of behaviour that have a negative impact on themselves and others |
| 2.7 | Support the individual to identify ways in which they could change their behavioural response and what benefits this may bring to themselves and others |
| 2.8 | Recognise limitations of own role and the point at which you need to seek further support |

3. Be able to work with an individual to plan a strategy for changing patterns of behaviour that have a negative impact

- | | |
|-----|--|
| 3.1 | Support the individual to identify patterns of behaviour that they are willing to change |
| 3.2 | Produce a plan in partnership with the individual |
| 3.3 | Produce a record of what has been agreed with the individual |

4. Be able to work with an individual and significant others to review a strategy for changing patterns of behaviour that have a negative impact

- | | |
|-----|--|
| 4.1 | Conduct reviews according to the individuals needs and the nature of the behaviour |
| 4.2 | Support the individual and significant others to evaluate the effectiveness of the strategy |
| 4.3 | Produce a record of the review |
| 4.4 | Communicate the results of the review to all those who have a right and need to receive them |

Unit: K/616/4551 : Support individuals to access and manage direct payments**1. Understand the role of direct payments****Assessment Criterion - The learner can:**

- 1.1 Explain the purpose of direct payments
- 1.2 Explain legislation and policies relating to direct payments for providing care and support
- 1.3 Identify the range of services for which direct payments may be used
- 1.4 Explain the term personalisation in relation to direct payments

2. Be able to support individuals to decide whether to use direct payments

- 2.1 Identify sources of information and advice about using direct payments
- 2.2 Identify the conditions that need to be met for the individual to be eligible for direct payments
- 2.3 Provide information and advice about direct payments in a way that is accessible to an individual and others
- 2.4 Access specialist guidance about using direct payments
- 2.5 Work with the individual and others to assess:
 - whether a direct payment would be beneficial in meeting the individuals needs
 - the level and type of support needed to manage the direct payment

3. Be able to provide support to select services to be purchased with direct payments

- 3.1 Provide accessible information about services that are likely to meet the individuals needs
- 3.2 Work with the individual and others to select support that meets their needs within resources available
- 3.3 Support the individual to check and understand documents produced by service providers selected

4. Be able to provide support for completing paperwork associated with direct payments

- 4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation
- 4.2 Support the individual to make payments for services purchased, in a way that promotes active participation
- 4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation

5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments

- 5.1 Explain how dilemmas may arise between duty of care and an individuals rights in the context of direct payments
- 5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments
- 5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts

6. Be able to contribute to reviewing the support provided through direct payments

- 6.1 Agree with the individual any support needs and the required support to be purchased
- 6.2 Work with the individual and others to evaluate the support they have purchased
- 6.3 Agree and record any changes needed to the support purchased
- 6.4 Provide feedback to organisations about the support purchased

7. Be able to contribute to reviewing the management of direct payments

- 7.1 Work with the individual and others to review the management of the direct payment
- 7.2 Agree and record any changes to the type and level of support needed for managing a direct payment
- 7.3 Provide feedback to people and organisations about the management of the individuals direct payment

Unit: L/616/3943 : Understand Advance Care Planning**Understand the principles of advance care planning****Assessment Criterion - The learner can:**

- | | |
|-----|--|
| 1.1 | Describe the difference between a daily care or support plan and an advance care plan |
| 1.2 | Explain the purpose of advance care planning |
| 1.3 | Identify the national, local and organisational agreed ways of working for advance care planning |
| 1.4 | Explain the legal position of an advance care plan |
| 1.5 | Explain what is meant by mental capacity in relation to advance care planning |
| 1.6 | Explain what is meant by informed consent in relation to advance care planning |

Understand the process of advance care planning

- | | |
|------|--|
| 02.1 | Explain when advance care planning may be introduced |
| 02.2 | Outline who may be involved in the advance care planning process |
| 02.3 | Describe information an individual may need to enable them to make informed decisions |
| 02.4 | Explain what is involved in an "Advance Decision to Refuse Treatment" |
| 02.5 | Explain what is meant by a "Do Not Attempt cardiopulmonary resuscitation" (DNACPR) order |
| 02.6 | Explain how the individual's capacity to discuss advance care planning may influence their role in the process |
| 02.7 | Explain role of the care worker in the advance care planning process and sources of support available |
| 02.8 | Describe how personal beliefs and attitudes can affect participation in the advance care planning process |
| 02.9 | Identify how an advance care plan can change over time |
| 2.10 | Outline the principles of record keeping in advance care planning |
| 2.11 | Describe when details of the advance care plan can be shared with others |

Understand person centred approaches to advance care planning

- | | |
|-----|---|
| 3.1 | Describe factors an individual may consider when creating their advance care plan |
| 3.2 | Explain the importance of respecting the individual's values, beliefs and choices |
| 3.3 | Identify how the needs of others may need to be taken into account when planning advance care |
| 3.4 | Explain how to support an individual to exercise their right not to create an advance care plan |
| 3.5 | Outline actions to take when an individual is unable to participate in advance care planning |
| 3.6 | Explain how individual's care or support plan may be affected by an advance care plan |

Unit: L/616/4557 : Give presentations to groups	
1. Understand policies, protocols and good practice related to group presentations	
Assessment Criterion - The learner can:	
1.1	Summarise the policies, protocols and good practice guidelines which inform own practice in giving presentations
2. Understand factors which contribute to effective group presentations	
2.1	Explain how to devise aims and objectives for a presentation
2.2	Explain how to choose from a range of presentation techniques to meet the needs of the audience
2.3	Appraise emerging developments in technology and the relevance of technology to presentation techniques and materials
3. Be able to plan a presentation to facilitate learning	
3.1	Explain how to structure presentations to maximise understanding
3.2	Explain how to anticipate barriers to understanding and how they can be overcome
3.3	Plan presentation delivery taking account of the audiences needs and context of delivery
3.4	Choose and prepare materials and resources
3.5	Adapt presentation content to suit the needs of the audience
4. Be able to present information to a group	
4.1	Use materials and resources to support understanding
4.2	Present clear information in a manner and pace in line with the groups needs
4.3	Encourage the group to ask questions
4.4	Reiterate key points at suitable intervals
4.5	Monitor the groups understanding and adapt own presentation style in line with audience responses
4.6	Summarise information to conclude the presentation
4.7	Gain feedback from audiences and evaluate their understanding from the presentation to inform future delivery

Unit Specification
M/602/2850

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



Qualification Framework: RQF

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

Unit Level : Level 5

Unit Sub Level : None

Guided Learning Hours : 35

Unit Credit Value : 5

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 Approaches to outcome based practice may include:

- Results based accountability
 - Outcomes Management
 - Outcomes into Practice
 - Logic Model
- Appropriate methods may include:
- Agreed therapeutic/development activities
 - Regular health checks
 - Administering prescribed medication/treatment
 - Promoting/supporting healthy lifestyle choices
- Appropriate approaches to address conflicts and dilemmas may include:
- One to one discussion
 - Group discussion
 - Using contracts
 - Providing information to inform choices
 - Mentoring for conflict resolution

Unit: M/602/2850 : Manage health and social care practice to ensure positive outcomes for individuals	
Understand the theory and principles that underpin outcome based practice	
Assessment Criterion - The learner can:	
01.01	Explain outcome based practice
01.02	Critically review approaches to outcome based practice
01.03	Analyse the effect of legislation and policy on outcome based practice
01.04	Explain how outcome based practice can result in positive changes in individuals lives
Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well being	
02.01	Explain the psychological basis for well-being
02.02	Promote a culture among the workforce of considering all aspects of individuals well-being in day to day practice
02.03	Review the extent to which systems and processes promote individual well being
Be able to lead practice that promotes individuals health	
03.01	Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision
03.02	Use appropriate methods to meet the health needs of individuals
03.03	Implement practice and protocols for involving appropriate professional health care expertise for individuals
03.04	Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs
Be able to lead inclusive provision that gives individuals choice and control over the outcomes they want to achieve	
04.01	Explain the necessary steps in order for individuals to have choice and control over decisions
04.02	Manage resources so that individuals can achieve positive outcomes
04.03	Monitor and evaluate progress towards the achievement of outcomes
04.04	Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes
04.05	Implement systems and processes for recording the identification, progress and achievement of outcomes
Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes	
05.01	Analyse the importance of effective working relationships with carers, families and
05.02	Implement systems, procedures and practices that engage carers, families and significant others
05.03	Use appropriate approaches to address conflicts and dilemmas that may arise between individuals, staff and carers, families and significant others
05.04	Explain how legislation and regulation influence working relationships with carers, families and significant others
05.05	Implement safe and confidential recording systems and processes to provide effective information sharing and recording

Unit: M/616/3904 : Understand mental well-being and mental health promotion	
1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	
Assessment Criterion - The learner can:	
1.1	Evaluate two different views on the nature of mental well-being and mental health
1.2	Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: <ul style="list-style-type: none"> • biological factors • social factors • psychological factors • emotional factors
1.3	Explain how risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	
2.1	Explain the steps that an individual may take to promote their mental well-being and mental health
2.2	Explain how to support an individual in promoting their mental well-being and mental health
2.3	Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health
2.4	Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community
2.5	Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community

Unit: M/616/3983 : Duty of care in care settings	
1. Understand how duty of care contributes to safe practice	
Assessment Criterion - The learner can:	
1.1	Explain what it means to have a duty of care in own work role
1.2	Explain how duty of care relates to duty of candour
1.3	Explain how duty of care contributes to the safeguarding or protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individuals rights and the duty of care	
2.1	Describe conflicts or dilemmas that may arise between the duty of care and an individuals rights
2.2	Describe how to manage risks associated with conflicts or dilemmas between an individuals rights and the duty of care
2.3	Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	
3.1	Describe how to respond to complaints
3.2	Explain policies and procedures relating to the handling of complaints

Unit: M/616/4003 : Promote personal development in care settings	
1. Understand what is required for competence in own work role	
Assessment Criterion - The learner can:	
1.1	Describe the duties and responsibilities of own work role
1.2	Explain expectations about own work role as expressed in relevant standards
1.3	Describe how to work effectively with others
2. Be able to reflect on practice	
2.1	Explain the importance of reflective practice in continuously improving the quality of service provided
2.2	Reflect on practice to improve the quality of the service provided
2.3	Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	
3.1	Evaluate own knowledge, performance and understanding against relevant standards
3.2	Use feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	
4.1	Identify sources of support for planning and reviewing own development
4.2	Work with others to review and prioritise own learning needs, professional interests and development opportunities
4.3	Work with others to agree own personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development	
5.1	Evaluate how learning activities have affected practice
5.2	Explain how reflective practice has led to improved ways of working
5.3	Explain why continuing professional development is important
5.4	Record progress in relation to personal development

Unit: M/616/4552 : Work in partnership with families to support individuals	
1. Understand partnership working with families and family members in care and/or support	
Assessment Criterion - The learner can:	
1.1	Describe the contribution families and family members have in caring for and/or supporting individuals
1.2	Identify factors that may affect the level of involvement of family members
1.3	Describe dilemmas or conflicts that may arise when working in partnership with families
1.4	Explain how the attitudes of a worker affect partnership working
2. Be able to establish and maintain positive relationships with families and family members in care and/or support	
2.1	Interact with family members in ways that respect their culture, values, experiences and expertise
2.2	Show dependability in carrying out actions agreed with families
2.3	Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families
3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support	
3.1	Agree with the individual, family members and others the desired outcomes of partnership working within scope of own role
3.2	Clarify own role, role of family members and roles of others in supporting the individual
3.3	Support family members to understand person centred approaches and agreed ways of working
3.4	Plan ways to manage risks associated with sharing care or support within scope of own role
3.5	Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role
4. Be able to work with families to access support in their role as carers	
4.1	Identify the support required from families to fulfil their role
4.2	Provide accessible information about available resources for support
4.3	Work with family members to access resources for support
5. Be able to exchange and record information about partnership work with families	
5.1	Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> • implementation of the plan • changes to needs and preferences
5.2	Record information in line with agreed ways of working about: <ul style="list-style-type: none"> • progress towards outcomes • effectiveness of partnership working
6. Be able to contribute to reviewing partnership work with families	
6.1	Agree criteria and processes for reviewing partnership work with families and family members within scope of own role
6.2	Involve the individual and family members in the reviews
7. Be able to provide feedback about support for families	
7.1	Provide feedback to others about the support accessed by family members
7.2	Report on any gaps in the provision of support for family members
7.3	Describe ways to challenge information or support that is discriminatory or inaccessible

Unit: M/616/7712 : Support individuals in the use of assistive technology	
Understand the range, purpose and effectiveness of assistive technology available to support individuals	
Assessment Criteria	
1	Research the range and purpose of assistive technology that is available to support individuals in own area of work
2	Investigate the effectiveness of the most commonly used assistive technology in own area of work
3	Explain how assistive technology can have a positive impact on the well-being and quality of life of individuals
Be able to support the selection of assistive technology with individuals	
1	Explain own role and the roles of others in the provision of assistive technology for individuals
2	Support an individual to access specialist information and support about assistive technology
3	Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
4	Support an individual to select assistive technology to meet their needs and preferences
Be able to support the use of assistive technology aids with an individual	
1	Prepare the environment to support the use of assistive technology with an individual
2	Support the use of assistive technology following instructions or guidelines within boundaries of own role
3	Record the use of assistive technology following procedures or agreed ways of working
4	Explain when and to whom referrals for maintenance or repair would be made
Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes	
1	Review the effectiveness of assistive technology against identified outcomes with individuals and / or others
2	Provide feedback to others on the use of assistive technology
3	Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others
4	Evaluate own practice in using assistive technology to meet identified outcomes
5	Adapt own practice to support the needs of the individual

Unit Specification

R/602/2338

Recruitment and selection within health and social care or children and young peoples settings



Qualification Framework : RQF

Title : Recruitment and selection within health and social care or children and young people's settings

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 26

Unit Credit Value : 3

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Learning outcomes 2, 3, and 4 must be assessed in the work setting.

Unit: R/602/2338 : Recruitment and selection within health and social care or children and young peoples settings	
Understand the recruitment and selection processes in health and social care or children and young peoples settings	
Assessment Criterion - The learner can:	
01.01	Explain the impact on selection and recruitment processes, in own setting, of: <ul style="list-style-type: none">• Legislative requirements• Regulatory requirements• Professional codes• Agreed ways of working
01.02	Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection
01.03	Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people.
Be able to contribute to the recruitment process in health and social care or children and young peoples settings	
02.01	Review job descriptions and person specifications to meet work setting objectives
02.02	Work with others to establish the criteria that will be used in the recruitment and selection process
02.03	Work with others to establish the methods that will be used in the recruitment and selection process
02.04	Involve individuals in the recruitment process
Be able to participate in the selection process in health and social care or children and young peoples settings	
03.01	Use agreed methods to assess candidates
03.02	Use agreed criteria to select candidates
03.03	Communicate the outcome of the selection process according to the policies and procedures of own setting
Be able to evaluate the recruitment and selection processes in health and social care or children and young peoples settings	
04.01	Evaluate the recruitment and selection methods and criteria used in own setting
04.02	Recommend changes for improvement to recruitment and selection processes in own setting

Unit: R/616/3958 : Understand mental health and behaviour management of children and young people**1. Understand mental health and mental well-being****Assessment Criterion - The learner can:**

1.1 Define the term mental health

1.2 Identify components of mental well-being

1.3 Explain positive mental health

2. Understand mental health conditions that affect children and young people and reasons for classifying

2.1 Identify mental health conditions that affect children and young people

2.2 Describe features of mental health conditions that affect children and young people

2.3 Evaluate the impact upon children and young people of experiencing a mental health condition

2.4 Explain reasons for classifying mental health conditions that affect children and young people

3. Understand legal and organisational requirements in relation to working with children and young people with mental health conditions

3.1 Identify current legislation in relation to children and young people with mental health conditions

3.2 Explain organisational policies and procedures that support children and young people with mental health conditions

3.3 Explain reasons for challenging discrimination against children and young people with mental health conditions

4. Understand the use of behaviour management strategies for children and young people with mental health conditions

4.1 Describe behaviour management strategies used to support children and young people with mental health conditions

4.2 Describe the impact of non-verbal cues when setting limits for children and young people with mental health conditions

4.3 Explain the evidence base for the use of physical intervention

5. Understand supervision of children and young people with mental health conditions

5.1 Explain reasons for supervising children and young people with mental health conditions

5.2 Describe formal and informal observation

5.3 Identify the potential impacts upon children and young people when supervised on a 1:1 basis

Unit: R/616/4589 : Support individuals to manage dysphagia**1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines****Assessment Criterion - The learner can:**

1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia

1.2 Describe why individuals with dysphagia should be encouraged to promote their own health and wellbeing

1.3 Describe the types of activities to compensate, support development or maintenance of swallowing ability

2. Understand how dysphagia affects individuals

2.1 Describe the main clinical causes of dysphagia

2.2 Outline how to recognise the main types of dysphagia

2.3 Identify major risks and secondary difficulties associated with dysphagia

2.4 Describe the anatomy and physiology relevant to maintaining a safe swallow

2.5 Explain how an individual's ability to swallow is affected by:

- sensory impairment
- physical impairment
- neurological impairment
- cognitive impairment
- previous experiences of oral feeding
- age

2.6 Explain how to provide a suitable environment for affected individuals

3. Know the importance of nutritional intake for individuals with dysphagia

3.1 Describe the impact of dysphagia on oral intake and nutrition for an individual

3.2 Describe safe practices with regard to preparing oral intake

3.3 Describe food or drink textures in accordance with national guidelines and how this relates to individuals with dysphagia

3.4 Explain how to implement feeding techniques within scope of own role

3.5 Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia

4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes

4.1 Confirm the individual's identity and gain valid consent prior to carrying out the therapy programme

4.2 Explain the skill development activities to the individual or carer

4.3 Support the individual's active participation with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice

4.4 Provide oral intake in the consistency and appearance outlined in the individual's care programme

4.5 Provide the individual with sufficient time to practice newly developed skills

4.6 Provide the individual or carer with information and advice in regards to management, as instructed by the specialist

4.7 Carry out therapeutic feeding activities with dysphagic individuals under direction

4.8 Assist others in the development of:

- optimal feeding strategies
- modelling and reinforcing strategies recommended by a Speech and Language Therapist

5. Be able to provide information to colleagues regarding individuals treatment

5.1 Update records regarding the support provided, in line with local policy and protocol

5.2 Provide feedback to the individual's therapist and care team to aid future care planning

Unit Specification
T/602/2574

Manage induction in health and social care or children and young peoples settings



Qualification Framework : RQF

Title : Manage induction in health and social care or children and young people's settings

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 21

Unit Credit Value : 3

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Unit: T/602/2574 : Manage induction in health and social care or children and young peoples settings	
Understand the purpose of induction for health and social care or children and young peoples settings	
Assessment Criterion - The learner can:	
01.01	Explain why induction is important for practitioners, individuals and organisations
01.02	Identify information and support materials that are available to promote effective induction
01.03	Explain the link between induction processes, qualifications and progression routes in the sector
01.04	Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting
01.05	Analyse the role of induction in safeguarding individuals and others within a work setting
Be able to manage the induction process in health, social care and children and young peoples work settings	
02.01	Explain the factors that influence induction processes for practitioners
02.02	Develop an induction programme in agreement with others
02.03	Manage the induction process for practitioners
Be able to support the implementation of induction processes in health, social care and children and young peoples work settings	
03.01	Identify different methods that can be used to support the induction process for practitioners
03.02	Support others involved in the induction of practitioners
03.03	Obtain feedback from others on practitioners achievement of identified induction requirements
03.04	Support practitioners to reflect on their learning and achievement of induction requirements
03.05	Provide feedback to practitioners on achievement of induction requirements
03.06	Support personal development planning for a practitioner on completion of induction
Be able to evaluate the induction process in health and social care or children and young peoples settings	
04.01	Explain the importance of continuous organisational improvement in the provision of induction
04.02	Obtain feedback on the induction process from practitioners
04.03	Obtain feedback on the induction process from others in the work setting
04.04	Use feedback to identify areas for improvement within the induction process
Be able to implement improvements to the induction process in health and social care or children and young peoples settings	
05.01	Work with others to identify improvements within the induction process
05.02	Work with others to implement changes required to address areas for improvement within the induction process

Unit Specification

T/602/2753

Manage finance within own area of responsibility in health and social care or children and young people's setting



Qualification Framework: RQF

Title : Manage finance within own area of responsibility in health and social care or children and young people's setting

Unit Level : Level 4

Unit Sub Level : None

Guided Learning Hours : 31

Unit Credit Value : 4

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Unit: T/602/2753 : Manage finance within own area of responsibility in health and social care or children and young people's setting	
Understand financial management in own work setting	
Assessment Criterion - The learner can:	
01.01	Explain the importance of effective financial management systems within own work setting
01.02	Outline sources of funding that are used to construct the budget for own work setting
01.03	Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting
Be able to plan budget requirement for own area of responsibility	
02.01	Work with others to calculate the financial resources required to meet objectives within own area of responsibility
02.02	Communicate budget requirements within remit of role and responsibility to inform overall budget build
02.03	Analyse the impact of an insufficient budget on service delivery
02.04	Work with others to prioritise budget allocation in own area of responsibility
Be able to manage a budget	
03.01	Explain the financial management systems that are available to monitor budget for own area of responsibility
03.02	Agree roles and responsibilities of others in recording financial expenditure
03.03	Calculate planned expenditure over the financial period
03.04	Monitor actual spend against planned expenditure
03.05	Analyse variances between planned and actual expenditure
03.06	Implement corrective action to address any variances
03.07	Make revisions to the budget to take account of variances and new developments
Be able to evaluate financial expenditure within own area of responsibility	
04.01	Review actual expenditure against planned expenditure within financial period
04.02	Report findings from budget reviews
04.03	Make recommendations for adjustments for budget planning and management

Unit Specification
T/602/3174
 Lead and manage group living for adults



Qualification Framework: RQF
 Title : Lead and manage group living for adults
 Unit Level : Level 5
 Unit Sub Level : None
 Guided Learning Hours : 39
 Unit Credit Value : 5
 SSAs : 1.3 Health and Social Care
 Unit Grading Structure : Pass
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).
 Well being means a subjective state of being content and healthy.

Unit: T/602/3174 : Lead and manage group living for adults	
Be able to develop the physical group living environment to promote positive outcomes for individuals	
Assessment Criterion - The learner can:	
01.01	Review current theoretical approaches to group living provision for adults
01.02	Evaluate the impact of legal and regulatory requirements on the physical group living environment
01.03	Review the balance between maintaining an environment that is safe and secure and promoting freedom and choice
01.04	Explain how the physical environment can promote well being
01.05	Justify proposals for providing and maintaining high quality decorations and furnishings for group living
01.06	Develop an inclusive approach to decision making about the physical environment
Be able to lead the planning, implementation and review of daily living activities	
02.01	Evaluate the impact of legislation and regulation on daily living activities
02.02	support others to plan and implement daily living activities that meet individual needs and preferences
02.03	Develop systems to ensure individuals are central to decisions about their daily living activities
02.04	Oversee the review of daily living activities
Be able to promote positive outcomes in a group living environment	
03.01	Evaluate how group living can promote positive outcomes for individuals
03.02	Review the ways in which group activities may be used to promote the achievement of individual positive outcomes
03.03	Ensure that individuals are supported to maintain and develop relationships
03.04	Demonstrate effective approaches to resolving any conflicts and tensions in group living
Be able to manage a positive group living environment	
04.01	Evaluate the effects of the working schedules and patterns on a group living environment
04.02	Recommend changes to working schedules and patterns as a result of evaluation
04.03	Develop a workforce development plan for the group living environment
04.04	Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with individuals
04.05	Use appropriate methods to raise staff awareness of the group dynamics in a group living environment
04.06	Review the effectiveness of approaches to resource management in maintaining a positive group living environment

Unit: T/616/3953 : Collaborate in the assessment of environmental and social support in the community**1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community****Assessment Criterion - The learner can:**

1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work related to the provision of environmental and social support in the community

1.2 Identify when good practice suggests it may be necessary to seek assistance related to the provision of environmental and social support in the community

2. Understand how to assess the need for, and provision of, environmental and social support in the community

2.1 Describe situations when individuals may need to be provided with environmental or social support

2.2 Describe the types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community

2.3 Describe the purpose of the assessment tools used in the workplace in relation to environmental and social support in the community

2.4 Explain the procedures relating to carrying out an assessment of environmental and social support in the community

2.5 Explain the roles of those involved in assessing environmental and social support in the community

3. Be able to carry out assessments in collaboration with others to establish the need for, and provision, of environmental and social support in the community

3.1 Communicate with the individual and relevant others in a way that encourages personal choice

3.2 Undertake the assessment in line with local policy and protocol

3.3 Identify and prioritise the individuals needs, in conjunction with relevant others if necessary

3.4 Record the outcomes of the assessment in line with local policy and protocol

3.5 Pass on the outcomes of the assessment in line with local policy and protocol

4. Be able to plan changes to be made to the environment and social support with individuals and relevant others

4.1 Confirm the availability of the resources required for the environmental or social support

4.2 Communicate the options for support and equipment to the individual and relevant others

4.3 Identify any difficulties with providing the support or equipment, discussing possible solutions

4.4 Agree any proposed changes to the environment and social support and gain valid consent to carry these out

4.5 Record the agreed actions in line with local policy and protocol

